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ABU DAUD SILONG**



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PROFESSOR DR. ABU DAUD SILONG

LEADERSHIP THEORIES, RESEARCH & PRACTICES

Framing Future Leadership Thinking

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Dedicated to
my wife, Dr. Zaharah Hassan
my son, Aiman
my daughters, Fayani & Ameera



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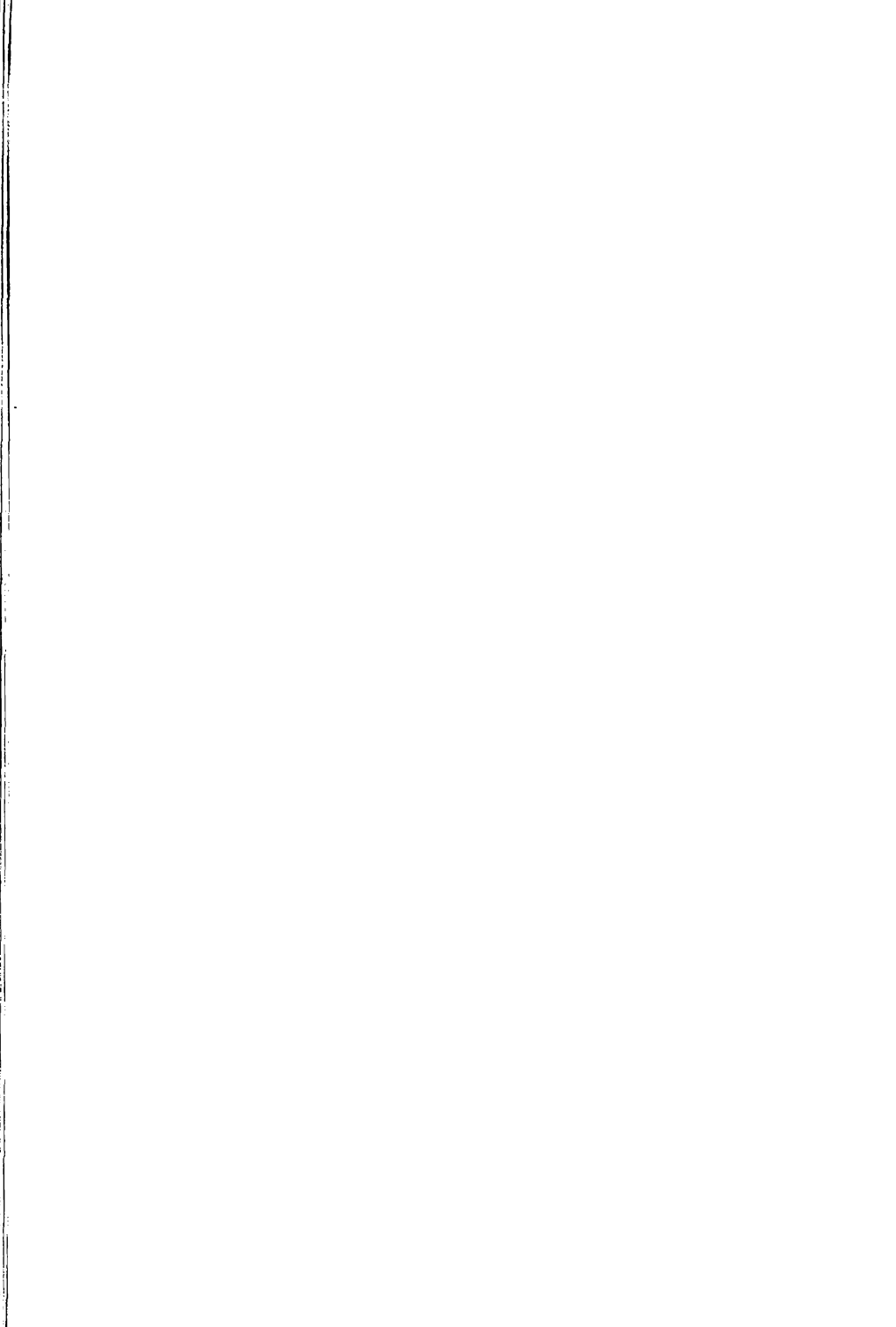
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ABSTRACT

Human Resource Development (HRD) is still in its infancy and is recognized by scholars as an emerging field of study. They note that leadership is one of the critical areas in the field of HRD that is becoming increasingly more important. Organizers of international conferences on HRD across Europe have noted that for many years the subject of leadership has consistently attracted the highest number of paper submissions to the conference. Interest in leadership is however not only confined to HRD scholars. In general, there is great interest among scholars, researchers and practitioners to work and write on leadership. At the end of the 20th century there were about 30,000 books and articles on leadership. This lecture examines some of the key ideas and major thinking from this literature focusing on leadership theories, research and practices, covering a span of more than 100 years. The dominant ideas on leadership initially began with the traits theory, followed by behavior theory, situational theory and finally the integrative theory. Going into the 21st century, will there be a shift in leadership thinking? The indication is that there is a need to look into a new paradigm on understanding leadership. Hence part of the title of this lecture “framing future leadership thinking” will explore that possibility. Based on the body of knowledge and new evidence available, the lecture proposes some ideas related to future leadership thinking. This is focused on content leadership that operates in a globalized world. Finally, some implications are discussed to link and integrate leadership thinking into the field of HRD.



INTRODUCTORY REMARKS

For the past three decades, as a scholar in Human Resource Development (HRD), I have been very much involved in teaching, researching, consulting and providing services to the community. As a scholar I have also regularly attended international conferences and seminars to share ideas and latest research findings with other scholars from across the globe. One of the latest among these was the “Ninth International Conference on Human Resource Development: Research and Practice across Europe”, held at Lille, France between 21-23 May 2008, where some of the most notable scholars on HRD in the world gathered.

Of course many things were said and discussed at this conference. One of hot topics discussed was related to the knowledge base of HRD: Can there be a domain specific knowledge base? There were many views offered related to the knowledge base in HRD. One of the conclusions that I drew from the discussion in Lille is that HRD is still in its infancy and it is very much an emerging field. It was introduced in the late sixties and pursued more vigorously as a field of study in the 70s, 80s and 90s until now.

The theme chosen for the conference in Lille was “Leadership and Management Development”. The organizer noted that the topic of leadership was not only critical to HRD, but “for many years paper stream devoted to the subject [leadership] have consistently attracted the highest number of paper submissions to the conference” (Malloch, Conference Overview). Being aware of the importance of the area of leadership and its relation to HRD for my inaugural lecture I decided to choose the topic: “Leadership Theories, Research and Practice: Framing Future Leadership Thinking”, with the view that leadership can be linked and integrated into the core of the HRD knowledge base. During this lecture I would like to share my reflections – based on approximately three decades of experience

as an academician where my tasks included teaching, research, consultancy jobs, providing services to many government agencies and communities, publishing and also administration. In the process of carrying out these tasks I have been very much involved in the act of leadership. I have been a leader in some instances and others a follower. In the role as follower I have interacted with both effective and ineffective leaders. I have also been appointed as well as elected to some leadership positions where on reflection, I admit that in some cases I have been effective and in other cases ineffective, as a leader. So what makes a leader effective?

In order to answer the question, there is a need to understand the body of knowledge that tries to comprehend the concept of leadership. This means that I have to look at the theories, research and practices related to leadership. This involves analyzing more than 100 years of major work on leadership, which is a daunting task. Based on an understanding of past as well as current leadership knowledge, there is a better chance of exploring future leadership thinking. This is the basic objective of this paper, trying to understand the concept of leadership so that we can frame future leadership thinking. Going into the 21st century, there is a need to look into new ideas on leadership thinking.

I must gratefully acknowledge several sets of individuals and institutions who contributed in various ways to this lecture. The first set includes colleagues with whom I have worked with for many years and together developed the field of HRD through academic programs, research, publications and services at the Department of Professional Development and Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia (UPM). The second set includes HRD students in our faculty, especially graduate students who shared their thoughts and experiences through class activities and research. They were always the ones who pushed us

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in our quest to further our knowledge in HRD. Third, I am grateful to HRD practitioners outside the campus who shared their valuable experiences, especially through joint projects and training programs. Fourth, I would like to thank the international and local institutions, which generously, provided funds for my research and consultancy projects and hence provided the necessary impetus to further my understanding on HRD. Finally, my deep gratitude to UPM and its staff, especially the Vice Chancellor, for providing me the opportunity to deliver my lecture on such a lovely day, 16th January 2009. Even though, at this time of the year there is the element of festive and holiday mood, I would like to thank the audience for being here to listen to my lecture.

Enough of introductory remarks. The time has come to discuss the main ideas related to the topic: (1) What is leadership? (2) Leadership theories, research and practices (4) Framing future leadership thinking, and (5) Implications for the future.

WHAT IS LEADERSHIP?

The only test of leadership is that somebody follows. (Greenleaf)

Towards the end of the 20th century about “30, 000 research articles, magazine articles, and books have been written about leadership...” (DuBrin, 1998: 2). There is great interest among scholars to research and write on leadership. Just as many others want to know and read about leadership. One way or another, leadership affects everyone and they talk about it in their everyday lives. Let us hence state that “leadership is a topic with universal appeal” (Northouse, 1997:10), it appeals to the academicians, practitioners and to the ordinary people.

When we discuss leadership it means many things to people. Actually whether we realize it or not we are introduced to the

concept very early in life. Our “moms and dads” are very important leaders in our lives. They play a major role in guiding, directing and influencing our behaviors in life, especially in the early part of our development.

When we say *to lead*, in Latin it originates from the verb *agere* meaning to set in motion. In the Anglo-Saxon vocabulary *to lead* comes from *laedere* which means people on a journey (Adler, 2001). Webster’s Dictionary defines *leading* “as guiding and directing on course, and serving as a channel”. So when we reflect upon our “moms and dads”, they are indeed very much involved in taking us on our life journey, guiding and directing our paths in life, contributing a lot to what we are today. Much of our success in life can be attributed to the leadership of our parents.

However leaders can occur in many different situations apart from within the family. Adler noted that today the term leader denotes “someone who takes the world of ideas, people, organizations and societies on a journey. To lead such a journey requires vision, courage and influence” (Adler, 2001: 236). So leaders are those who lead others, be it in groups, in organizations, in communities or societies.

While the term leader appears very early, as early as the 13th century, the concept of leadership appears more recently, sometime in the early 19th century. In 1828 Webster’s Dictionary introduced the term leadership defined as “the state or condition of leading”. Since then scientific studies have been conducted to understand the concept of leadership.

Let us try to answer the basic question: What is leadership? For more than a century scholars have tried to define leadership. There have been many discussions on the definition of leadership, but they do not come to any agreement. “After reviewing more than 5, 000 published works on leadership, neither Stogdill (1974)

and [nor] Bass (1990) succeeded in identifying an agreed upon definition of leadership” (Adler, 2001:236). Rightly pointed out by Bass (1990:11) “There are almost as many different definitions of leadership as there are persons who have attempted to define the concept”. It is just a word like the words love, democracy, peace and liberty which are used by most people, but are complex to define. Bennis and Nanus (1985) concluded that, after examining 350 definitions of leadership in the past 75 years, there is no clear understanding that distinguishes leaders and non-leaders and more importantly effective leaders and non-effective leaders. However, “the various definitions can help us appreciate the multitude of factors that affect leadership, as well as different perspectives from which to view it” (Hughes, *et al.*, 2009: 6)

As such there are many ways to finish the sentence, “Leadership is....” (Table 1). Table 1 provides some of the major definitions on leadership that can serve as a basis for understanding the phenomenon of leadership.

Table 1 Definitions of Leadership

Author	Definitions Leadership is....	Key Ideas
Abu Daud Silong, 2009	About influence, and to influence a leader must have followers and the process of influencing occurs in a context towards some kind of goals.	Influencing followers in a context towards some kind of goals
House <i>et al.</i> , n.d.	The ability of an individual to influence, motivate and enable others to contribute towards the effectiveness and success of the organizations which they are members of.	Influence, motivate, effectiveness and success of organization

Leadership Theories, Research and Practices

Maxwell, 2007	Influence – nothing more, nothing less	Influence
Kouzes & Posner, 2007	A relationship between those who aspire to lead and those who choose to follow	Relationship between a leader and followers
Valenzuela, 2007	The ability to develop and communicate a vision to a group of people that will make that vision true	Communicating and achieving a vision
Northouse, 2004	A process whereby an individual influences a group of individuals to achieve a common goal	Influencing a group to achieve a common goal
Lussier & Achua, 2001	The influencing process of leaders and followers to achieve organizational objectives through changes	Influence to achieve organizational objectives
Adler, 2001	People whose vision, courage and influence set ideas, people, organization and societies in motion toward the betterment of their organization, their community and the world	Vision and influence toward betterment of organization, community and world
Gardner, 1995	Individuals who significantly influence the thoughts, behaviors, and/or feelings of others	Influence behaviors of others
Zaleznik, 1992	A process of using power to influence the thoughts and actions of other people	Influence others through use of power
Cohen, 1990	The art of influencing others to their maximum performance to accomplish any task, objective or project	Influence to accomplish task and objective

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Bass, 1990	Interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members	Interaction of leader and followers
Hersey & Blanchard, 1988	A process of influencing individual or group activities in efforts toward achieving organizational objectives in a given situation	Influencing others to achieve organizational objectives
Hollander, 1978	The process of influence between a leader and those who are followers	Influencing others
Katz & Kahn, 1978	The influential increment over and above mechanical compliance with the routine directives of the organization	Influencing work in organization
Greenleaf (1977)	The servant leader is servant first. A leader is one who goes ahead to guide the way... he/she may be a mother at home, any person who wields influence, or the head of a vast organization	Servant leader that serves the people he/she leads; one who wields influence
Fielder, 1967	A process of directing or coordinating the group work activities	Directing and coordinating group work
Hemphill & Coons, 1957	The behavior of an individual, directing the activities of a group towards a shared goal	Directing group activities

Over the years Northouse noted that there were as many as 65 different classification systems developed to define leadership. One such classification was proposed by Bass (1990). He wrote that there are similarities among definitions to provide a rough

scheme of classification. “Leader has been conceived as the focus of group processes, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as particular behaviors, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as an initiation of structure, and as many combinations of these definitions” (Bass, 1990: 11).

Despite the multitude of ways leadership has been defined, and after reviewing some of the major definitions, I have come to the conclusion that there are certain key elements of importance to leadership. They are: (1) Leadership is a group phenomenon; (2) leadership occurs in a context, (3) leadership involves influence, (4) leadership involves accomplishment of goals.

Let us turn our attention to leadership as a group phenomenon. I would like to make a statement that there is no leader without followers. As rightly pointed out by Maxwell (2007), those who think he/she is a leader with no one following him/her is “only taking a walk”. He further added that “leadership is the ability to obtain followers” (p. 249). Thus in Islam the concept of leadership is related to the size of the followers. The leader is responsible for the group that he/she leads. A person is only considered a leader if he/she has followers, at least a single follower.

Parents are responsible for the family, the village chief is responsible for the village community, the mayor is responsible for the city residents and the Prime Minister is responsible for the citizens of a country. In an organization, the CEO is responsible for members of the organization. Thus leadership occurs in a context, and it can be the family, the community or group, an organization, a nation and even the whole world. A leader always operates in a context, and thus it adds another key element to leadership.

