

A MODEL OF SKILLS AND ACTIVITIES FOR MODERN LEADERS AND MANAGERS IN ENABLING MANAGERIAL LEADERSHIP PROCESS IN ORGANIZATIONS

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Abstract

Leaders and managers in the modern business world must be prepared to respond to increasingly unpredictable situations effecting their organizations. What are the critical leadership skills that leaders, managers and employees need to acquire and which activities should they perform to become highly effective within a managerial leadership process? The purpose of this research is to explore the leadership skills and management-oriented activities of leaders, managers and employees, and the positive relationship that exists between the leaders and manager's attitudes toward their behavior and perception that will promote an effective managerial leadership process. The authors conducted an investigation of the literature relating to specific roles, skills and activities that are critical for organizational leaders, managers and employees. The authors developed a quantitative method for data collection and analysis that emphasized objective measurements and statistical analysis. Specific leadership skills such as the ability to promote creativity of ideas, team building and emotional stability, and management-oriented activities such as accepting responsibility for outcomes, promoting collaboration, and establishing cross-culture orientation and ethics were examined. After conducting the research the authors developed a theoretical model. The model identifies leadership roles, skills and activities that are simple and practical strategies to employ with

appropriate personal and organizational values. The authors suggest that the model takes a strategic view, and that it can be used as a guide for organizational leaders and managers.

Keywords: managerial leadership process, leadership roles and skills, management-oriented activities, organizational leaders and managers

INTRODUCTION

In every human activity including those in the business world, the process of leadership is an essential element of effective governance in organizational structure to provide leadership and coordinate management activities that members can apply to achieve desired goals and objectives (Arnwine, 2002, February; Kiel, Hendry & Nicholson, 2006; Little, Gooty & Williams, 2016). Leadership is applied in many types of organizations such as religious, political, business, military, educational, and social (Bennis, 2007; Silva, 2016) and the need for effective leaders is more critical than ever (Souba, 2014). Effective leadership can be appropriately placed and applied in organizations (Henry, 2012) and it serves an important and unique societal function. Though we have heard a lot about leadership in the last few decades, but it has a much longer history (Alimo-Metcalfe & Alban-Metcalfe, 2005). Leadership and the study of the social phenomenon of leadership (Morgeson, Scott DeRue & Karam, 2010, January; Winston & Kathleen, 2006) has its roots in the beginning of civilization (Stone & Patterson, 2006). Leadership is a “successful phenomenon in work life” (Kohtakangas, Perttula & Syväjärvi, 2015, p. 23) and the phenomenological inquiry into leadership and its fundamental structures in human organizations are what make it possible to be a leader (Souba, 2014).

Leadership is a term defined by combining the words leader and ship. A leader is a person who selects, equips, trains, and influences one or more follower(s) (Winston & Patterson, 2006) toward a goal and or objective. The ship or relationship, binds leader and followers as they endeavor to advance toward their goals or objectives through a process of training and equipping. These two meanings define leadership as a relationship in which leaders and followers are inseparable, indivisible, and impossible to conceive of the one without the other (Kellerman, 2007, December). A “new definition of leadership is proposed” (Silva, 2016, p. 1) and 26,000 articles were published using the term leadership (Winston & Kathleen, 2006, p. 6). According to Brian Bridgeforth (2005) it is very clear that, “the history of academic inquiry is a legacy of seeking understanding of leadership as construct and role in social systems relative to human and societal development” (pp. 4 -5). A review of the literature indicates that there are well-established lines of research that indicate elements of leadership exist as paradigms

(Klenke, 2007) and they are essential to building a more integrated theory of leadership (Avolio, 2007, January). However, a major concern in the leadership literature has been the lack of consensus on which behavior categories are the most relevant, meaningful and important (DeRue et al., 2011; Selladurai, 2006).