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Another important element in the definition of leadership is influence. "If you don't have influence you will never be able to lead" (Maxwell, 2007: 21). As emphasized by Kouzes and Posner (2007) leadership is a relationship. It is that special relationship between the leader and the followers – the stronger the bond the greater the potential for leadership. Thus for great leaders such as the Prophets, there is always a very strong bond between them and their followers.

For instance, Muslims have a very strong bond with Prophet Muhammad s.a.w (may peace be upon him). Even more than a thousand years after his death that special relationship still endures. His teachings influence Muslim behaviors till today and most probably will continue to do so far into the future. A more recent example is the leadership of Mahatma Gandhi. His struggle against British rule in India, using non-violence or peaceful resistance (*satyagraha*), influenced many Indians to follow him until they were successful in achieving independence. Thus the potential of leadership can be related to the ability of the leadership to exercise influence over others.

The process of influencing among leaders is often towards some kind of goal. You do not influence others just for the sake of influencing. It is a goal-directed process. Mahatma Gandhi influenced the Indians to follow him to resist British rule using non-violence as opposed to armed struggle. His success as a leader is measured against whether or not he achieved that goal. Before he introduced his non-violence strategy, the Indians were using armed struggle which was not very successful. Gandhi's image as a great leader was highlighted when his approach was successful in India obtaining independence from the British. Hitler too can be considered to have had great influence over his followers. He was able to influence the Germans to go to war against Europe. He lost

the war against the Allies and thus was not considered a successful leader even though he had great ability to influence others. However, that ability to influence makes him a strong leader, albeit not so successful because he did not accomplish his goals.

At this juncture, after reviewing some of the major definitions on leadership, let me respond to the past and current debates on the term. I would like to provide my own definition of leadership, at least for the purpose of this lecture. In my view, leadership is about influence and to influence, a leader must have followers, and the process of influencing occurs in a context towards some kind of goal. In this definition four key ideas are important – leaders, followers, influence, context and goals (Figure 1).

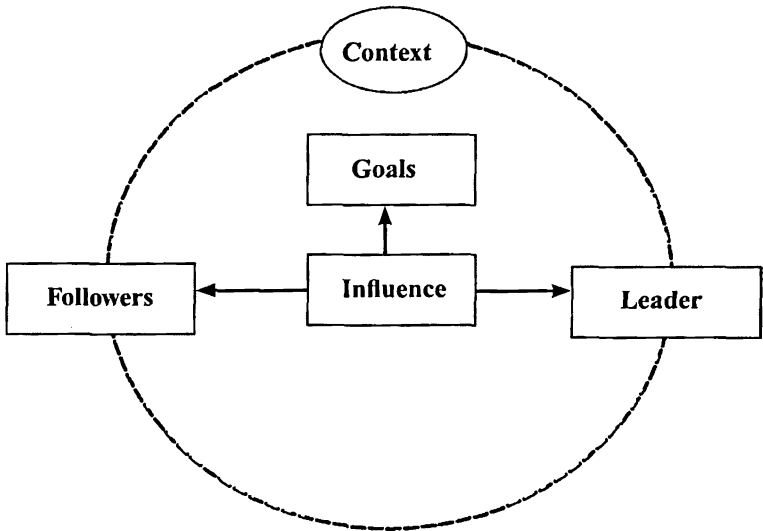


Figure 1 Key Elements of Leadership

LEADERSHIP THEORIES, RESEARCH AND PRACTICES

Theories are important because they explain certain phenomena. For example, people talk about motivation, but what is motivation? Without theories, it may be very difficult to describe what motivation is. It may take pages and pages to discuss motivation and still at the end we may not be able to pin-point what it is. To simplify matters, scholars theorize about motivation. What makes people act? Simply put, Abraham Maslow says that people have needs, and based on those needs people are motivated to do something. These needs are arranged hierarchically, from the lowest level of needs to highest level of needs – basic needs, safety needs, social needs, and needs for self-esteem and self-actualization. People will act until they fulfill one level of need and proceed to the highest level of need. Of course, there are other theories of motivation such as the Herzberg two-factor theory, McGregor employee motivational theory, McClelland's achievement motivational theory and others. Each of these theories competes against each other to provide an explanation that is closest to the truth about motivation. Each of these theories will have its own weaknesses and strengths and be open to criticisms. Over time the theories will be expunged, refined and new ones will emerge, but some theories, due to their strengths and usefulness will persevere for a long time.

There are many theories that attempt to explain the phenomena of leadership. "A leadership theory is a framework for conceptualizing relationships between variables and guiding research towards a fuller understanding of phenomena" (Hughes *et al.* 2009). Thus a researcher may want to predict certain leadership traits or behaviors that can impact leadership effectiveness. Then the researcher will collect and analyze the necessary data to test the prediction. The results can refute or support the theory being investigated.

More than a hundred years of research has produced numerous leadership theories. It will take a long time to discuss all these theories. Thus to accommodate this lecture, I will examine some of the major and most referred to theories of leadership. Since there are many leadership theories it would be useful to classify them into groups. Of course there are many ways of classifying these theories. Northouse (1997) groups the theories according to 12 approaches – the trait approach, style approach, situational approach, contingency approach, path-goal theory, transformational leadership, team leadership theory, psychodynamic approach, women and leadership and other popular approaches. Burn (1978) grouped the theories into transactional and transformational leadership. He introduced the Full Range Leadership Model to discuss all leadership models available. For this lecture, however, I adopt the ideas proposed by Lussier & Achua (2007). They grouped leadership theories under four major classifications – the traits theory, behavioral theory, situational theory and integrative theory.

A leadership theory is “an explanation of some aspects of leadership; theories have practical value because they are used to better understand, predict, and control successful leadership” (Lussier & Achua, 2007: 17). A theory is the framework or foundation in analyzing effective leadership. Further, each of the four leadership classifications is based on “a shared mindset that represents a fundamental way of thinking about, perceiving, studying, researching, and understanding leadership” (Lussier & Achua, 2007: 17). The four leadership theory classifications represent the changes in leadership thinking in the past century.

Traits Theory

The quest to understand the truth about certain phenomena provides the motivation for scholars to conduct research. In terms

of leadership, it began with research trying to understand effective leadership in terms of their traits. There are strong beliefs that leaders are special people that possess certain traits that others do not have. Initially the belief was that these traits are inborn. Thus in the early days, leaders were confined to the elite and ruling class because they possessed the leadership qualities that could be passed onto their children. Much of the work on leadership in the late 19th century and early part of 20th century focused on the traits of leaders who are born. Nahavandi (1997) noted that they were given impetus by the early work of Thomas Carlyle's 1841 book, *Heroes and Hero Worship*; William James writing on the great men of history (1880) and Galton's study on the role of heredity (1869). These works on traits were based on the strong belief that innate qualities were responsible for shaping human behaviors. Thus leaders are assumed by virtue of their birth. The common people would not have the opportunity to become leaders. One point stands out from these studies; they focus on identifying the innate qualities and characteristics possessed by great social, political and military leaders such as Thomas Jefferson, Abraham Lincoln and Mahatma Gandhi. Thus the theory developed is often referred to as the "great man" theory.

Later, research turned to efforts to identify universal traits that make effective leaders. After years of study, there is very little evidence to support the assertion that leaders are born. Also a major review by Stogdill in 1948, suggested that no consistent set of traits differentiated leaders from non-leaders across a variety of situations. The traits may be good in certain situations but not in others. In this study, Stogdill analyzed and synthesized more than 124 traits studies conducted from 1904 to 1947. Stogdill concluded that an average individual in a leadership role is different from an average group member in the following traits: (1) intelligence, (2) alertness,

(3) insight, (4) responsibility, (5) initiative, (6) persistence, (7) self-confidence, and (8) sociability (Table 2). Stogdill also emphasized that these traits must be relevant to the situation in which the leader is functioning.

In 1974 Stogdill did a follow-up study by completing a survey based on 163 studies of the characteristics reported in 1948 through 1970. He identified 10 traits that are positively associated with leadership. These are: (1) achievement, (2) persistence, (3) insight, (4) initiative, (5) self-confidence, (6) responsibility, (7) cooperativeness, (8) tolerance, (9) influence, and (10) sociability (Table 2).

Other studies on traits include that by Bass (1990) and Northouse (1997). However, there are identifiable traits that distinguish leaders and followers and Bass classified these traits under the major headings of: (1) capacity - intelligence, alertness, verbal facility, originality and judgment; (2) achievement – scholarship, knowledge and athletic accomplishment; (3) responsibility – dependability, initiative, persistence, aggressiveness, self-confidence, and the desire to excel; (4) participation – activity, sociability, cooperation, adaptability and humor; (5) status – socioeconomic position and popularity; (6) situation – mental level, status, skills, needs and interest of followers and objectives to be achieved (Table 2). Northouse summarized major findings on leadership traits to include intelligence, self-confidence, determination, integrity and sociability. The conclusion indicates that traits alone cannot make an effective leader. A combination of traits and other factors such as situations and interaction between traits and situations contribute to effective leadership.

In the context of Malaysia, a study by Madinah Mohamad & Abu Daud Silong (Madinah *et. al.*, 2008) identified ten leadership traits of effective community leaders. The study indicated that

effective community leaders are: (1) Acceptable to all races/groups, (2) responsible, (3) can be trusted, (4) are highly committed, (5) honest, (6) fair to all races, (7) highly confident, (8) flexible, (9) calm in facing crisis and (10) highly disciplined (Table 2).

Basically, these findings are in agreement with most studies on leadership traits that have been identified thus far. When the traits are ranked, the most important characteristic is acceptability by all races or groups. This is because Malaysia is a multiracial society. This characteristic is also very much emphasized in the in-depth interviews where respondents said: "the leader of the people must be accepted by people of other religions and races; a leader must not be a one-track leader – but for all groups". In Malaysia this has been the defining factor for the success of political leadership which enables the multiracial society to coexist in harmony.

How does traits theory contribute to our understanding of effective leadership? The main contention of traits researchers is that leaders have traits that are different from followers. By possessing certain traits they can become more effective leaders or, in other words, they can have more influence over followers.

Table 2 Research Findings on Leadership Traits

Stogdill (1948)	Stogdill (1974)	Bass (1990)	Northouse (1997)	Madinah Mohamad & Abu Daud Silong (2008)
Intelligence	Achievement	Capacity	Intelligence	Acceptable to all
Alertness	Persistence	Achievement	Self-confidence	racess/groups
Insight	Insight	Responsibility	Determination	Responsible
Responsibility	Initiative	Participation	Integrity	Can be trusted
Initiative	Self-confidence	Status	Sociability	Highly committed
Persistence	Responsibility	Situation		Honest
Self-confidence	Cooperativeness			Fair to all races
Sociability	Tolerance			Highly confident
	Influence			Flexible
	Sociability			Calm in facing crisis
				Highly disciplined

Adapted from Northouse (1997: 16 & 17)

Stogdill's research findings in 1948 reduced the significance of traits in explaining effective leadership. Though there are identifiable traits that can be related to leaders, they are not applicable across all situations. Different leadership situations require different traits. As mentioned earlier, leadership operates in a context and thus leadership situations will vary. It will make more sense that different contexts will require different traits. It is difficult to identify universal traits for all leaders in all situations (Figure 2).

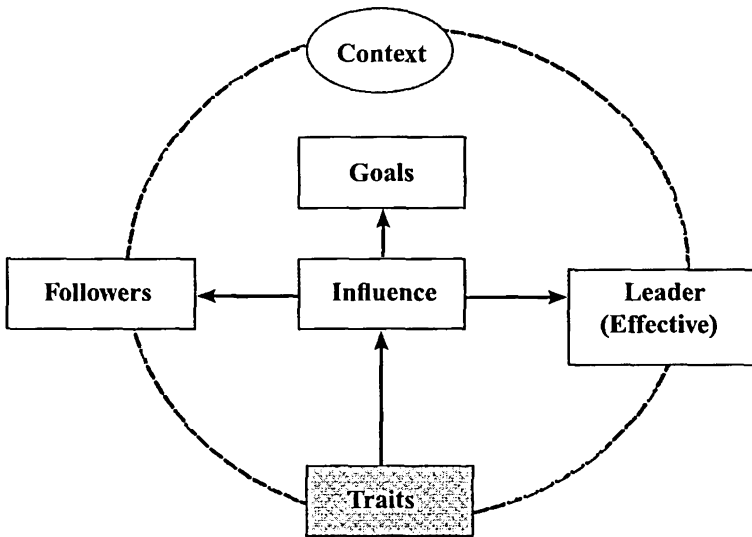


Figure 2 Traits Elements Related to Effective Leadership

Behavioral Theories

However, a group of researchers were not very happy with the results of the traits study. They began to look at leadership behaviors to explain leadership effectiveness. Behaviors are better than traits for the conduct of research because they can be observed, can

be measured and the measures are more objective than that for traits.

University of Iowa Studies

One of the earliest studies using this approach was conducted by a group of researchers from Iowa University. They identified three styles of leadership: The autocratic, democratic and *laissez-faire* styles of leadership (Lewin & Lippit, 1938; Lewin, Lippit & White, 1939). This is a landmark study that identifies the earliest leadership styles. Autocratic leadership style is characterized by a directive approach that has centralized authority; dictates work methods, makes unilateral decisions and limits employee participation. On the other hand the democratic leadership style is more participative in nature that involves employees in decision making. A democratic leader delegates authority (empowering), encourages participation in deciding work methods and goals and uses feedback from employees. Finally the *laissez faire* leadership style gives total freedom to employees to ask questions and complete their tasks as they see fit. Some would say that those practicing this style of leadership are not leaders because they do not play a significant role in influencing the group.

University of Ohio Studies

The Iowa research was followed by research conducted by researchers from the University of Ohio and University of Michigan. The researchers in Ohio University focused on developing a series of questionnaires to measure different leadership behaviors in work settings. They developed the Leadership Behavior Description Questionnaire (LBDQ) and collected data from thousands of subordinates regarding their leaders' behaviors. After analyzing this data they concluded that leaders could be described in terms

of two independent dimensions of behaviors called consideration and initiating structure (Hemphill & Coons, 1957; Halpin & Winer, 1957 and Fleishman, 1953).

Consideration refers to how far a leader is friendly and supportive of his/her subordinates. They show behaviors such as taking care of their subordinates, showing appreciation for their work and being willing to speak for them. Initiating structures relate to behaviors that emphasize meeting work goals and accomplishing tasks. Leaders with high initiating structure scores engage themselves in task-related behaviors such as setting deadlines, establishing performance standards and monitoring performance levels. Apart from the LBDQ, the researchers in Ohio University also developed other questionnaires such as the Supervisory Descriptive Behavior Questionnaire (SBDQ) and the Leadership Opinion Questionnaire (LOQ).

Based on these studies, four leadership styles are identified as shown in the four quadrants in Figure 3: High consideration and high initiating structure, low consideration and low initiating structure, high consideration and low initiating structure and low initiating structure and high consideration.

University of Michigan Studies

Another group of researchers from the University of Michigan identified leadership behaviors as related to effective group performance (Likert, 1961). They found four categories of leadership behaviors that contribute to effective group performance:

- Leader support – behaviors where leaders show concern for subordinates
- Interaction facilitation – includes behaviors where leaders try to minimize conflicts among followers

Leadership Theories, Research and Practices

- Goal emphasis – behaviors concerned with motivating subordinates to accomplish the task at hand.
- Work facilitation – behaviors concerned with clarifying roles, acquiring and allocating resources and reconciling organizational conflicts.