One line of research focuses on the great man theory which states that leaders are born and not made (Kirkpatrick & Locke, 1991) and that they will come to the forefront when there is a need or opportunity. The phenomenon of leadership was explored offering theory and conclusions (Barker, 2001) for example, both the trait of leadership Theory and the great man theory states that people are either born or created with certain qualities that make them excel in leadership roles (Matthews, Deary & Whiteman, 2003). Transformational theory focuses on developing training and transforming people (Sashkin & Sashkin, G., 2003; Tucker & Russell, 2004; Judge & Piccolo, 2004) to become leaders. From the great man theory to the transformational theory there has been a debate regarding whether leadership can be learned. Leaders who are transformative have a significant and positive influence (Nguyen et al., 2017) in their organizations. On the other hand, the great man theory argues that leaders are made, not born, whereas participative leadership theory maintains that more heads are better than fewer, and that being involved in decision-making increases the understanding of those who carry out the decisions (Selladurai, 2006).

Today, scholars discuss the basic nature of leadership in terms of the interaction among the people involved in the process, those being both leaders and followers. Effective leaders acknowledge the importance of understanding the expectations of their followers (Kellerman, 2007, December; Mumford, Campion & Morgeson, 2007). Thus, leadership is not the work of a single person but rather it can be explained and defined as a collaborative endeavor (Rost, 1993) among group members who work toward real changes that reflect their mutual purposes. There are certain qualities such as intelligence and a sense of responsibility, creativity, and good values that can elevate anyone that possess them into a position of a leadership. In the psychology, personality theory of leadership and behavioral theory which draws from the behavioral sciences, and focuses on the analysis of mental, physical and social skills, in order to gain more understanding of what combination of skills are common among leaders (DeRue et al., 2011; Matthews, Deary & Whiteman, 2003).

Emotional intelligence is correlated with several components of transformational leadership, suggesting that it may be an important component of effective leadership (Little, Gooty, and Williams, 2016; Palmer, Walls, Burgess & Stough, 2001; Quong & Walker, 2010) and is predictive of a leader's career success (Ahmetoglu, Leutner & Chamorro-Premuzic, 2011). Effective leaders know that emotional support and encouragement improves productivity

and in the long-term bolsters a person's self-esteem. An increasingly stressful and emotionally taxing environment characterized by high competition, constant transformation, innovations in technology and best practices, and looming uncertainty generates many pressures for skill diversity, rapid response, and successful adaptation (Kaifi & Noori, 2011; Kozlowski & Ilgen, 2006).

Researchers conceptualize the practice of *leadership in terms of* leadership development and the creation of social capital, relational capacity and collaboration (Carroll & Simpson, 2012). Leadership is not needed if there are no new challenges and everything is following a routine without problems. When the rules don't quite work, and management doesn't work, that's when leadership is necessary as an element of strategy (Bridgeforth, 2005). For decades, researchers and scholars have tried to identify which essence of leadership is the key component in all organizations (Chuang, 2013).

Having a good relationship with team members is a major contributor to the success of top leader's in large organizations, (Rapp, Gilson, Mathieu & Ruddy, 2016). Leadership involves establishing tasks to be performed and strategies to be followed in order to achieve objectives. Leadership involves influencing the behavior and commitment of followers and other involved parties in order to achieve objectives while promoting a healthy and collaborative organizational culture. Research also shows that cultural variations influence employee job behaviors, attitudes, well-being, motivation, leadership, negotiations, and many other aspects of organizational behavior (Hofstede, 1980; Tsui, Nifadkar&Ou, 2007).

Leaders, managers and followers roles

The heart of the organization is its people and when they work together they become a powerful force in the business world. The effective leaders and managers should sharpen their personal quality skills and management-oriented activities to become more strategic thinkers and always be open to change, and willing to grow as both authority figures and individuals (Amagoh, 2009; Bakker & Schaufeli, 2008; Schoemaker, Krupp, & Howland, 2013, January-February). Modern organizations need leaders and managers who can learn and whom have a deep sense of purpose and are true to their core values (Drucker, 2004; Klenke, 2007). Researcher's studies have provided evidence of what made people in the past great leaders and that organizations have spent a lot of time and money seeking leaders to hire, while cultivating leadership talent in their employees (Kelley, 1988, November; Silva, 2016). Improving one's leadership quality skills and management-oriented activities involves staying properly aligned with the constantly changing goals and priorities of today's business environment and work force. Effective leaders and managers need to focus on excelling at different skills such as having good people skills