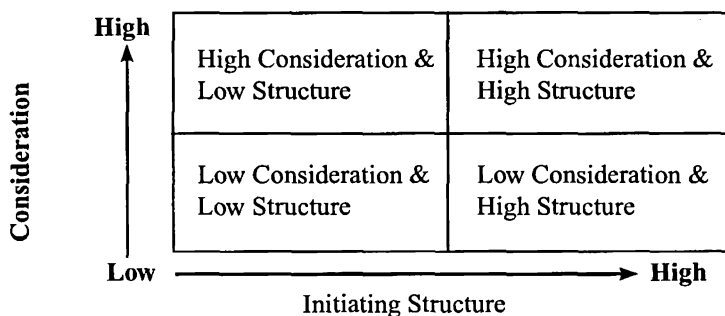


Figure 3 The Ohio University Leadership Styles

Both goal emphasis and work facilitation are task-centered behaviors while leader support and interaction facilitation refer to people-centered behaviors. The researchers at University of Michigan produced questionnaires for the survey of organizations to determine the degree to which leaders exhibit these four categories of leadership behaviors.

Generally we can say that both the research by the University of Ohio and the University of Michigan indicated that there are two types of leadership behaviors, people-oriented and task-oriented. There are similarities in the research findings of both universities concerning these behaviors. However, there is one fundamental difference. Researchers from the University of Michigan considered task-centered and people-centered behaviors to be at opposite ends of a single continuum of leadership behavior. Thus leaders show either strong people or task-centered behaviors, but not both.

Researchers from Ohio State University believed that consideration and initiating structures are two independent continuums. Thus leaders can exhibit four behaviors – high in initiating structures and consideration, low in both behaviors, or high in one and low in the other.

Blake-Mouton Leadership Grid

Other researchers went on to extend the concept of leadership behaviors that lead to successful leaders. Blake & Mouton (1961) introduced the Leadership Grid that describes leadership styles under concern for people and concern for production. Concern for people is the degree to which leaders consider the needs of team members, their interests and employees' development. On the other hand concern for production relates to leadership behaviors that emphasize on concrete objectives, organizational efficiency and high productivity when conducting a task.

Using this model, leaders are assigned scores ranging from 1 to 9 on both concern for people and concern for production based on their responses to the questionnaire. The scores are plotted on the Leadership Grid, and the two score combinations represent different styles of leadership. Five leadership styles are identified (Figure 4):

- Impoverished Management (1, 1) or low concern for people and low concern for production: This leader is often ineffective. He/she neither has regard for getting the job done, nor for providing a work environment that is satisfying and motivating for subordinates. The result is usually a work place that is characterised by disorganization, dissatisfaction and disharmony.
- Authority-compliance Management (9, 1) or high concern for production and low concern for people: Also known as

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authoritarian leaders, people in this category of leadership believe that employees are the means to an end. Thus the employees' needs and welfare are always secondary to an efficient and productive work place. This type of leader is very autocratic in nature, has strict work rules, policies, and procedures and views punishment as the best form of motivating subordinates.

- Middle of the Road Management (5, 5) or medium concern for production and for people: This style of leadership tries to balance the two concerns. Actually it is a compromise and as such there is always a trade-off between the two. In most cases neither production nor people concerns are fully met. Most leaders are in this position and usually this style settles for moderate performance.
- Country Club Management (1, 9) or high concerns for people and low concerns for production: This style of leadership is most concerned about the needs and welfare of the employees. The assumption is that when people are happy they will work hard. But what happens is that this style can result in a work environment that is too relaxed, like a country club, so much so that production suffers because there is lack of control and direction.
- Team Management (9, 9) or high concern for people and production: This is the ideal leadership style. Leaders employing this style place stress on both the needs for production and the needs of the employee. When the needs of the people are taken care of, then they are more committed, and will hence meet production requirements. This would likely produce team work which leads to high satisfaction and motivation and hence high production.

Based on this categorization of leadership styles, effective leaders are those giving emphasis to both high concern for people and production (9, 9), that is the team approach leadership.

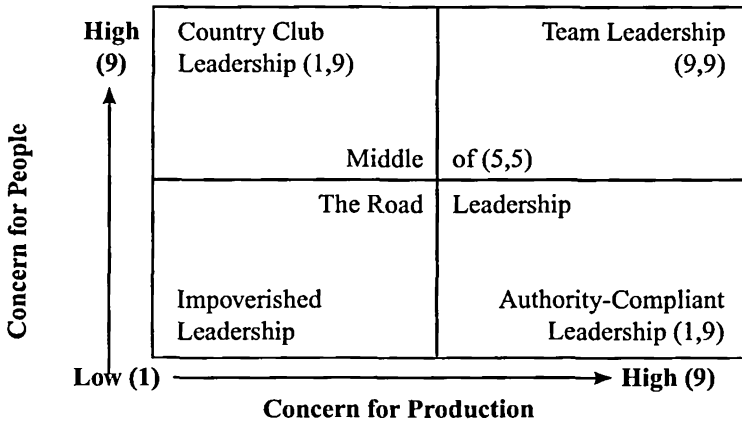


Figure 4 Blake-Mouton Leadership Grid

Leadership Roles

Besides leadership styles, other approaches to studies on leadership behavior include the functional approach by Mintzberg and Yukl. Mintzberg (1973) identified ten roles of managers when they are conducting their daily activities. These roles include acting as a figurehead, leader, liaison, monitor, disseminator, spokesman, entrepreneur, disturbance handler, resource allocator and negotiator. These ten roles are divided into three groups: Interpersonal roles, information roles and decisional roles. The three interpersonal roles are concerned with relationships. Thus in the figurehead role, the manager represents the organization in all matters of formality, as a symbol both inside and outside the organization. In the liaison role, the manager interacts with peers and people outside the organization. The leader role indicates the relationship between the

manager and the employee. The three informational roles include that of the monitor, the disseminator and the spokesperson. Finally, the decisional roles performed by leaders are as the entrepreneur, disturbance handler, resource-allocator and the negotiator.

Yukl (1994) proposed a related concept of dimensions of managerial behavior. He identified 15 behaviors that include: Planning and organizing, problem-solving, clarifying roles and objectives, informing, monitoring, motivating and inspiring, consulting, delegating, supporting, developing and mentoring, managing conflict and team building, networking, recognizing, rewarding and representation. There are a lot of similarities between the managerial roles described by Mintzberg and Yukl (Table 3).

Table 3 Comparison between Mintzberg's Managerial Roles and Yukl's Dimensions of Managerial Behaviors

Mintzberg's managerial roles	Yukl's dimensions of managerial behaviors
1. Figurehead 2. Negotiator 3. Spokesman	Representing
4. Leader	Supporting Consulting Delegating Recognizing Rewarding Motivating Managing conflict and team building
5. Liaison	Networking
6. Monitor	Monitoring
7. Disseminator	Informing

8. Entrepreneur	Planning and organizing
9. Resource Allocator	
<hr/>	
10. Disturbance handler	Problem solving
<hr/>	

Turning to Malaysia, a study by Madinah Mohamad & Abu Daud Silong (Madinah Mohamad et al., 2008) identifies various leadership styles, such as relationship-centered, task-centered, democratic style and autocratic style, that contribute to effective leadership. The survey findings indicate that the democratic style of leadership involving two-way communication is the most desired style of leadership. Respondents indicated that leaders in the Malaysian community should develop two-way communication: “get feedback, have regular meetings; leaders should focus on people’s needs and issues such as education; a leader must never push his will, but must involve followers in dialogue, must convince and if fails must follow the majority”. This again reflects the diversity of a Malaysian community – where a leader has to fulfill various needs and consider the sensitivities of people from different races and religions. Other leadership behaviors include task completion and also leadership that focuses on socio-development. People also need community leaders who are action oriented: “take action and not just give lip-service, action speaks for itself, a leader must be following-up”.

In public sector leadership, there is a need to change from the traditional leadership roles that are strong in control and command to more collaborative roles (Abu Daud Silong et al., 2008). In the traditional role the leader makes decisions, sets goals, explains plans and strategies, organizes and coordinates work activities unilaterally. In collaborative roles leaders collaborate with others and adopt a more open approach. In performing their new leadership roles, the respondents indicated that leaders have to be global thinkers, talent advocates, mobilizers and captivators. As a global thinker, a

leader must be receptive to diverse perspectives and must therefore be open-minded, a good listener, cooperative, communicative, accept opinions from others including subordinates and focus on team work. The leader must also be a strong talent advocate recognizing staff achievement, be able to take care of subordinates, guide subordinates, listen to their views and comments, delegate, be a model to subordinates and defend subordinates. Finally in engaging others the leaders have to also play the role of mobilizer and captivator. In getting things done and building passion and commitment towards achieving organizational goals, leaders must have empathy towards subordinates, make them feel at ease, mix freely with them, meet with them, get their views, command their respect and also have good relationship with top management.

Key Ideas from Behavior Studies

Research on leadership behaviors since the 1930s until the end of the century found that there are various styles adopted by leaders. According to the University of Iowa studies, leadership styles range from autocratic to democratic to laissez faire behaviors. Autocratic leaders are those emphasizing on centralized power, democratic leaders are more participative in nature while laissez faire leaders provide total freedom to followers. On the other hand, the Michigan State University studies identified two styles, one end of the continuum focusing on task-oriented leadership and the other end focusing on people-oriented leadership.

University of Ohio studies identify two major leadership behaviors namely, initiating structure and consideration. These two behaviors yield four leadership styles. Later studies by Mouton-Blake produced the managerial/leadership grid that identifies five leadership styles. Mintzberg focused on describing and analyzing 10 managerial roles while Yukl elaborates on 15 dimensions of

managerial/ leadership behaviors. In the Malaysian scenario, Madinah Mohamad et al. (2008) found that the democratic style that involves two-way communication is the most effective for a multiracial community. On the other hand, Abu Daud Silong *et al.* (2008) indicated that the public sector leadership should change their traditional roles of command and control to more collaborative roles (Table 4).

Table 4 Key Ideas from Behavioral Leadership Theories

Authors/Researchers	Key Ideas
University of Iowa studies	Identifies three leadership styles ranging from autocratic to democratic to laissez faire approaches
University of Michigan studies	Identifies two leadership styles that lie on a continuum - one end of the continuum focusing on task-oriented behaviors and the other end focusing on people-oriented behaviors.
University of Ohio studies	Identifies two major leadership behaviors – consideration and initiating structure that in combination provide four leadership styles: High in consideration and initiating structure, low in consideration and initiating structure, high in consideration and low in initiating structure and vice versa
Mouton-Blake studies	Introduces the Leadership Grid that identifies five leadership styles – the impoverished leadership, authority-compliant leadership, middle of the road leadership, country club leadership and team leadership

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Mintzberg	Introduces 10 managerial roles that can be assumed by managers/leaders.
Yukl	Identifies 15 dimensions of managerial/ leadership behaviors that have some similarities to Mintzberg's roles.
Madinah Mohamad & Abu Daud Silong	Identifies various styles of community leaders in Malaysia, the most effective being the democratic style using two-way communication
Abu Daud Silong	Indicates that to be more effective, public sector leadership must change their traditional roles of command and control to a more collaborative style that engages the people

How does the research on leadership behaviors add to our understanding of effective leadership? Behaviorists basically examine what the leaders do and how they act in executing their leadership functions. Behaviorists look more to the activities conducted by leaders. The central purpose of the behavioral approach is to explain how leadership behaviors can influence followers to achieve the desired goals.

Two general styles have been identified from studies, task behaviors and relationship behaviors. It is important for leaders to combine these two behaviors to achieve the desired outcomes as suggested by the Mouton-Blake leadership grid. Other significant behaviors are the leadership roles suggested by Mintzberg and Yukl. Through these roles leaders can conduct their activities and be more focused to achieve organizational goals. The behavior approach provides a framework for assessing leadership effectiveness through the task and relationship dimensions and the roles played by leaders. This approach provides a shift in leadership thinking. Initially the

focus on leadership was on traits, now it has been expanded to include what and how they do things in various situations (Figure 5). Though many studies have been conducted on leadership behavior, however “Researchers have not been able to establish a consistent link between task and relationship behaviors and outcomes such as morale, job satisfaction, and productivity” (Northouse, 1997: 42). The findings have been contradictory and inconclusive.

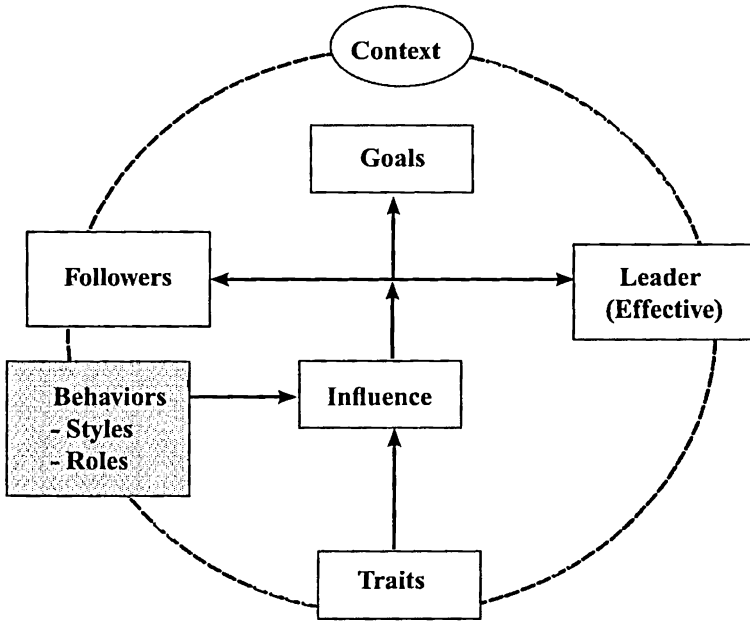


Figure 5 Behavioral Components Related to Effective Leadership

Situational Theories

The behavior theories were considered inadequate to fully explain effective leadership and subsequently researchers such as Fiedler, House, and Hersey and Blanchard began to examine leadership situations that match certain styles of leadership. This group of theories is also referred to as contingency theory; contingency meaning “to depend on”. Basically leadership styles depend on certain situations.

Fiedler Contingency Theory

Fiedler is one of the earliest researchers to move from the research of leadership traits and behaviors to leadership situations. He tested his contingency model of leadership in over 50 studies covering a span of 15 years and concluded that to be effective, leaders will have to match leadership styles with situations. His leadership contingency theory is a “leader-match” theory which postulates that the leader’s effectiveness depends on how well the leadership styles fit the situation (Fiedler, 1967; Fiedler, 1964; Fiedler & Chemers, 1974; Fiedler & Garcia, 1987). “Effective leadership is contingent on matching a leader’s style to the right setting” (Northouse, 1997:74). It is the result of the interaction of two factors, leadership style and situational control.

Fiedler’s research focused on studying the styles of many different leaders who worked in different contexts, mainly military organizations. He identifies leadership styles through the Least Preferred Co-worker (LPC) scale. The LPC scale requires a leader to think of all the people he/she has worked with and then describe the person he works least well with, using a series of bipolar scales of 1 to 8. The responses to these scales are summed and averaged indicating two styles of leadership. Leaders with high LPC scores

suggest that they have a relationship-motivated style while those with low LPC scores have task-motivated leadership styles. People, who are relationship motivated tend to describe their least preferred co-worker more positively such as more pleasant and friendlier and thus receive higher LPC scores. On the other hand those who are task motivated described their least preferred co-worker more negatively and have lower LPC scores.

According to Fiedler there is no ideal leader. Both low-LPC or task-motivated and high-LPC or relationship-motivated leaders can be effective if it fits the situation. Fiedler's contingency theory predicts the characteristics of the appropriate situations for effectiveness. Three situations determine favorableness for situational control:

1. Leader-member relations – refers to the degree of mutual trust, respect and confidence between the leader and subordinates. Thus, the leader-member relations are good if the group can be cohesive or supportive to the leader and poor if they are divided and unsupportive.
2. Task structure – refers to the extent the group tasks are clear and structured. In high task structure there is clarity of task, clear goals, clear procedures, clear paths and measurable outcomes. On the other hand in low task structure the goals, procedures, paths and outcomes are not clear.
3. Leader position power – refers to the power inherent in the leader's position. In strong position power, leaders have official power over hiring, firing, rewarding and punishing subordinates. In weak position power, power and influence is usually informal.

Together the three situational factors determine the favorableness of situational control in various settings. Fiedler's contingency theory suggests that certain styles will be effective in certain situations.

Thus improving leadership effectiveness requires changing the situation to fit the leader. The leader may increase or decrease task structure and position power, and improve leader-member relations to make him/her a more effective leader. Based on this model, three situational controls are available for effective task motivated or relationship motivated leaders – the high situation control, the medium situation control and the low situational control (Figure 6). By assessing the three situational variables, any organizational context can be placed in one of the eight categories in Figure 6.

In high situation control the task-motivated leaders are effective while the relationship-motivated leaders are ineffective. The high-motivated leaders are at ease since the task is getting done, there is no threat to the leader and the leader can take care of the details. The relationship-motivated leader gets bored in this situation because no one will need the leader when the group is cohesive and the task is clear. In fact the relationship-motivated leader gets into trouble by trying to be needed and may interfere with group task performance by trying to demonstrate that his/her leadership is needed.

In moderate situation control, the task-motivated leader feels threatened by the ambiguity of the task or lack of group support or unclear official power. In this situation things are neither completely under their control nor out of their control. The task-motivated leader turns into an autocratic leader because he/she has no tolerance for ambiguity. The leader can kill off a group creative search for solutions in unclear tasks. On the other hand, a relationship-motivated leader will be effective by being a more participative leader in this kind of situation.

Dimensions				Situations				
Situation Control	High Situation Control			Moderate Situation Control			Low Situation Control	
Leader-member relation	Good			Good	Poor		Poor	
Task structure	High		Low	Low	High		Low	
Position power Situations	Strong 1	Weak 2	Strong 3	Weak 4	Strong 5	Weak 6	Strong 7	Weak 8
Predictions	Task-motivated style Leader is best fitted to situation 1, 2, 3			Relationship-motivated style Leader is best fitted to situation 4, 5, 6			Task-motivated style Leader is best fitted to situation 7, 8	

Adapted from Northouse (1997:76)

Figure 6 Fielder's Contingency Leadership Model

In low situation control, the task motivated leader will manage the chaos that exists by initiating more structure, more group control and stronger position power. This kind of leader wants to get the job done and will push the group using an autocratic style of leadership. The relationship motivated leader will not be effective in this situation because they cannot reconcile groups that are divisive and not supportive and tasks that are completely ambiguous.

It is good to note that the contingency theory stresses that leaders are not effective in all situations. Its value is the predictive nature of the theory; it provides useful information regarding the leadership style that is most likely to be effective in certain situations.

Path-goal Leadership Theory

Path goal leadership theory first appeared in literature in the early 1970s through the work of Evans (1970), House (1971), House & Filley (1971) House & Dessler (1974), and House & Mitchel (1974). Drawing heavily from research on what motivates employees, the path-goal theory describes the way leaders encourage and support their followers in achieving the goals that has been set by clearing the path for the followers. More specifically, leaders (Figure 7):

- Define goals to be achieved
- Clarify the path so that subordinates can achieve the goals – leader works with followers to help them identify and learn behaviors that will lead to successful task accomplishment
- Removes obstacles that are stopping subordinates from achieving goals
- Provides support and rewards along the way

The path-goal theory explains that leaders can help subordinates along the path to their goals by selecting specific behaviors that are suited to the subordinates' characteristics and the work environment.

By choosing the appropriate styles which are directive, supportive, participative, or achievement-oriented, leaders can increase subordinates' expectations for success and satisfaction (Figure 8). The theory is based on the motivational theories of goal setting and expectancy theory.

The situational factors to be considered in selecting appropriate leadership styles are subordinates' characteristics and the work environment.

Subordinate situational characteristics include:

- Authoritarianism is the degree to which employees defer to others and want to be told what to do and how to do the job
- Locus of control – extent to which employees believe they control goal achievement (internal) or if goal achievement is controlled by others (external)
- Ability – the extent of the employees' ability to perform tasks to achieve

Work environment situational factors include:

- Task structure – extent of repetitiveness of the job
- Formal authority – extent of the leader's position power
- Work group – extent to which co-workers contribute to job satisfaction or the relationship between followers.

House & Mitchell (1974) examine four leadership behaviors that can be used in the path-goal theory.

1. Directive leadership – emphasizes a leader that gives instructions to subordinates about their task, what is to be expected of them, how it is done and detailed schedules for the task. The directive leader sets the standards, enforces the rules and regulations and

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makes them clear to subordinates. This style of leadership is suitable when followers want authoritative leadership, followers have external locus of control, and their ability is low. It is also appropriate when the work task is complex or ambiguous, formal authority is strong and work groups provide satisfaction.

2. Supportive leadership – emphasizes on the behaviors of being friendly and approachable as a leader that attends to the needs and well-being of the subordinates and provides a conducive work environment. Leaders using supportive behaviors go out of their way to make it easier for the subordinates to achieve the desired objectives. They treat subordinates as equals and give them respect. This behavior is best when followers do not want autocratic leadership, have internal locus of control and have high ability. It is also appropriate when the work tasks are simple, formal authority is weak and the work group does not provide job satisfaction.
3. Participative leadership – refers to leaders who invite subordinates to share in the decision making. Participative behavior encourages leaders to consult with followers, taking their ideas and opinions into consideration when making decisions and taking particular actions. This behavior is best when the subordinates are expert and experienced and their advice is needed and they expect to be able to provide the necessary inputs. It is appropriate when followers want to be involved, have internal locus of control, and their ability is high. It is also appropriate when the work task is complex, formal authority is weak and job satisfaction from co-workers is high or low.
4. Achievement-oriented leadership – refers to a leader who challenges subordinates to perform work at the highest level possible. In this approach, the leader establishes high standards of

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excellence for subordinates and seeks continuous improvement. The leader also shows faith and confidence in the capabilities of subordinates to succeed. This behavior is suitable when the followers are open to autocratic leadership, have external locus of control and their ability is high. The style also works when the work task is simple, authority is strong and job satisfaction from co-workers is either high or low.

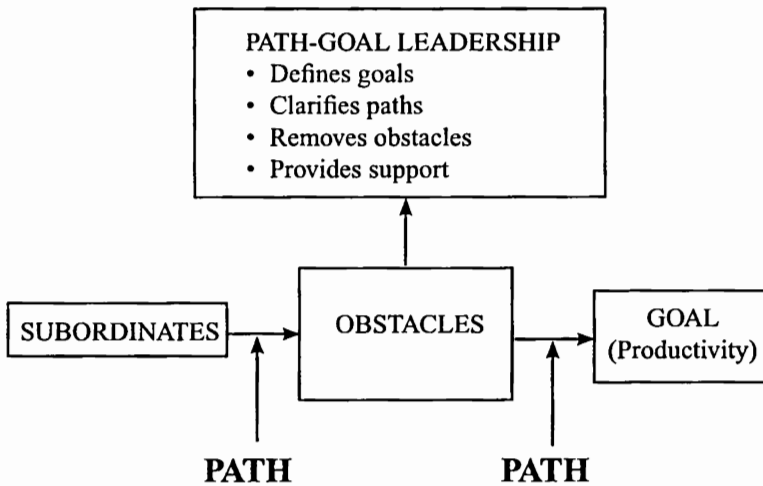


Figure 7 Path-goal Theory

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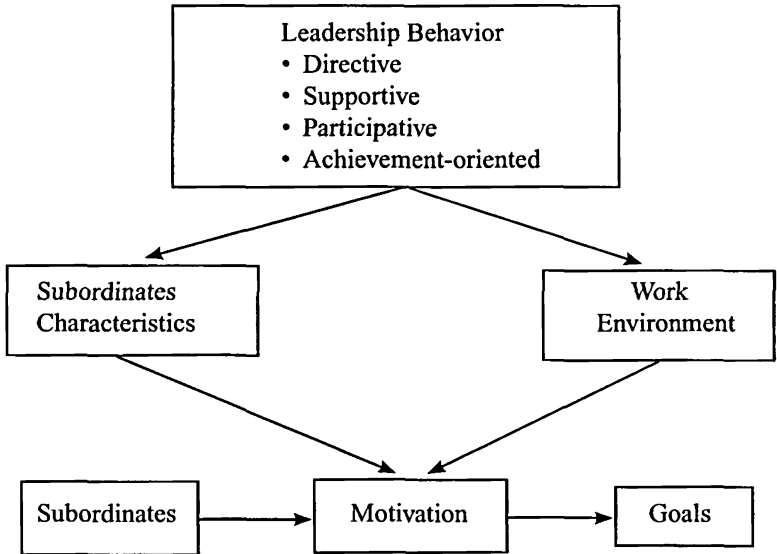


Figure 8 Major Components of Path-goal Theory

Research findings on the path-goal theory are inconclusive. It has not been adequately tested because it is such a complex model. It is also criticized by practitioners because of the difficulty in application to real situations. However it does provide a useful framework for understanding leadership, especially when it tries to relate motivation to leadership. However in its simplest form, where leaders clarify the paths to the goals and remove the obstacles for followers to achieve goals, can be a good guide to practitioners.

Hersey-Blanchard Situational Leadership Theory

The Situational Leadership Theory was proposed by Paul Hersey and Ken Blanchard in the late 1960s. It has been refined and revised several times since its introduction (Blanchard, Zigarmi & Nelson, 1993; Blanchard, Zigarmi & Zigarmi, 1985; Hersey & Blanchard,

1969, 1977, 1988; Hersey, Blanchard & Johnson, 2001). The theory focuses on leadership in situations. Basically, the theory postulates that there is no single most effective way a leader can influence another individual or group. Rather, the leadership style a person should use is dependent on situations, that is the degree to which an individual or group is ready to be influenced. The theory emphasizes that leadership is composed of both a task and relationship dimension, which has to be applied appropriately to a given situation.

Based on the two dimensions of behaviors, the theory identifies four different leadership styles derived from the varying ways in which task behavior and relationship behavior are utilized.

1. **Directing/Telling leader** or high amount of task behaviors and low amounts of relationship behavior (S1) – the leader provides a lot of direction and a small amount of support to subordinates. The leader defines the roles and tasks of the subordinates, sets time lines, shows how the goals are to be achieved and supervises them very closely. The leader also makes the decision, which he/she announces to the subordinates. As such there is only one-way communication between leader and followers
2. **Coaching/Selling leader** or high task behavior and high relationship behavior (S2) – a leader provides less direction but increase in support to the subordinates. The leader still defines the roles and tasks of the subordinates, but seeks ideas and suggestions from them. The decision making very much remains with the leader but there is some two-way communication involved.
3. **Supporting/Participating leaders** or low level of task behavior and high level of relationship behavior (S3) – a leader decreases

direction even more and also decreases the level of support. The supportive style includes listening, praising, asking for input, and giving feedback. The leader passes day-to-day decisions to the subordinates by facilitating and participating in the decision making process with the subordinates.

4. Delegating leaders or low task behavior and low relationship behavior (S4) – a leader provides direction and support on a needed basis. The leader is still involved in decision making and problem-solving processes, but control is with the followers. The leader lessens his/her involvement in planning, control of details and goal clarification and followers take responsibility in getting the job done the way they feel appropriate. The followers decide when and how the leader is involved.

There is no one ideal style that is most effective for the leader. Effective leaders need to be flexible, and adapt their styles to the situation. The right leadership style depends on the readiness of the followers. This readiness level is based on the interactions of two variables that is the ability and the willingness of the followers. Based on these interactions, four development or readiness levels of followers are identified.

1. Unable and unwilling or insecure (R1) – the followers generally lack the specific skills required for the jobs that need to be completed, and are not eager to learn nor willing to take directives from the leader
2. Unable but willing or confident (R2) – the followers are not able to do the job without help but willing to do the job. The task may be new to them and they are not willing to be told by the leader. Thus the leader needs to sell, especially explaining and clarifying certain decisions. The leader spends some time

listening and advising the followers and, where appropriate helps the followers gain skills through coaching process.

3. **Able and unwilling or insecure (R3)** – the followers are experienced and able, but may lack the confidence to do the job by themselves, or the willingness to do the job well or on time. The leader need not worry about showing them what to do, but should be concerned about the motivation level of the followers. If the causes for the lack of commitment are identified, then the leader can address the problem. Thus the leader spends more time listening, appreciating and making the followers feel good when he conveys the necessary commitments.
4. **Able and willing (R4)** – the followers are experienced at the job, able and willing to complete the job. In this situation the followers can do the job and are motivated to do it. Thus the leader should trust the followers with the job and maybe keep a relatively distant eye on things to ensure everything is going smoothly.

Hersey and Blanchard propose that the leadership style (S1, S2, S3, S4) of the leader must correspond to the readiness level of the followers (R1, R2, R3, R4) (Figure 9). The leader must adapt to the situation, not the followers. To be more effective in using this model, a leader should be trained in various leadership styles and in how to determine the readiness levels of the followers.

A mismatch of styles and readiness levels would result in an ineffective leadership. For example, if a leader takes in a new subordinate, requests the subordinate to do a few tasks and then goes off for a few days on holiday. The person is new and not able to proceed with the tasks and thus feels helpless and frustrated for not being able to complete the job. The leader is using style S4, which is delegating, to a subordinate at readiness level R1 or unable or unwilling. It is mismatch and in this case everyone loses.

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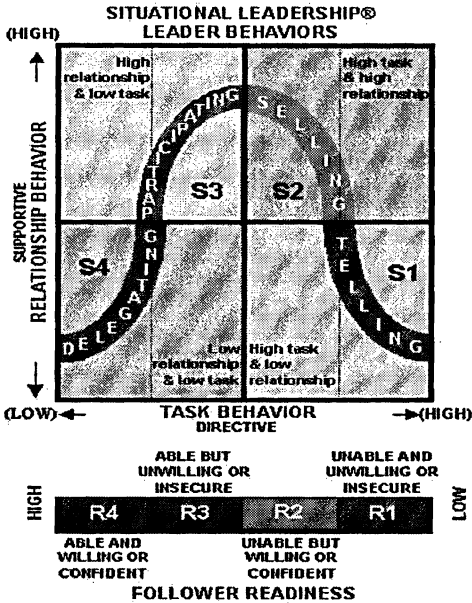
In another instance the leader hands over some duties to an experienced colleague before taking off for a holiday. The leader lists all the tasks that need to be done and a detailed set of instructions on what to do for each task. The subordinate is at readiness level R4, which is able and highly willing, and the leader is applying style S1 or directing. The work most probably will be done, but the colleague will not feel good for being treated like an ignorant person.

Give the detailed instructions to the new subordinate and he/she will appreciate it very much. Give the colleague a brief note and trust him/her with the job, and he/she would be very happy. So according to Hersey and Blanchard, by adopting the right leadership style to suit the followers' readiness level, the work will get done, relationships between leader and followers are built and the development level of the followers will rise to a higher level.