(Zenger & Folkman, 2014, July). For example, they should remain directly involved with their group members by occasionally stopping by to talk about non-organizational objectives. Leaders must have the ability to influence their followers, who in turn can become leaders as well and they are connected in such a way (Kellerman, 2007, December) that power between them is approximately balanced and the relationship between them is at the heart of leadership. The leaders acquire necessary skills (Kirkpatrick & Locke, 1991) that influence the leaders' ability to lead. In his research, Henry Mintzberg (2007) classified management roles based on the extent of interpersonal relationships, the transfer of information and the degree of decision-making involved in the jobs. Managers need certain skills and competencies to successfully achieve their goals and he determined that the most significant types of management skills are; technical, human and conceptual. People develop generalizations from observing, sensing, asking, and listening in order to explain or predict the behavior of others (Mintzberg, 2007).

Today modern leaders and managers should be focused on establishing cross-culture orientation and ethics, and then leading their organizations by demonstrating a sense of personal responsibility, emotional stability, and by applying great collaborative, social and team building skills, as well as promoting an environment that encourages creativity of ideas (Modassir, & Singh, 2008; Thienel, 2016). Leaders and managers are challenged to find new ways to motivate and coordinate employees to ensure that their goals are aligned with those of the organization. The structures of organizations have changed over the past several decades with regard to the managerial leadership process that organizations apply to achieve their goals that are broken down into tasks that are the basis for jobs (Kumar, 2015, July-September). There are three leadership types where leadership is defined as a function of a leader plus the leader's influence on their followers and other people:

1. Organizational, when effective team leadership strengthens organizational capabilities and culture in order to achieve strategic and operational goals. Leaders strengthen organizational capabilities by leading change at various levels of their organization. Organizations need specific leadership development approaches, to promote effective leadership and organizational performance (Amagoh, 2009) wherein new leaders can emerge and new ways of conceptualizing and developing strategic leadership at all levels can be formulated (Kriger&Yuriy, 2013).
2. Societal, when leaders and followers who are civil servants and global citizens are morally centered, they promote diverse and inclusive environments that benefit their organizations by making ethical decisions that are compatible with their values and organizational expectations along with the needs of the society at large. Healthy and supportive relationships are critical to the accomplishment of organizational goals (Hinds

&Wholey, 2000) and leaders and followers should develop strategic mindsets that have the ability to make transformational change happen at both the domestic and global levels.

3. Individual, has particular behaviors that have been shaped by their cultural background, life experiences, and values (Chuang, 2013). To be effective leaders must develop leadership skills that create an environment of emotional support, warmth, friendliness and trust. Leaders also need to build their interpersonal skills in order to be able to deal with conflicts that can occur, so they can develop cohesion between diverse individuals and groups in the workplace (Byrd, 2007).

For organizations to remain competitive in the market, a close emotional interdependent link and an ongoing development of trust and loyalty between leaders and followers must be established (Chuang, 2013; Moss, 2007). Some leadership behaviors can be learned, while certain key leadership skills and activities are influenced by the leaders own attributes, traits, character, beliefs, values, and ethics (Gilley, McMillan & Gilley, G., 2009, August). The leader's own knowledge and skills directly contribute to the leadership process while the leader's personal attributes provide the leader characteristics that result in them being both uniquely qualified and capable to lead their organizations toward particular tasks or goals.

An individual's ability to apply a particular combination of skills to specific activities will not guarantee that the individual will or can become a leader. Effective leaders can make a positive difference in the lives of people and groups, and affect the success of organizations where leadership has been shown to enhance employee job satisfaction, motivation and task performance (DeRue, Sitkin&Podolony, 2010). Note, an ineffective leader can disrupt people's lives and seriously harm organizational moral and effectiveness, and so leadership matters and there is a need for better leaders (Dionne, Yammarino, Atwater & Spangler, 2004). Leadership studies attempt to distinguish effective from non-effective leaders in order to determine which leadership behaviors were exemplified by effective leaders that inspired confidence and the support of their followers in the pursuit of organizational goals (Rost, 1993). Effective leaders are well-organized, highly trained and responsible individuals who are focused on building and leading teams, and promoting creativity of ideas (Arons, Driest, Weed, 2014, July-August; Morgeson, Scott DeRue, &Karam, 2010, January).