The theory focuses on the followers and their ability and willingness to accept a task. It identifies four leadership styles, from highly directive to non-directive approaches. The appropriate style is then suited to the readiness level of the followers.

One of the major critiques for this theory is the lack of empirical evidence to support it (Blank et al. 1990; Cairns et al. 1998) or just partial support (Vecchio, 1987). However, it remains popular in management circles and has been used quite extensively.

Abu Daud Silong



Source: Hersey, in Pierce & Newstrom (2006: 210)

Figure 9 Hersey and Blanchard Leadership Situational Model

Key Ideas from Situational Theory

Fiedler was the first researcher to move from studies on leadership traits and behaviors. He postulated that leadership effectiveness has to take into consideration leadership situations. In order to be effective, leaders should match their leadership styles, which are either task-motivated or relationship-motivated, to various leadership situations. His theory was followed by other situational theories such as the path-goal theory and Hersey and Blanchard situational leadership theory. All these theories put emphasis on situations as an important element in leadership effectiveness, though the situations may vary from theory to theory. The path-goal theory emphasized on suiting leadership styles with the subordinates' characteristics and the work environment while the

Hersey and Blanchard situational leadership theory focuses on using appropriate leadership styles to the followers' readiness level in accomplishing a task.

How do situational theories add to our understanding of leadership? While traits and behaviors focus on the leaders, situational theories take into account the situation to explain effective leadership. This is a very important finding, since we know that there are no universal traits for effective leaders and also no one style of effective leadership. Certain leadership traits are effective for certain situations while, certain leadership styles are effective in various situations. Situations do play an important part in trying to explain effective leadership and situations will react with leaders and followers (Figure 10).

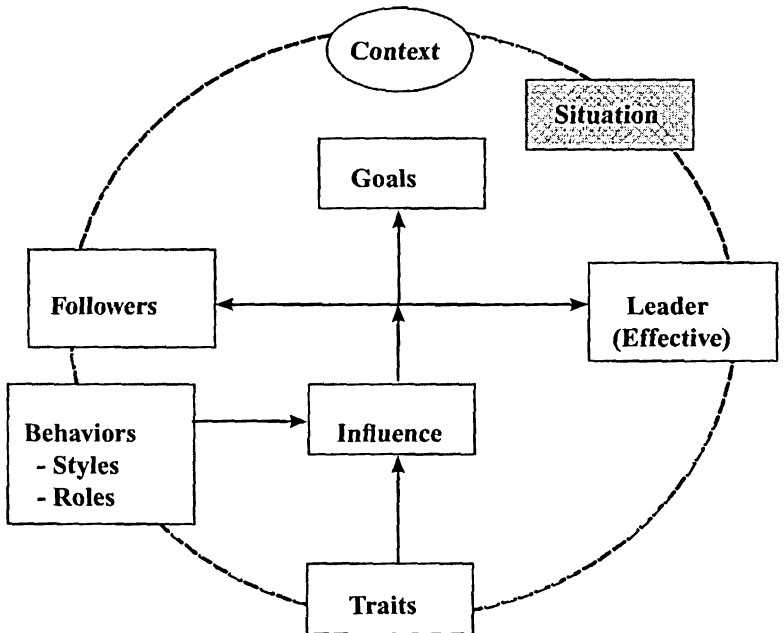


Figure 10 Components of Situational Leadership Related to Effective Leadership

Integrative Leadership Theories

In the last two decades of the 20th century scholars were renewing their interests in leadership studies. Beginning from the mid-to-late seventies leadership thinking began to shift to integrative or holistic theory, which is to tie theories together. Integrative leadership theories “attempt to combine the trait, behavioral, and contingencies theories to explain successful, influencing leader-follower relationships” (Lussier & Achua, 2007: 20). The focus has shifted from traits, behaviors and situational theories to transformational leadership. Much of these interest stems from the higher level of uncertainty, geographical and socio-economic changes and global competition in the work environment. Transformational leadership represents “a new genre of leadership that may be capable of steering organizations through the chaos of the twenty-first century” (Lussier & Achua, 2007: 300). These new theories are classified under integrative leadership thinking. Included under this classification are the Stewardship and Servant leadership. Stewardship and servant leadership are related to transformational leadership, in that they emphasize on empowering the followers and not the leaders in accomplishing organizational goals.

Transactional and Transformational Leadership

James McGregor Burns (1978) introduced the terms transactional and transformational leadership. Transactional leadership is based on transaction or exchange of something of value that the leader possesses or controls that the follower wants in return for his service. “The relations^o of most leaders and followers are transactional – leaders approach followers with an eye to exchanging one thing for another: jobs for votes, or subsidies for campaign contributions. Such transactions comprise the bulk of relationships among leaders

and followers, especially in groups, legislatures and parties” (Burns, 1978:4).

On the other hand transformational leadership involves motivating and inspiring in ways beyond exchanges and rewards. Burns insisted (1978) that for leaders to have the greatest impact on followers, they must motivate the followers to action by appealing to shared values and by satisfying their aspirations and expectations. The leaders influenced the followers based on their shared sense of what is important, worth doing well and working towards a goal.

The transforming leader recognizes and exploits an existing need or demand of a potential follower. But, beyond that, the transforming leader looks for potential followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents (Burns, 1978:4).

Bass (1985), a disciple of Burns, identified seven leadership behaviors that identify transactional and transformational leadership. These are leadership charisma or idealized influence, inspirational leadership, individual consideration, intellectual stimulation, contingent rewards, management-by exception, and laissez faire. The first four behaviors identify transformational leaders while the next two items relate to transactional leadership while the last behavior identifies individuals who do not have leadership characteristics.

1. Idealized influence or charisma refers to leaders who have high standards of moral and ethical conduct who are held in high regard by the followers. Trust between leader and followers are

built on a solid moral and ethical foundation. Charisma depends on followers as well as leaders: a charismatic leader receives intense emotional aspects of devotion, reverence, and blind faith from followers (Bass, 1985). During a crisis a charismatic leader is seen as a savior, and in this situation a transformational leader is most effective. Charismatic leadership is a characteristic of transformational leadership.

2. Inspirational motivation refers to the leader's appeal of what is right and needs the necessary action to move forward. It also refers to leaders with strong vision for the future based on values and ideals. In this case leaders' behaviors include stimulating enthusiasm, building confidence and inspiring followers using persuasive communication. The leaders provide followers with challenges and meaning for engaging in shared goals and undertakings.
3. Intellectual stimulation helps followers to question assumptions and to generate more creative solutions to problems. It allows a leader to promote new ideas and to challenge the old ways of operating within an organization. The leader's vision provides the framework for followers to connect to the leader, the organization, each other and the goal. Once the followers have the big picture they will strive to overcome obstacles in the way forward to achieve the mission.
4. Individual consideration refers to leadership behaviors that recognize the unique needs of followers as well as coaching followers and consulting with them. This approach educates the next generation of leaders and also fulfills the individual's need for self-actualization, self-fulfillment and self-worth. It also naturally propels followers to further achievement and growth.

5. Contingent reward relates to the earlier work by Burns (1978) where the leader assigns work and then rewards the follower for accomplishing the task. Management-by-exception (MBE) is when the leader monitors the followers, and then corrects them if necessary. MBE is either passive (MBE-P) or active (MBE-A). MBE-P refers to a situation when a leader waits passively for errors to occur and then takes corrective action while MBE-A is where the leader is involved in close supervision of the followers. Laissez faire leadership is where leadership behaviors are ignored and no transactions occur.

The first four behaviors describe transformational leadership while the last three behaviors refer to transactional behavior. Bass (1998) believed that every leader displays these leadership behaviors and he refers to this as “Full Range of Leadership Model”. He indicates that the two leadership behaviors are opposite ends of a continuum, but maintains that the two can be complimentary. Bass and Avolio (1988) embrace the “two-factor theory” of leadership where transactional and transformational leadership build upon one another. The transactional behaviors deal with more basic needs of the organization while transformational leadership develops commitment and change.

Stewardship and Servant Leadership

Stewardship and servant leadership are included in the integrative theories because like transformational leadership they focus on empowering followers, not leaders, in accomplishing organizational goals. Traditionally, the follower accepts responsibility from the leader and is hence accountable to the leader. However, more recent thinking in leadership views the leader as a steward and servant of the people and the organization. Leadership is not so much about directing and controlling but more focused on facilitating followers

to do and accomplish their jobs. The shift in leadership thinking is to focus on the followers rather than the leader.

The term stewardship was used by Peter Block (1993) for people who lead to provide service rather than self-interest. "When we choose service over self-interest, we say we are willing to be deeply accountable without choosing to control the world around us" (Block, 1993:6).

"Stewardship is an employee-focused form of leadership that empowers followers to make decisions and have control over their jobs" (Lussier & Achua, 2007: 328). It refers to leaders with authority that do not use punishments, rewards or directive power to get things done. It utilizes the partnership approach that requires humility and the desire to make a contribution (Block, 1993).

Lussier & Achua (2007) suggest a framework for stewardship based on four key values – strong teamwork orientation, decentralized decision making and power, equity assumption and reward assumption.

1. Strong teamwork orientation refers to a situation where the leader's role is less dominant and more supportive of the followers. It encourages the formation of self-managed teams of followers and leader to work together in formulating goals and strategies.
2. Decentralized decision making and power indicate a situation where followers are empowered and there is a closer relationship between followers and leader. Without this approach stewardship may not work.
3. Equality assumption refers to a situation where stewardship will work best when leader and followers' relationship is a partnership rather than the traditional hierarchical structure. Stewardship is reflected when leaders want to serve and not just

manage. Stewardship encourages honesty, respect and mutual trust between leader and followers.

4. Reward assumption requires the followers to be more responsible. So the organization has to reward the employee based on actual performance. Those with more responsibility and authority are compensated accordingly so that they are more motivated and committed to the mission of the organization. Stewardship is not for the leaders to achieve great deeds but to empower followers to perform their best.

Greenleaf (1977) proposed the idea of servant leadership. Servant leaders are those who put people's needs, interests and aspirations above their own (Greenleaf, 1977, 1996). They desire to serve first rather than to lead. Who is a servant leader?

The servant leader is servant first.... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead... The difference manifests itself in the care taken by the servant – first to make sure that other people's highest-priority needs are being served. The best test and the most difficult to administer, is: Do those served grow as persons? Do they, while being served become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit or, at least, not be further deprived? (Greenleaf, 1977:13-14).

According to Spears (1996) “servant leadership is both a simple idea, and yet a profound one” (Spears, 1996:33). He indicates that there are various applications of servant leadership:

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1. Institutions can use servant leadership as a guiding philosophy. Some of them have included this in their mission statements.
2. Greenleaf's ideas of "Trustees as servants" are increasingly used by boards of trustees. Greenleaf urged trustees to ask themselves two central questions: "Whom do you serve?" and "For what purpose?"
3. Servant leadership also has wide usage in community leadership organizations. The National Association for Community Leadership in USA has adopted servant leadership as a special focus for its community work.
4. Servant leadership is also widely used in experiential education. The National Society for Experiential Education (NSEE) has adopted service learning as one of its major program areas. Service learning is a concept linking servant leadership and experiential learning. Servant leadership is utilized as a philosophical basis for many experiential learning programs. It is published under three volumes called "Combining Service and Learning".
5. Servant leadership is also used in many educational and training programs in colleges and universities. It is also part of many corporate training programs.
6. Servant leadership is also applied in programs related to personal and spiritual growth. It operates at both the institutional and personal levels.

The servant leadership emphasizes on strong moral duty to those being served. It looks at leadership as an opportunity to serve at the ground level and not from the top. An example is Mother Theresa – "through her humble and ordinary nature, strong moral values and dedicated service to the poor and the afflicted – inspired hundreds

of followers to join her order and emulate her example” (Lussier & Achua, 2007:330). According to Lussier & Achua servant leadership has four important elements practiced by leaders like Gandhi, Martin Luther King, Jr. and Nelson Mandela that include helping others discover their inner strength, earning and keeping others’ trust, service over self-interest and effective listening. These leaders “have been described as leaders who put others’ interests over self-interests, earned and kept the trust of followers, listened carefully to others’ problems and concerns, and inspired followers to believe in their own strength and spirit” (Lussier & Achua, 2007: 331).

The integrative theory of leadership adds to further understanding on leadership. Transformational and servant leadership provides a more holistic view on the topic. It goes beyond just traits or behaviors or situations. It is a combination of those factors that examine the complex nature of leadership using a more comprehensive approach (Figure 11). Transformational leadership engages followers and leaders so that they raise each other to a higher level of performance.

Community leadership in Malaysia (Madinah Mohamad et al., 2008) reflects a strong desire to serve the community through the Neighborhood Associations and this is reflected in the roles they play in the community. The findings indicate that the leader has unselfish intention and attitude to provide his/her service to all the people, irrespective of race and religion. The findings emphasize that he/she is a leader to all groups of people and loves them like his/her own family. Thus to be a leader of a Malaysian community, effective leadership requires a person to have a strong desire to serve the community, possess certain traits, exhibit effective leadership styles, possess certain competencies and perform roles required by the community.

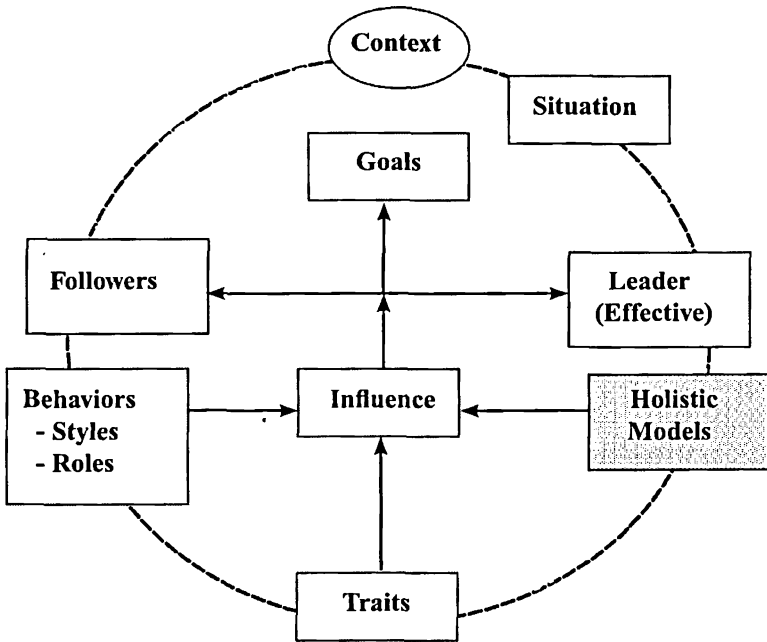


Figure 11 Components of Holistic Models Related to Effective Leadership

Key Ideas from Integrative Leadership Theories

Burn introduced the idea of Full Range Leadership Model to include transactional and transformational leadership. He noted that most leaders are transactional in nature but some will go beyond the regular economic and social exchanges and become transformational leaders. It is one of the newest holistic leadership theories. Transformational leaders act as change agent, good role models, formulate and articulate clear vision for their followers and most important, empower followers to achieve higher standards. Most previous theories focus on the leaders but the integrative theory includes one aspect of leadership that has not been emphasized in

previous theories. This is the Idea of empowering followers. Both transformational and servant leadership theories require leaders to empower their followers.

In stewardship and servant leadership, empowerment means a leader's power is granted from below. In this kind of situation leadership is a reciprocal relationship between leaders and followers. Being a leader means being "a part of, and not apart from" (Kouzes & Posner, 1993: 2). In this kind of relationship leaders enable followers to grow, learn and engage in collaborative decision making.

Other Relevant Ideas

Leadership Competencies for Effective Leaders

There are various competencies required among community leaders, identified based on focus group interviews, survey and the in-depth interviews conducted with Neighborhood Association leadership (Madinah Mohamad et al., 2008). In the in-depth interviews, it was strongly emphasized that leaders need skills: "A leader must be able to function at all levels; skills developed by experience, readings, courses; leaders should be continuously learning – formal and informal; learn and develop yourself and become more effective". The skills needed by community leaders are skills related to living in a multiracial society, planning and conducting community programs, problem solving, conflict resolution, communication, leadership and managing skills

Competency can be gained through education, training, experience or natural ability. For public sector leadership certain competencies are required to perform the jobs well. Based on research conducted by the PSD, various competencies for PSD officers (Public Service Department Malaysia, n.d.) have been identified.

Taking these findings as a base, and the findings from the research conducted by Abu Daud Silong (2008), various competencies for public sector leadership are identified. The respondents emphasized that leaders must be “knowledgeable” and “have the skills” in order to be effective. Knowledgeable means that the leader has usable information in a particular area. Skills mean a leader should have the ability to do something well, such as solving problems (Manogran, 2000).

The respondents indicated that leaders should have abilities such as “*good social skills, [to] share knowledge, the need to have more training on leadership*” (Abu Daud Silong et al., 2008)

Fifteen areas of competency are identified to develop the public sector leadership of the future (Abu Daud Silong, et al., 2008; Appendix 1). These are competencies related to communication, teamwork, problem-solving, relational skills, conflict resolution, project management, public relations, interpersonal skills, professionalism, visioning process and strategic thinking, leadership, training and coaching, technical skills, research skills and change management. Leaders who have higher competencies in these areas are likely to be more effective.

Women Leadership

What about women leaders? Research findings (Zaharah Hassan & Abu Daud Silong, 2008) noted that there is a difference between men and women community leaders in Malaysia. The women leaders are more collaborative in nature as compared to their male counterparts. They tend to be more empowering and perceive leadership as not hierarchical in nature but more participative. In the Malaysian public sector, the concern is for more representation of women in top leadership positions. Even though women have outnumbered and out-performed men in higher institutions of learning,

the opposite is happening in the Malaysian public sector. Zaharah Hassan & Abu Daud Silong (2008) have indicated several reasons for the existence of barriers to women attaining top leadership positions. These include the concept of “glass ceiling”, cultural barriers, stereotyping and male domination in the work place.

Moral and Amoral Leadership

Burns (1978) in discussing transactional and transformational leadership also mentioned the case of moral and amoral leaders. According to him, a leader must have moral values; otherwise he/she is not considered a leader. Thus Hitler is not considered a successful leader because he brought destruction to others and thus can be said to be an amoral leader. In the Malaysian context, a moral leadership is found to be very important in public sector leadership. Recent developments point to several cases of corrupt practices among the public service leadership. Malaysia, addressed this concern by setting up the Institute of Integrity Malaysia (IIM) (Abu Daud Silong et al., 2008; Mohd Tap Salleh, 2007). The IIM introduced the National Plan on Integrity which tries to inculcate good values among civil servants. This means the leaders must also provide excellent examples in trying to bring about a clean Malaysian Civil Service. The public sector leadership should demonstrate high ethical standards of transparency and accountability. Research findings (Abu Daud Silong, 2008: 41) indicate that public sector leaders “must have high credibility and be a good example to others, walk the talk, be transparent and develop good personal attributes such as being confident, firm, intelligent, sincere, patient, responsible, charismatic, practical, good temperament, good emotional intelligence, adaptable, diplomatic, friendly, flexible, efficient, innovative, creative and wise”.

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Moral values are important for the Malaysian community leadership. Research findings (Madinah Mohamad et al., 2008) found that various traits are important among community leaders. Traits such as honesty, integrity, responsibility, commitment and being trustworthy reflect that moral values contribute to leadership effectiveness. In the public sector there is a close relationship between public sector leadership and ethics. Thus there is a need to lead with integrity among Malaysian leaders.

FRAMING FUTURE LEADERSHIP THINKING

It is time for a new generation of leadership, to cope with new problems and new opportunities - For there is a new world to be won. (John F. Kennedy)

In the final part of this lecture, I focus on framing some key ideas that may shape future leadership thinking. To do this, I begin with lessons from the past, learning from past theories, research and practices – focusing on key ideas that can be used as a base for our future exploration. In formulating that base, I have identified five basic elements of leadership, which include the leader, followers, influence, goals and context of leadership. Other key ideas related to leadership effectiveness relate to traits, behavioral, situational and holistic leadership models and leadership competency.

This framing of future leadership thinking also includes the introduction of the idea of content leadership. Content leadership includes factors such as: (1) putting the leadership message across, (2) leadership in a globalized context, (3) competency for developing content leadership, (5) connecting through the use of ICT and (5) connectivity of content leadership. Finally I discuss leadership implications for HRD and the future.

Past Lessons - Key Ideas to Future Leadership Thinking

Some of the key ideas to be discussed are: (1) Are leaders born? Or are they made? (2) How can a person become an effective leader? – practices of effective leadership

Are Leaders born? Or are They Made?

Leaders grow; they are not made. (Peter F. Drucker)

Earlier beliefs were more inclined to think that leaders are born but some believe otherwise. Vince Lombardi, the legendary American football coach said: “Contrary to the opinion of many people, leaders are not born, leaders are made, and they are made by effort and hard work” (Lussier & Achua, 2007: 9). After going through more than a hundred years of research findings on leadership I am more comfortable to say that leaders are neither born nor made. There is such a thing called natural leaders. There may be some aspects of leadership that are innate and thus leadership qualities are found within the person. However, these leadership qualities are not confined to a certain race, group or gender.

However, it is also true that along the way a leader picks up certain leadership skills through training and experience which can enhance his/her leadership ability. It is just like asking whether a professor is born or made. A professor is probably both born and made. There may be some natural talents in the person such as intelligence which makes him/her a good professor, and at the same time he/she has to undergo rigorous training to become a professor. The person has to be educated in a certain specialized field and master the required body of knowledge and also gain the necessary experience in teaching and research work before being appointed to the post of professor. Similarly a leader has to undergo some

experience and training besides the natural talent he/she has. Only then can a person become an effective leader. Observing Obama, it can be said he has some talent for leadership. Take for example his ability to communicate well to the audience and his charisma which reflects some leadership talent. Of course with some effort he can pick up certain leadership skills along the way through his experiences and education. So we can say that leaders have natural talent, but they also have to acquire certain competencies in order to lead effectively. In a way they develop or “grow” as more effective leaders as they gain more experience, knowledge and skills. Thus in future, leadership development is an important element in the leadership process.

How Can a Person Become an Effective Leader?

Research findings over the past century have come up with various key ideas to predict the performance of leaders. Practices of effective leadership relate to traits, behaviors, situations and integrative leadership.

Traits: First they found out that leadership effectiveness is related to traits. Thus researchers went on to conduct research to search for universal traits that can determine leadership effectiveness. Unfortunately there is nothing conclusive to say that traits are responsible for effective leadership. However, studies on traits are still being pursued, not in isolation but most often in relation to other aspects of leadership theories.

There is an interesting idea related to leadership traits in Malaysia, which is often not mentioned in other studies (Madinah Mohamad et al. 2008). Malaysia is a multiracial country and hence the trait most emphasized is acceptability. “Malaysia now has about 64 ethnic and 217 sub-ethnic groups with diverse backgrounds in terms of racial, religious, language, cultural, political and economic

settings” (Abu Daud Silong, 2005). To be a leader in a Malaysian community the person has to be accepted by all groups that make up the community, especially by the various racial and religious groups. This is very much reflective of the political leadership in the country. The ruling coalition of the National Front, locally known as “Barisan National” (fondly abbreviated as BN), offers the most workable leadership that has been accepted by the multiracial Malaysian population as the BN leadership comprises leaders from various groups that represent the racial composition of the country such as the Malays, Indians, Chinese and the sub-ethnic groups from Sabah and Sarawak. It is only through this representation that the BN leadership, which has ruled the country since independence, is accepted by people of all races. Thus acceptability is a key trait for community leadership in Malaysia. Traits are still considered an important component for leadership effectiveness, but it has to be linked to other aspects of leadership.

Behaviors: Research findings especially by Stogdill indicate that traits alone do not contribute to effective leadership. There are no universal traits of effective leaders but rather, it depends on situations. Hence researchers from University of Iowa, University of Michigan and University of Ohio attempted to understand leadership effectiveness by observing behaviors. From their studies, various leadership styles were discovered. The main leadership behaviors of people-oriented and task-oriented, democratic and autocratic were identified. From these findings we have other variations of leadership styles offered by the Mouton-Blake leadership grid.

In the Malaysian context, research findings related to community leadership (Madinah et al. 2008) found that all leadership styles were practiced. However, in a Malaysian community the democratic leadership style is considered more effective. Leaders of a Malaysian community should get a lot of feedback from the people, talk to the

people, listen to them and get their participation in planning and conducting community programs. This again reflects the concerns of the multiracial community. The leader needs to interact and mix with the people of various races and address their concerns, needs and problems. This can only be done more effectively through the democratic processes and not through authority.

Mintzberg and Yukl studied leadership behaviors through the roles played by managers in organizations. Mintzberg indicated that there are 10 managerial/leadership roles while Yukl listed 15 dimensions of managerial/leadership roles. Turning to Malaysia, research findings (Abu Daud Silong, *et al.*, 2008) indicate that more traditional roles are practised by the public sector leadership. There is a need to shift from these managerial roles to leadership roles that are more collaborative in nature (Abu Daud Silong, *et al.*, 2008, Tam Weng Wah, 2008). In the past, public sector leaders have always thrived on the command and control type of leadership which seemed to be effective. Now situations have changed and more collaborative and participative ways of leading is needed.

Situation: After several years of research on leadership behaviors, some researchers were not satisfied with the findings. They started looking for contingency models to explain leadership effectiveness. Led by Fiedler, they began to look for situations to explain leadership effectiveness. Fiedler proposed that leadership styles have to be matched to leadership situations. We cannot use the same leadership style for all situations. Other researchers such as House and Hersey and Blanchard and others also provide their own models that take into consideration situations. Research findings support that traits and behaviors to some extent depend on situations for effective leadership. Thus the context or the leadership situation is an important element to understand leadership effectiveness.

Holistic leadership: Finally, coming to the end of the 20th century and entering the 21st century, researchers began to look at more holistic or integrative models of leadership. One of the theories most referred to is the one put forward by Burn (1978) known as the transactional and transformational leadership. According to him, most traditional leadership is transactional in nature, where leaders and followers exchange things to benefit each other. Transformational leadership goes beyond the exchange of goods. Through my own observations, Malaysia has the best example of transformational leadership in our former Prime Minister, Mahathir Mohamad. He ruled Malaysia for about 22 years, and through a vision of Malaysia 2020, he was able to get the whole of Malaysia excited, inspired and motivated in the mission to transform Malaysia into a developed nation by the year 2020. He ruled through tight control, some even labeled his style as an autocratic form of leadership, but he proved his steadfastness to the vision and along the way proved that he can overcome any obstacles to achieve the vision. A very good example was the 1997 economic crisis that hit Asian countries. He stuck to his own way of overcoming the problem, despite severe criticisms from economists around the world such as those from the IMF and the World Bank, and was able to solve the problem quite admirably and even received approval for his actions from his critics. “Dr. Mahathir did the right thing (in pegging the ringgit) during the 1997 financial crisis. His model worked, not necessarily elsewhere but certainly he did the right thing” said Clinton (Star December 9, 2008). Doing the right thing is important for effective leadership. During his tenure he was able to transform the country as well as Malaysians, to be a respected nation and people in the world. Malaysia was often quoted as an example of a successful developing nation and also an example of a multiracial nation that exists in peace and harmony. In the process

of conducting my research, I discovered that Mahathir Mohamad is one of the ideal leaders in Malaysia, respected by people of various races, the young and old and males and females. They consider him as a leader who has given pride to Malaysians to be respected by others around the world.

Other holistic leadership models include the servant leadership model proposed by Greenleaf. Servant leadership refers to people who have a strong desire to serve others. In studying Malaysian community leaders (Madinah Mohamad et al., 2008) there is an indication that the leaders have strong desire to serve the community. They want to serve, even to the extent of sacrificing their weekends and time with their families. With this desire to serve, they are able to conduct their leadership roles in the community more effectively. The research findings indicate that in serving the community the leaders played numerous roles such as problem-solver, negotiator, resource-linker, spokesmen, change agent and manager.

Introducing Content Leadership

The 20th century has witnessed much effort spent on leadership studies. Going into the 21st century, we expect efforts to be doubled, tripled or even quadrupled. "For example, there were twice as many articles being published per month in the years 2001-2 as there were per year in the equivalent two-year period three decades earlier" (Storey, 2005: 91). One of the key questions in our efforts to understand leadership in the 21st century: Will there be a shift in future leadership thinking? I believe that there will be new ideas and focus in leadership thinking in the near future.

When Obama won the presidential election in USA, he talked about "the new dawn of American leadership". In the past it was unthought-of that the President of the United States could be of African American descent. In the early days blacks were brought to

the new world (USA) as slaves to serve the white masters. Slavery continued for hundreds of years until President Abraham Lincoln had the courage to wage a civil war to abolish the practice. Even after slavery was abolished, there was still strong segregation between whites and blacks, especially in the southern states of USA. Based on their history of being slaves, it is almost impossible for a black American to think of becoming the President of the USA. It is described by Martin Luther King as only a dream that men and women would not be judged on the color of their skin but on the content of their characters and where the black Americans were thought not to have the leadership quality to lead, especially to lead the most powerful nation on earth today, where the majority is white. Obama's thumping victory over McCain has changed that perception.

Barack Obama's triumph in the US Presidential election has brought inspiration for new thinking of leadership in the world. "What an inspiration.... he [Obama] had an Asian childhood, African parentage and has a Middle Eastern name [Hussien]. He is truly a global president [leader]" (New Straits Times, November 6, 2008: 9). In this final section of the lecture I would like to introduce and discuss some aspects of content leadership that I feel can shape future leadership thinking.

Putting the Leadership Message Across

What is significant about Obama's win is not just about him as an individual. It is also about the message he put across to the people – his message of change. "A leader must have a central story or message" (Gardner, 1995: 290). This message must appeal to a lot of people, and in the case of Obama it appealed to the people in the US as well as people across the globe. Generally people are fed-up with Bush's way of handling things such as the war in

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Iraq, his foreign policy and the economy. For example, his war against terrorism was very unpopular with the rest of the world so much so he had to lead “a coalition of the unwilling” rather than “a coalition of the willing”. While he was able to influence a few countries to join this coalition, the rest were not very supportive. Too often Bush had to use coercive powers to make leaders from other countries agree with him. As President of the United States, Bush may occupy one of the most powerful positions in the world, but as a leader he has not much influence and thus he is not a very effective leader.