Leadership positions offer prestige and power along with the opportunity to direct others, and the most effective leaders possess emotional stability, and good social skills that help them to promote collaboration. Leaders become more effective when they accept the responsibility to enable others to achieve their objectives, and it is the responsibility of leaders to engage with and enable others as a constituency, and to help them define and achieve goals. Leadership is

therefore a relationship wherein both leader and follower are doing leadership, and all are active participants with influence in the process of leadership (James, 1995). Despite increasing attention on the topic of empowerment, certain management practices and organizational conditions disempower subordinates.

Followers need to feel respect for those they are to be guided by, and they expect their leaders to be enthusiastic about their work while they instill in their followers a clear sense of direction (Alimo-Metcalfe, & Alban-Metcalfe, 2005). To gain that respect, leaders must both speak and conduct themselves in a dignified and ethical manner. Once the leader has gained the followers respect, the leader must provide direction by conveying a strong and clear vision of a better future. In order to accomplish their goals, leaders must interact with their followers, peers, seniors, and others in order to understand and motivate them, and gain their support (Ejimabo, 2015). Leadership is an important part of the process of organizing and coordinating human endeavors, which are deeply rooted in human sociology and instinct (Young, 2002). To motivate people leaders must know human nature, which is comprised of the qualities that are common to all humans. People behave according to certain principles of human nature, and their needs are an important part of human nature. Leaders need to keep some form of that concept in mind in the initiation, building, and maintaining of their collaborative efforts (Miller & Miller, P., 2007) and organizations should focus on people in high level positions who collaborate with others (Gerwing, 2016). The level and nature of the power that leaders require is related to the type of goals the leader seeks to achieve. The power of leadership is derived from the leader's ability to influence the beliefs, desires and loyalty of others.

In the workplace, there is always the possibility that an emerging conflict will threaten or disrupt operational efficiency and productivity. Emotional intelligence enables leaders to handle such conflicts and provide an effective and timely resolution (Khoshhal, &Guraya, 2016, October). For example, leaders with emotional intelligence are better able to quickly resolve disagreements between employees, customers or other stakeholders. According to Scott DeRue& Susan Ashford (2010), a secure leader with a healthy dose of emotional intelligence strives to listen, understand and find out what is behind the behaviors and actions of those they are responsible for leading. They listen before they respond, and if they don't understand something they ask open ended questions that are meant to gather more information. Managers perform the tasks and activities of management as assigned, and they generally achieve their assigned goals through the key functions of planning, budgeting, organizing, staffing, problem solving and controlling of assigned staff, equipment and resources. Well balanced and successful organizations maintain a mix of leaders and managers that is comprised of a few great leaders, and many first-class managers (Kotterman, 2006).

A follower is a person who is being influenced by a leader and good followers provide input that influences the leader. In short, effective leaders influence followers and their followers in turn influence them (Knapp, 2008). The qualities needed for effective leadership are the same as those needed to be an effective follower. There is no difference between leader and followers because good followers perform leadership roles when needed (Khoshhal, & Guraya, 2016, October). Leadership involves the process of influencing followers to achieve organizational objectives and change (Mathews, 2016).

A new trend is to allow followers to perform leadership roles as needed (DeRue, & Ashford, 2010). The influencing process is from followers to leader and not just the leader influencing followers. When leaders and followers know how to lead and develop leadership skills, they will become both better leaders and followers. Robert Kelly (1988, November) stated that “organizations stand or fall partly on the basis of how well their leaders lead, but partly also on the basis of how well their followers follow” (para. 2). Effective group members focus on two key aspects of leadership, those being personal characteristics of productive followers and the importance of a collaborative relationship between leader and follower. Engagement starts when leaders redefine the job functions of their employees and seek to engage the right people, at the right times, to the right degree in creative tasks (Amabile & Khaire, 2008, October). In his research, Emmanuel Agbor (2008) argued that “organizational creativity also depends on how leaders encourage and manage diversity in the organization, as well as develop an effective leadership structure that sustains the innovation process” (p. 39).

The behavior in society of leaders and managers defines the roles and responsibilities of citizens in terms of the relationship that exists between leaders, managers and followers. Ali Algahtani (2014, September) in his research stated that “one may assume that all managers are leaders, but that is not correct since some of the managers do not exercise leadership, and some people lead without having any management positions” (p. 71). The role of leadership has been vital to the development of states and nations, and it will also be critical in the future in meeting emerging challenges, and for that reason, leadership roles are an important subject area for study (Mintzberg, 1973). Leadership is needed at all levels in organizations and leaders through their behaviors influence the ethical values of the organization (Mihelič, Lipičnik & Tekavčič, 2010). For example, an employee who works in an entry level position can have the initiative to suggest to the manager that there is a need for change or improvement.

Research into leadership behavior initiated a step in the direction of acknowledging the role of situation or context in leadership (Vroom & Jago, 2007). While organizations need leadership at all levels, few managers actually have the ability to lead others effectively. A common role of management is to inspire and influence others. The higher the managerial

position in an organization the greater the complexity of the demands of the position with respect to leadership functions. In order to develop a supply of leaders for the future, many companies are now offering leadership training to their employees that produce and communicate ideas for change. Such training is made available for individuals who possess relevant proficiency however it remains the managers' responsibility to implement any such ideas for change within the organizations (Kohtakangas, Perttula&Syväjärvi, 2015).

Leadership and management

Leadership remains one of the oldest domains of management research (Stackman& Devine, 2011) and "leadership makes or breaks organizations" (Henry, 2012, p. 266). Leadership and management are often considered overlapping concepts and functions where management functions typically involve logistics along with the organization and control of personnel, resources and process (Lopez, 2014). There is a difference that exists between the functions of leadership and management where that difference can lead to confusion, and conflict (Stanley, 2006, September). Leadership involves a relationship based on the ability of leaders to influence the beliefs and actions of their followers, while management is a practice that need only involve relationships with subordinates (Mintzberg, 2015, July 20).

Today, management developers need models of managing that embrace the values that are part of the modern world, and reflect what managers actually do. Management produces order, consistency and predictability, while leadership facilitates change allowing for the flexibility that is required to adapt to new market conditions (Kotter, 1990). Some define management as an art, while others define it as a science. Regardless of how it is defined in the abstract, in practice management is a process used to accomplish established organizational goals, provides stability and systematic control of processes (Stone, Conley & Luo, 2014). The systematic controls ensure that lapses in performance are identified and corrected in a timely manner. However, when those established goals, strategies and organizational cultures start to become an obstacle to organizational success, effective leadership is needed to introduce new goals, strategies and if needed a new organizational culture. Management involves official authority and responsibility that is assigned to the position and the person filling it (Selladurai, 2006) and management systems maintain established goals, strategies and organizational cultures. Without the integration of both effective management and leadership, organizations face the threat of extinction as a result of being too externally rigid and internally chaotic.

Leaders are focused on developing new approaches, engage in extraordinary behaviors (Bell, 2013) and options for the future while managers are day-to-day problem solvers (Zaleznik, 2004, January). The function of the organizational leader is to impart vision, making a good

decision in critical matters and establish goals and implement strategy, to effectively respond to changing external opportunities and threats to the organization (Ejimabo, 2015). The function of management is to communicate and support the vision, while implementing the strategy that the leader, in consort with management, established to meet the newly established organizational goals. As inspirational figures, transformational leaders have the power to bring about revolutionary change in organizations by promoting commitment to an organization's vision (Sullivan & Decker, 2001) while effective managers are bureaucrats. Effective and ethical leaders must be good managers, or at least be supported by effective managers.