Thus Obama’s message of change really connects to the people, to the Americans and to the rest of the world. This connectivity is the key to effective leadership. To connect to the people the leader must have the content that embodies his/her message to the followers. I feel that this aspect has not been touched by past leadership concepts and theories. With this understanding, I would like to redraw the diagram on the major elements of leadership. The major elements of leaders, followers, influence, goals and context are still there. Now I will add to that diagram the content that translates into the message which will connect the leaders to the other major elements of leadership. This kind of leadership is what I called content leadership.

Content leadership relates to leaders who are driven to provide a compelling message to followers. This message can be one such as the Vision 2020 as espoused by Mahathir Mohamad, or the message of non-violence by Mahatma Gandhi, to fight the British for India’s independence. or the idea of democracy by Abraham Lincoln. It can also be the message from the Prophet Muhammad (may peace be upon him), the message of giving service to the poor by Mother Theresa or the message of the fight against apartheid by Nelson Mandela. The most important thing is the message must

be understood by the followers and be spread to as many people as possible. This message will serve as the connection between the leaders and followers. What is important is that while the followers may not interact personally with the leaders they remain connected, even emotionally connected. Take for example, Mahathir's message of Vision 2020, it is followed with great interest by Malaysians from all walks of life – the politicians, the academicians, the professionals, the business people, the students, the school children and normal Malaysians. Most Malaysians have not interacted with him personally, but his message has reached all Malaysians through the television, radio and news papers. In fact most Malaysians talk very passionately about Vision 2020. The message of Islam by the Prophet Muhammad (may peace be upon him) has reached people all over the world since the seventh century until now and continues into the future. It is one of the most powerful messages of all leaders that has impacted human life. Having powerful messages put across enables leaders to influence others.

Content Leadership and a Globalized Context

In the future Malaysia is going to intensify efforts to become a developed nation. However in trying to achieve this, Malaysia has to understand that it has to compete with other countries around the world. In a way Malaysia has to appreciate the global nature of conducting business. "This global environment has not only changed the competitive landscape of business, it has also changed the way in which leaders must conduct business and the competencies leaders need to be successful" (Caligiuri, 2006:219). This means that Malaysia needs a new generation of leaders, the content leadership that can compete at the global level. Here, content leadership also refers to global leaders, defined as:

1. Executives who are in jobs with some international scope (Spreitzer, McCall & Mahoney, 1977)
2. Leaders who must manage through the complex, changing, and often ambiguous global environment (Bartlett & Ghoshal, 1992; Caligiuri & DiSanto, 2001; McCall, 1998)
3. Leaders, who are involved in foreign markets, conceive strategies on a global basis, manage and motivate geographically dispersed and diverse teams (Bartlett & Ghoshal, 1992; McCall, Lombardo & Morrison, 1988).

In the Ninth Malaysian Plan, Malaysia intends to develop world class organizations to spearhead the way forward in its mission to become a developed nation. For example, we need universities that are ranked among the top 100 in world rankings. Right now the top Malaysian university is only ranked below the 200th position. To achieve world class status, Malaysian universities need leaders who can compete in the global playing field. No more can we be limited by our national boundary, we have to look to the world beyond as a whole, which provides a more complex and dynamic environment for Malaysians to conduct business in. Business may no longer be just within Malaysia, but have a worldwide focus. Malaysia needs content leaders to steer us into the future.

Content leaders have global concerns and this means that future leaders need to focus on global networking. This extra role of global networking will focus on tasks that go beyond the national boundary. Caligiuri (2006: 220) identified ten of these tasks (Table 5)

Thus content global leaders need to work with colleagues from other countries; to interact with outside clients as well as internal clients; to speak in languages other than their own mother tongue; to supervise staff of other nationalities; to plan on a worldwide basis; to manage a budget on a worldwide basis; to negotiate with people

from other countries; to manage foreign vendors and to manage risk on a worldwide basis. To conduct all these tasks global leaders need to acquire knowledge and skills.

Competencies for Developing Content Leadership

One of these critical skills related to content leadership that operates in a globalized world is related to intercultural knowledge, which will enable leaders to lead in diversity. “Most critically, those effective in leading across cultures have relationship competence... They bring out the best in people, building trust through emotionally connecting with people from different backgrounds and create mutually enhancing relationships” (Manning, 2003: 21)

Malaysia is in a very good position to develop leaders with intercultural skills. Malaysian leaders are exposed to leadership situations that involve diverse groups of people since we are a multiracial nation. Moreover, we have more than two million foreign workers working in Malaysia now. These foreign workers come from various countries such as Vietnam, Indonesia, Philippines, Thailand, Bangladesh, China, India, Myanmar, Middle-eastern countries and African countries. On top of that we also have expatriates from more developed nations such as from western countries, Korea and Japan, who work in Malaysia. In a way Malaysia is truly a global village that is experiencing the culture of the global world. This experience of being exposed to values, norms, beliefs, rites, rituals and behaviors of others puts Malaysians in a better position to lead a diverse group of people.

Malaysians also have good language skills. Most Malaysian leaders can speak at least two languages fluently; and a significant proportion can speak three languages. Most industry, political and public sector leaders can speak English proficiently, which will enable them to connect to most people in the world. A significant

proportion of Malaysians can also speak Chinese, Tamil and Arabic. Communication is one of the key skills for effective leadership. Thus Malaysians have the potential to be able to communicate and negotiate with a majority of the world population with their ability and command of various languages, especially the English Language.

Table 5 Tasks for Global Leaders

Global leaders ...	
1	Work with colleagues from other countries
2	Interact with external clients from other countries
3	Interact with internal clients from other countries
4	Speak in a language other than their mother tongue at work
5	Supervise employees who are of different nationalities
6	Develop a strategic business plan on a worldwide basis for their unit
7	Manage a budget on a worldwide basis for their unit
8	Negotiate with people from other countries
9	Manage foreign suppliers or vendors
10	Manage risk on a worldwide basis

Source: Caligiuri, 1998: 220

One of the best examples of global leadership can be observed in sports. Look at football clubs in the UK. Chelsea Football Club for example is owned by a Russian billionaire, coached by a Brazilian and has players that come from various countries and followers from all over the world. The coach is a leader not only to the team but also to football fans from all over the world. His influence is worldwide. Thus to be the coach, besides technical abilities he also has to have an understanding of the various cultures of the players as well as the worldwide audience in order to be an effective leader.

The leadership stage is not just confined to the UK but spans across the globe.

What happens in sports is also happening in other sectors such as business, politics, education and others. In Malaysia we have witnessed people from all over the world setting up their businesses here. They are employing Malaysians as well as people from other foreign countries to work in their companies. In the Malaysian Multimedia Super Corridor (MSC) we have world class companies from across the world operating there. These companies also employ talents that are available in the global market so that they remain competitive. Thus just like Chelsea, our ICT companies can be owned by foreigners, be led by Malaysians, and have worldwide talents working for them.

Besides the above competencies, leaders also have to develop other important competencies. Abu Daud Silong et al. (2008) identified some of the core competencies for public sector leadership (Appendix 1). There is also an urgent need to invest in the development of future leaders in the public sector. These competencies can be used to develop future leaders.

“Leadership development is becoming an increasingly critical and strategic imperative for organizations in the current business environment. Recent historical events and emerging trends emphasize the need to invest in the active development of leaders” (Leskiw & Singh, 2007). Leadership development, now and in the future, is a big business. In the US alone about US\$45 billion was spent in 1997 to develop leaders. There are about 900 leadership programs offered by universities in the country (Storey, 2005)

Connecting through the Use of ICT

Getting the message across to followers is an important aspect of content leadership. In the case of Obama’s leadership the Internet

was used to reach and communicate with audiences. "Internet is the key to Obama victories" (Schifferes, 2008). The Internet was at the heart of Obama's strategy to win the Democrat Nomination. This strategy favors the outsider and has the ability to quickly mobilize supporters and money. When he entered the Democrat Nomination, Obama was relatively unknown and had very limited resources. However through the Internet he was able to mobilize millions of volunteers that gave him the ground advantage over Hillary. Further, he was also able to raise much more money than Hillary. "Both the fundraising and the mobilizing potential of the internet proved key advantages for Mr. Obama during the primary season." (Schifferes, 2008)

It's not just the technology alone that won the election. Content leadership is about communication. "Politics is a heart, not a head business. Any way you can engage emotionally with people is very powerful. And the web allows you to use music, video and images, and create communities to make that emotional connection" (Schifferes, 2008). Content leadership is about connecting the hearts as well as the minds of the people. How the leader connects to the followers through ICT is crucial in leadership effectiveness today.

Connectivity of Content Leadership

The key to content leadership is for the leaders to remain connected – connected to the followers and to the context of leadership. By connecting his message to the people and the present situation Obama is welcomed not only in the US but across the globe. "People the world over – many of them in countries where the idea of a minority being elected as leader is unthinkable – expressed amazement and satisfaction that the United States could overcome centuries of racial strife and elect an African American – and

one with Hussien as a middle name – as president” (New Straits Times, November 6, 2008). It seems that leadership is color blind, and perhaps also gender blind. The origin of birth of a leader is no more a significant indicator of leadership effectiveness. A person of humble beginnings can also climb to the top ladder of leadership. President Hamid Karzai of Afghanistan said that Obama’s win took the world into a “new era – an era where race, colour and ethnicity, I hope, will also disappear ... in politics in the rest of the world” (New Straits Times, November 6, 2008). His leadership does provide a new paradigm for future leadership thinking.

Obama’s leadership will however only be considered effective as long as he remains connected to the major elements of content leadership: (1) the message, (2) the followers, (3) the context or situation, (4) the goals, (5) the competency, and (6) practices of effective leadership (Figure 12). The leader must be connected to the followers through a message that is relevant to the context of leadership. He connects to the young voters, who form a very important component of his support. He connects to the context, both in the US and global scenarios. In sending out the message, the leader makes effective use of the Internet. The leader also facilitates the process by using certain leadership traits and values, behaviors and roles or any suitable leadership models that embody his/her message. He has the charisma that enables him to be an effective transformational leader. However, in the end, whether he is effective or ineffective will be judged by whether he can deliver what he promises, that is the goals of his leadership embodied in the message. This is yet to be seen. Can he deliver the change he promises to bring in his message?

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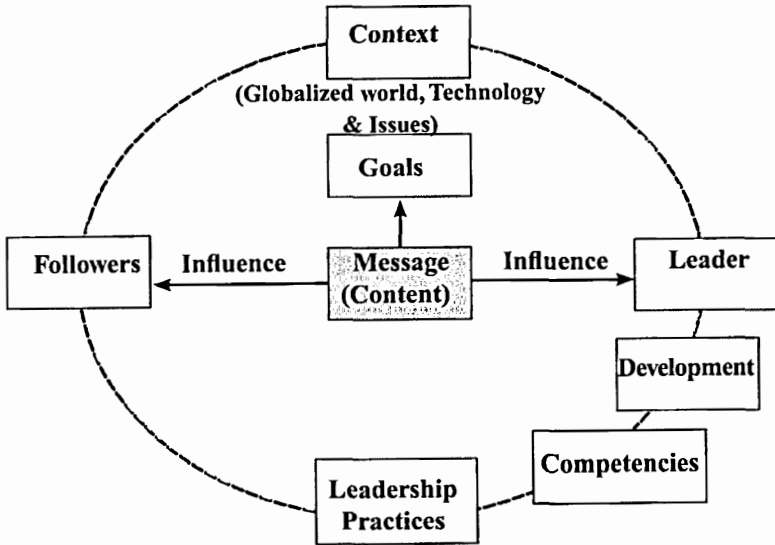


Figure 12 The Content Leadership

IMPLICATIONS FOR THE FUTURE

Leadership and learning are indispensable to each other. (John F. Kennedy)

Burns (2005) made two interesting comments related to future leadership research: (1) "...the pivotal role of leadership research as an interdisciplinary endeavor that invigorates related discipline", (2) "the internationalization of the study of leadership..." (P. 1).

Regarding the first comment on the importance of leadership research to other fields, there are many indications from scholars that it is becoming a critical area in HRD. Much of HRD activities in the past focused on learning, involving adults. It includes extension education for the farmers and the rural population, education for members and groups of communities and training and development

for employees of organizations. The theoretical base of HRD is basically more related to the field of adult education. With learning as the main concern of HRD, it hopes to bring about changes in terms of better performance, productivity, innovations, job satisfaction and desired changes. For example, in organizations, if we want better productivity from the employees we provide them training that would enable them to perform better in their jobs and hence increase their productivity. If we want farmers to produce better yielding rice, then we conduct extension programs so that there is transfer of technology from researchers to the farmers. If we want community members who are more united, we provide community programs that will bring people together. If we want a developed nation by the year 2020, one of the areas of focus is human capital development. These are some examples of HRD activities that we in UPM have conducted quite extensively.

As indicated earlier, HRD is an emerging field, and the process of defining the field is still very much debated upon. Our own involvement in HRD as a field of study in UPM was very much tied to extension education in the 70s and 80s. Thus we offered academic programs and conducted research in areas related to extension education. Then, in the late 80s and also in the 90s there was a shift in HRD focus, giving more emphasis to learning in organizations. This was followed by the conduct of academic programs related to HRD with research interests, also related to learning in organization.

My experiences in HRD in the past 30 years or so, make me conclude that leadership is the key to getting HRD results, whether at the group level, community level, organizational level or even at the national level. For example, in any organization, without strong commitment from the leadership there will be less impact on any HRD activity conducted. Thus HRD results can only be fully

realized when there is integrated use of learning activities and the leadership functions. This lecture is to provide an impetus to link and integrate leadership thinking into the field of HRD. When linked to the strategic function of leadership, HRD will be better positioned to bring about the needed impact in organizations, communities and the nation. However, more research is needed to realize this.

Turning to Burn's (2005) comment on the internationalization of leadership studies, there are indications that a new group of leaders who operate in a borderless world are emerging. They are called by various names such as global leaders (Caligiuri, 2006), world-class leaders and leadership without borders (Cohen, 2007). In this lecture I refer to them as content leaders, who in current and future situations have to operate in a globalized world. This means that they need to have the ability to lead diverse followers who come from various countries, cultures and groups. For them to be successful, content leaders must acquire the competencies required to become effective leaders. In terms of HRD, we have to provide the necessary training programs to develop these future leaders while University and training institutions in Malaysia should provide more programs in leadership training.

I like the dreams of the future better than the history of the past. (Thomas Jefferson).