At every level within their own sphere of influence, managers can exercise leadership and an effective leader must also be an effective manager (Yukl, & Lepsinger, 2005). This means that both leaders and managers must be able to recognize and harness the creativity that exists in their organizations (Agbor, 2008). A common thread in leadership is that the role of management involves leadership because effective managers inspire and influence others. For example, an analysis in the Harvard Business Review concluded that the most basic role for corporate leaders is to release the human spirit that makes initiative, creativity, and entrepreneurship possible (Bartlett & Ghoshal, 1995, May-June).

Leading and managing are interrelated (Yukl, & Lepsinger, 2005) also leadership is synonymous with management because it involves supervisory responsibilities, and thus involves teaching, and the development of skills in others. While the most powerful leaders exist at the top of organizations, it is important to note that leaders can also be at, and provide leadership from, any level of an organization. Raquel Lopez (2014) stated that the "idea of being a leader and thereby having the power to command is as ancient as the history of humanity" (p. 99). The basic and simple form of leadership is the result of holding a position of authority wherein the leader has the power by virtue of their position to simply impose their will on others.

Modern managerial leadership skills and management-oriented activities

The leadership skills and management-oriented activities are interconnected, and so leaders, managers and employees should focus on all of them as critical elements of the leadership managerial process. When taken together the critical leadership skills and management-oriented activities, comprise the emotional dimensions and relationship building competencies that act to generate and replenish leadership assets within the organization (Morgeson, DeRue & Karam, 2010, January). When effectively implemented the skills and activities that influence followers are reflected back upon the leaders and managers, which in turn influences the leader's style, creating an environment that fuels robust collaboration. Certain leadership skills and management-oriented activities are universally important because they can be applied

to all situations. Effective leadership requires the following six elements, consisting of three management-oriented activities and three leadership skills working together:

Management-oriented activity to promote collaboration. Over 2000 years ago, Aristotle wrote about the ethical nature of communication from the perspective of one who communicates (speaks/writes). Aristotle realized that a message could be either virtuous or mischievous. The receiver's (listener/reader) ethical choices affect how he or she processes the message being received. The idea that the receiver of a message applies an ethical filter when processing the message introduced the notion that being the receiver of a message should involve an active and not passive listening process. Collaboration plays a key role in bringing people to work together (Lash, 2012, January-February) and it is an approach to problem solving that allows solutions to be developed from the best ideas of the group or community in order to achieve established goals and organizational objectives (Miller & Miller, P., 2007). Collaboration is a process where two or more people, or organizations, work together to realize shared objectives. The collaborative leadership approach recognizes that power is at its greatest in a collaborative environment (Klenke, 2007).

The vital importance of the ability of managers and leaders to promote collaboration and collaborative environments is gaining broad recognition among organizations in both the public and private sector. For example, there is increasing recognition that employees should be encouraged to approach their managers with problems, and not be made to feel intimidated and afraid of bringing problems to their manager's attention for fear of their reaction. Taking the time to ask for the opinions of subordinates and listening carefully to their viewpoints, shows respect which in turn fosters a collaborative environment. Remaining open to suggestions also helps the manager/leader identify those leadership styles that are best suited for fostering collaboration given the unique social dynamic that exists in each group. For example, the social dynamic that exists in an environmental advocacy group may be much different from those of advocacy groups that are focused on promoting labor or civil rights (Miller & Miller, P., 2007). Having a diverse set of skills and competencies can profoundly influence a person's ability to adapt to different social environments and cope with the variety of demands and pressures that may be encountered. Understanding, how and when to apply specific skills enables leaders and managers to achieve optimal performance.

Emotional intelligence and the ability to promote collaboration are important for leaders to have, because they tend to improve the active listening skills of subordinates by helping them to feel more comfortable about asking questions when they do not clearly understand instructions. Collaborative leadership differs from traditional hierarchy-based leadership in many

ways. For instance, collaborative leadership emphasizes collaborative superior/subordinate relationships characterized by two way communication and information flow, while hierarchy-based leadership promotes an authoritarian relationship characterized by one way, (top down) communication and information flow (Miller & Miller, P., 2007).

Management-oriented activity to promote cross-culture orientation and ethics. Expressing and promoting the value of a cross-cultural orientation and ethics are important and necessary management-oriented activities for leaders to engage in. It is important for each member of the organization to know that they contribute a unique and important perspective and set of abilities that are valued for providing benefits to the organization. To achieve that goal leader should embrace all cultural backgrounds and be ready to act as teachers of their own cultures while promoting cultural diversity (Frost & Walker, 2007; Rea, Kolp, Ritz, & Steward, 2016, April 29; Robertson, 2007, November). Organizational culture refers to the beliefs, values, languages and the collective experience of a group of people that exist in a society. Management's philosophy, knowledge, mission, values, vision and long-term goals in organizations are the driving forces of organizational culture and a key aspect of it includes value sharing and the structuring of experiences in an organization (Champoux, 2017; Wisankosol & Chavez, 2016).

National cultures are not uniform and in many countries local cultures are the result of regional history and or geography. Culture orientation determines the types of leadership, communication, and group dynamics that are effective within an organization (Lauring, 2011). The culture effects what the employees perceive as their quality of work which impacts their degree of motivation, performance, individual satisfaction, plus personal growth and development. All these elements combine to build the model of modern organizations. For example, in the United States the workforce is becoming increasingly multicultural, with close to 16% of all employees being born outside the country. Authentic and transformational leadership has recognized the importance and a new power of ethics in business that is related to the concepts of a common concern for a moral dimension of leadership that favors collective over individual leadership (Brown & Treviño, 2006, December; Zaleznik, 2004, January).

24 centuries ago the Greek philosopher Aristotle (384-332 BCE) introduced the concept of "Ethos", which relates to ethics. Individual and collective ethos is at the heart of who we are and what we stand for. Leaders have to demonstrate good ethics if they want to succeed in shaping public opinion. Business ethics refers to how ethical principles are applied to situations that arise at work. The challenge is to continue to think about business ethics on a day-to-day basis, and institute cultures that support ethical decision making. The most important determinant of whether a company acts ethically is not necessarily related to the policies and rules regarding ethical conduct, but rather whether the company has a culture of consistently

ethical behavior, and so leaders are increasingly working to develop ethically and spiritually focused organizational cultures (Driscoll & McKee, 2007). While business ethics is a subset of ethics, no special set of ethical principles applies only to the world of business.

The interactions between business and society at large present additional ethical dimensions such as how to prevent the pollution of the environment, increase commitment to the community's economic and social infrastructure, and reduce the depletion of natural resources. There has been unethical behavior demonstrated in one ethical scandal after another. For example, the scandals involving; Enron Corp., AIG, Tyco International, WorldCom, and Halliburton Energy Services are all examples of what can result from poor judgment to outright illegal behavior. The immediate response by government to those scandals was the Sarbanes-Oxley Act, which went into effect in 2002. The act consists of 11 different requirements aimed at greater accountability that companies must comply with regarding financial reporting, which may provide benefit to those businesses that complying with the act (Wagner & Dittmar, 2006, April)

Management-oriented activity to accept responsibility for outcomes. A leader's greatest challenge is to understand their personal responsibility as it relates to their feelings and behavior and their obligation to "operate efficiently at different levels of status and responsibility" (Zaleznik, 2004, January, p. 3). Leaders naturally play a role in the establishment and maintenance of the set of ethics and norms that govern behavior in their organizations. It is therefore important that executives accept the responsibility to define what is, and is not to be considered ethical behavior, and then they must pursue its enforcement relentlessly as a top-priority of both management and leadership objectives (Schermerhorn & Dienhart, 2004).