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APPENDIX I

Competencies for Public Sector Leadership

Competencies	Description
1. Communication (Ability to :)	<p>One of the main competencies required by effective leaders is communication.</p> <ul style="list-style-type: none">• Express oneself effectively in both individual and group settings• Communicate plans and activities to get subordinates support• Listen to others, especially subordinates• Express ideas and instructions clearly• Good in Malay and English
2. Teamwork (Ability to :)	<ul style="list-style-type: none">• Use appropriate techniques to influence members towards desired goals• Able to delegate decision-making and other responsibilities to appropriate individuals• Allocate resources to accomplish tasks with maximum efficiency• Develop high performance teams by establishing a spirit of cooperation and cohesion for achieving goals• Encourage participation
3. Problem-solving (Ability to :)	<ul style="list-style-type: none">• Identifies problem and collect information relevant to the problem• Use techniques such as group discussion and brainstorming to create a variety of choice of solving problems• Decide on the best solution for solving the problem

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4.	Relational Skills (Ability to :)	<ul style="list-style-type: none">• Networks with subordinates, peers, associates and relevant parties to build a support• Build a supportive relationship
5.	Conflict resolutions (Ability to :)	<ul style="list-style-type: none">• Effectively handles disagreements and conflicts• Settles disputes, without offending others• Provide mechanisms and supports for handling conflicts
6.	Project management (Ability to :)	<ul style="list-style-type: none">• Monitor critical steps in projects to ensure that they are completed on time• Identifies and reacts to external or internal factors that may affect project completion• Establish a course-of-action to accomplish goals• Identifies, evaluates and implements systems for current and future projects
7.	Public relation (Ability to :)	<ul style="list-style-type: none">• Establish good relationship with external and internal client• Gather and analyzes customer feedback to assist in decision making
8.	Interpersonal skills (Ability to :)	<ul style="list-style-type: none">• Treat others with respect, trust and dignity• Work well with others and being considerate of the needs and feelings of others• Promotes a good feeling and productive culture by valuing individuals and contributions

9. Professionalism (Ability to :)
- Sets the example by having strong work ethics
 - Work with integrity by showing good values i.e. ensure integrity in personal and organizational practices
 - Stay current in terms of professional development
 - Promotes the profession by active participation in community activities
 - Ensure transparent decision making
 - Hold leadership, subordinates and their organizations accountable for their actions
-

10. Visioning process & strategic thinking (Ability to :)
- Creates and sets goals
 - Strategize to accomplish goals
 - Plan based on analysis of issues and trends and how they link to responsibilities, capabilities and potentials of their organizations
 - Scan an ever-changing, complex environment in anticipation of emerging crises and opportunities
 - Develop well-informed advice and strategies that are sensitive to the various needs of multiple stakeholders and partners
 - Reflect the strategic public sector direction and position of the organization
-

- 11 Leadership (Ability to :)
- Display good attributes that be followed by others
 - Understand effective leadership styles and roles
 - Can develop trust between leader and subordinates
 - Can motivate and inspire subordinates especially when the going gets rough
-

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12	Training, coaching and developing subordinates (Ability to :)	<ul style="list-style-type: none">• Recognizes learning opportunities for subordinates, Ex: treats mistakes as learning• Develop future leaders through mentoring programs• Provide performance feedback, coaching and career development to individuals and teams• Ensure development of leadership capability at every level• Ensure performance feedback is an integral part of day-to-day activities• Ensure subordinates attend effective training to develop their skills in their jobs
13.	Technical and specialized skills (Ability to :)	<ul style="list-style-type: none">• Plan and implement rigorous human resource and financial resources accountability system• Maximize the use ICT in work processes• Develop technical knowledge and skills in relevant technical area
14.	Change management (Ability to :)	<ul style="list-style-type: none">• Bring about change in organizations• Managing change in organizations
15.	Research skills (Ability to :)	<ul style="list-style-type: none">• Use research findings• Review literature• Collect, analyze and interpret data (qualitative and quantitative methods)• Prepare research report

Source: Abu Daud Silong *et al.* (2008).

BIOGRAPHY

Professor Dr. Abu Daud Silong is currently a Professor in Human Resource Development at the Department of Professional Development and Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia (UPM). He has more than 30 years of experience in teaching, conducting research, publishing, providing consultancy services and social services. He received his BAgric. (Hons) degree from University of Malaya (1976), MS (Adult and Continuing Education, 1979) from University of Wisconsin-Madison, USA and his PhD (Extension Education & Training and Development, 1986) from University of Maryland-College Park, USA.

Dr. Abu Daud has taught courses at the diploma, undergraduate and graduate levels (MS and PhD) at Universiti Putra Malaysia (1976-1998 and 2001-present) and Universiti Tun Abdul Razak (1998 – 2001) in the areas of adult education, training and development, extension education, research methodology, program planning, evaluation, leadership and human resource development. He is also actively involved in supervising students at graduate level. Thus far he has supervised more than 30 graduate students and 27 of them have graduated. Dr. Abu Daud Silong also helped to introduce the first HRD academic program (MS HRD) in Malaysia in the late 80s.

Dr Abu Daud has devoted his time to conducting research and consultancy projects. He has obtained funding for these projects from various sources that include national as well as international agencies. In total he has received about RM13 million (1979-2008) in funding for various research and consultancy projects from International agencies such as UNESCO, UNDP & FAO; and national agencies such as AKADEMI KEPIMPINAN PENGAJIAN TINGGI, JPA, JABATAN PERPADUAN NEGARA DAN

INTEGRASI NASIONAL, FELDA, IRPA, FAMA, KETENGAH & KEMENTERIAN PEMBANGUNAN WANITA, KELUARGA DAN MASYARAKAT. Arising from the research and consultancy projects conducted Dr. Abu Daud Silong has written a total of over 120 publications that include 50 articles in journals and proceedings, 17 books/chapters of books, 15 papers for international conferences/seminars, 26 papers for national conferences/seminars and 13 technical reports in areas related to adult and continuing education, online learning, human resource development and leadership.

Dr Abu Daud has also been actively involved, for more than 20 years, in planning, designing, conducting, managing and evaluating training programs for various groups at the national and international levels. His experience in training and development includes the preparation of training materials and modules for groups at the national, regional and international levels. Some of the agencies he has consulted for and served include UNESCO; UNDP; FAO; World Council of Mosques; JPA; JABATAN PERPADUAN NEGARA DAN INTEGRASI NASIONAL; KELANTAN AGRICULTURE DEVELOPMENT AUTHORITY (KADA); CITY HALL; UMNO YOUTH; YOUTH CLUB; RUBBER RESEARCH INSTITUTE MALAYSIA (RRIM); STATE ECONOMIC DEVELOPMENT CORPORATION JOHOR; DEVELOPMENT BANK; FEDERAL AGRICULTURAL MARKETING AUTHORITY; MALAYSIAN AGRICULTURAL DEVELOPMENT INSTITUTE (MARDI); STATE OF KELANTAN; KEMAS; FAMILY PLANNING OF MALAYSIA; TOWN COUNCIL OF PJ; FARMERS' ASSOCIATION; MARA INSTITUTE OF TECHNOLOGY; DISTRICT OFFICE OF BESUT; DEPT. OF AGRICULTURE PAHANG; LOCAL ORGANIZATIONS; PALM OIL RESEARCH INSTITUTE OF MALAYSIA; FEDERAL LAND DEVELOPMENT

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AUTHORITY (FELDA); DEPT. OF VETERINARY; DEPT. OF FISHERY and DEPT. OF AGRICULTURE MALAYSIA.

One of his major tasks in the area of training was when he was appointed as the Director, Special Training Program for Unemployed Graduates (1998-1991) by the Malaysian Cabinet Sub-Committee on Graduate Employment. The program was to help the government handle the serious graduate unemployment problem which arose during the economic crisis in the mid-80s. It was one of the most challenging tasks that he faced because as the Director of the Special Training Scheme he was required to train about 1, 000 local and overseas graduates and create self-employment opportunities for those who completed the training. The training was to help alleviate the graduate unemployment situation in the country. As the Director Dr Abu Daud had to formulate the training curriculum, plan and conduct the training, evaluate the training, help trainees to set-up the companies with the Registrar of Companies and obtain loans from various banks. Further he had to coordinate the various agencies involved such as JPA, the Ministry of Education, the Ministry of Finance, Biro Tata Negara, UPM and UiTM. Each batch of trainees underwent 6 months full-time training at UPM. Upon completion the trainees were required to open their own companies and be self-employed. The scheme was one of the most successful projects to help unemployed graduates become self-employed. Initially, almost three-quarters of the participants opened and operated their own companies. Now about 10-15% of them are still operating their businesses, some very successful.

During his tenure of service, which spanned over 30 years, Dr. Abu Daud Silong has been appointed and elected to various leadership positions. These include:

- Head, Continuing Education Unit, Center for Extension & Continuing Education, UPM (1987-1991)

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- Director, Special Training Program for Unemployed Graduates (1998-1991)
- Deputy Director, Center for Extension & Continuing Education, UPM (1993-1995)
- Associate Professor, Pusat Pengembangan dan Pendidikan Lanjutan, UPM (1994)
- Director, Center for Extension & Continuing Education, UPM (1995-1997).
- Director, Institute for Distance Education and Learning (IDEAL) (1997-1998)
- Senate Member, UPM – was elected by Faculty members to UPM Senate (1988-1990; 1990-1991) and also appointed to the Senate (1995-1998).
- Professor, Faculty of Business, UNITAR (1998-2001)
- Head, Center for Graduate Studies, UNITAR (1998-2001)
- Senate Member, UNITAR (1998-2001)
- Professor, Faculty of Educational Studies, UPM (2003-present)
- Exco Member (1990-1991), Vice President (1991), President (1993) of UPM Academic Staff Association.
- Also appointed as Chairman of Committees at Faculty/ University/ National Level

In his leadership capacity, one of his major contributions to UPM and the nation was the introduction of distance education programs in UPM. This was a very challenging task as there was strong resistance from various faculties towards the program. The task included setting up the governing structures for IDEAL; developing and promoting new programs; developing modules;

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developing academic programs to be delivered through the Internet (Bachelor of Computer Science); managing finances and getting adequate revenue; managing and training staff; managing students; developing learning supports for the students including learning centres; managing and delivering courses and collaboration with private and public institutions. After about two years of the formation of IDEAL he was able to introduce five distance education programs, establish about 30 learning centers and enrol about 3,000 students. The introduction of the UPM Distance Education Program spurred the development of distance education in other universities and institutions in the country.

At the national level, he was called upon to assist in the establishment of the first virtual university in Malaysia and the region. He was among the first few to be appointed as Professor in Universiti Tun Abdul Razak (UNITAR) to assist in the establishment of the university. He was seconded to UNITAR for a period of about three years (1998-2001). In UNITAR he was appointed as the first Head, Centre for Graduate Studies, UNITAR. As Head, his tasks included establishing the Centre for Graduate Studies, developing the governing structures for CGS, developing academic programs, preparing documentation, acquiring the approval of the National Accreditation Board, promoting programs, managing students, managing staff, managing resources and representing the Centre in various university committees.

Dr Abu Daud has served on various committees at university and national levels. Among others he headed various committees such as the Graduate Committee, Examination Committee, Curriculum Committee, Research Committee and Extension and Continuing Education at the Center for Extension and Continuing, UPM. At the national level, he was in the HRD Technical Working Group & HRD Panel of Experts headed by the Economic Planning Unit.

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These groups provide inputs to MAPEN to formulate HRD policies for the country. He was also in the Committee on Special Graduate Training Scheme to help formulate policies and programs for unemployed graduates. He has also been appointed to serve on the Research and Development Committee, Jabatan Perpaduan dan Integrasi Nasional, Jabatan Perdana Menteri to help formulate research activities and community programs related to National Unity. He was also consulted by JPA to assist in the formulation and development of the Public Sector Training Roadmap. Further he served as Editor/International Advisor for the Malaysian Journal of Distance Education and Virtec (first Virtual Electronic Journal in Malaysia).

Dr. Abu Daud has been very active in social work and been elected to various posts such as the Exco Member, Vice-President and President of UPM Academic Staff Association.

Dr Abu Daud Silong has received a number of excellent services awards from the university and the faculty. He was conferred the S.M.P by Duli Yang Maha Mulia Sultan of Pahang on 14th December 2002.

Currently Dr. Abu Daud resides in Mutiara Bangi, Bandar Baru Bangi. He is married to Dr. Zaharah Hassan and they have three children – Aiman Farris, Zayani and Ameera Nadjwa.

Email: adsz@ace.upm.edu.my or abudaud.silong@gmail.com

LIST OF INAUGURAL LECTURES

1. Prof. Dr. Sulaiman M. Yassin
The Challenge to Communication Research in Extension
22 July 1989
2. Prof. Ir. Abang Abdullah Abang Ali
Indigenous Materials and Technology for Low Cost Housing
30 August 1990
3. Prof. Dr. Abdul Rahman Abdul Razak
Plant Parasitic Nematodes, Lesser Known Pests of Agricultural Crops
30 January 1993
4. Prof. Dr. Mohamed Suleiman
Numerical Solution of Ordinary Differential Equations: A Historical Perspective
11 December 1993
5. Prof. Dr. Mohd. Ariff Hussein
Changing Roles of Agricultural Economics
5 March 1994
6. Prof. Dr. Mohd. Ismail Ahmad
Marketing Management: Prospects and Challenges for Agriculture
6 April 1994
7. Prof. Dr. Mohamed Mahyuddin Mohd. Dahan
The Changing Demand for Livestock Products
20 April 1994
8. Prof. Dr. Ruth Kiew
Plant Taxonomy, Biodiversity and Conservation
11 May 1994
9. Prof. Ir. Dr. Mohd. Zohadie Bardaie
Engineering Technological Developments Propelling Agriculture into the 21st Century
28 May 1994
10. Prof. Dr. Shamsuddin Jusop
Rock, Mineral and Soil
18 June 1994

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11. Prof. Dr. Abdul Salam Abdullah
Natural Toxicants Affecting Animal Health and Production
29 June 1994
12. Prof. Dr. Mohd. Yusof Hussein
Pest Control: A Challenge in Applied Ecology
9 July 1994
13. Prof. Dr. Kapt. Mohd. Ibrahim Haji Mohamed
Managing Challenges in Fisheries Development through Science and Technology
23 July 1994
14. Prof. Dr. Hj. Amat Juhari Moain
Sejarah Keagungan Bahasa Melayu
6 Ogos 1994
15. Prof. Dr. Law Ah Theem
Oil Pollution in the Malaysian Seas
24 September 1994
16. Prof. Dr. Md. Nordin Hj. Lajis
Fine Chemicals from Biological Resources: The Wealth from Nature
21 January 1995
17. Prof. Dr. Sheikh Omar Abdul Rahman
Health, Disease and Death in Creatures Great and Small
25 February 1995
18. Prof. Dr. Mohamed Shariff Mohamed Din
Fish Health: An Odyssey through the Asia - Pacific Region
25 March 1995
19. Prof. Dr. Tengku Azmi Tengku Ibrahim
Chromosome Distribution and Production Performance of Water Buffaloes
6 May 1995
20. Prof. Dr. Abdul Hamid Mahmood
Bahasa Melayu sebagai Bahasa Ilmu- Cabaran dan Harapan
10 Jun 1995

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21. Prof. Dr. Rahim Md. Sail
Extension Education for Industrialising Malaysia: Trends, Priorities and Emerging Issues
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The Evolution of an Environmentally Friendly Hatchery Technology for Udang Galah, the King of Freshwater Prawns and a Glimpse into the Future of Aquaculture in the 21st Century
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24. Prof. Dr. Sharifuddin Haji Abdul Hamid
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Fish Processing and Preservation: Recent Advances and Future Directions
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Pesticide Usage: Concern and Options
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Microbial Fermentation and Utilization of Agricultural Bioresources and Wastes in Malaysia
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28. Prof. Dr. Wan Sulaiman Wan Harun
Soil Physics: From Glass Beads to Precision Agriculture
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29. Prof. Dr. Abdul Aziz Abdul Rahman
Sustained Growth and Sustainable Development: Is there a Trade-Off 1 or Malaysia
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30. Prof. Dr. Chew Tek Ann
Sharecropping in Perfectly Competitive Markets: A Contradiction in Terms
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118. Prof. Dr. Md. Salleh Hj. Hassan
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9 January 2009

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Framing Future Leadership Thinking

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who have obtained the
honorary degree. This event gives the
honoree the opportunity to deliver a lecture
to other university guests
and other university guests
and research interests.

The lecture typically includes a summary
of the honoree's specialized field,
general issues of that particular field,
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to highlight and bring attention
to the work done by its
predecessors and how