Responsibility is directly related to the job satisfaction of group members, satisfaction with the leader, worker motivation, and leader effectiveness. True leaders take responsibility for the outcomes of their decisions regardless of who they assign the tasks of implementing them (Lunenburg, 2010; Voegtlin, 2016, April). Taking risks and responsible leadership for their outcomes (Doh & Quigley, 2014, August 1) is an important management-oriented activity for leaders to practice. Leaders must be; able to take risks, capable of implementing decisions, committed to establishing high quality performance standards and willing to take personal responsibility for their own professional development as they promote constructive change and beneficial outcomes (Bakker & Schaufeli, 2008).

Collaborative leadership is most affective when managing competent people who are eager to assume responsibility and be involved in making decisions and providing feedback. Certain leadership skills are associated with promoting credibility. However, it was those management-oriented activities that were related to inspiring others, and to accepting

leadership responsibility, that were found to be most closely related to firm performance (Duke University Executive Leadership Survey, 2009, March). Although, task-oriented leaders are concerned with the job and reaching established goals, they often promote individual responsibility as one of the means by which the organization will reach its goals (Holloway, 2012).

Emotional intelligence, stability and leadership skill. Emotional intelligence is becoming popular for identifying those individuals most likely to become effective leaders, and it is recognized as a valuable tool for cultivating the effective leadership skills that are the bases of competency in every job (Mayer, Salovey & Caruso, 2004; Palmer, Walls, Burgess & Stough, 2001). Emotional stability is highly valued as it is related to a person's reaction to stress (Kaiser & Ozer, 1997) and has become an important job skill in leaders that contributes to professional reputations as well as organizational productivity. Some research suggest that emotional stability provides energy to execute best thinking and motivation in the work place, while other research has identified skepticism regarding whether there is any relationship between emotional intelligence and leadership outcomes (Harms & Credé, 2010). Emotions are a powerful tool when applied constructively as they influence perceptions. However, leaders need to understand how to use the tool. The most successful leaders are emotionally stable and they:

- Have a reasonable degree of self esteem
- Create teams who feel psychologically safe enough to take risks
- Behave predictably
- Have emotional intelligence

Leaders with emotional intelligence are self-aware and are able to recognize emotions as they emerge which is a vital skill for leaders to have because it enables them to develop a clear understanding of their strengths and weaknesses, and those of their organization. In addition, great leaders can perceive and or anticipate emotions as they arise in others in response to anticipated or occurring actions or situations. As a result, such leaders are better able to respond to problems and handle future complications that might arouse high-energy emotional states in themselves and others. They can respond in a manner that is consistent with what is necessary to achieve their goals.

Leader's must stay aware of their feelings and remain emotionally available and open to discourse that would build trust and deeper relationships by accurately expressing emotions that are key to appropriate and successful interpersonal interactions (Karim, 2011). Leaders must also learn how to manage emotions when they emerge and the importance of personality development (Atta, Ather & Bano, 2013). Leaders with high emotional intelligence regulate

themselves and remain calm and in control under pressure, to do so involves competencies relating to perception, understanding, utilizing and managing emotions in themselves and others (Schutte, Malouff&Thorsteinsson, 2013). They do not rush headlong into hasty decisions, or allow their anger to affect their judgment or behavior. Individuals in managerial positions must keep their emotions in check because doing so enables them to respond in the most effective manner possible. Those with high levels of emotional intelligence are naturally aware and sensitive to the emotions of others. Emotional intelligence plays an important role at the highest levels of organizational leadership (Goldman, 2004, January) and as such it is a critical skill for leaders who need to inspire and motivate their followers and win their trust, loyalty and admiration.

Embraces creativity of ideas leadership skill. Creativity is a special form of thinking where reason, sensitivity and judgment come together. For leaders, the capacity of creativity and the ability to recognize the value of new ideas as they emerge are important cognitive skills that have always been at the heart of business however, until recently they have not been at the top of the management agenda (Amabile&Khair, 2008, October). Organizations that are creative and effective do not emerge by accident (Agbor, 2008) and a perfect example of the development of creative leadership is with the late Steve Jobs who had many bright ideas and innovative strategies (Carroll, 2013). Creating clear ideas and goals are priorities in the field of leadership. Effective leaders are open to change, and are willing to grow as both an authority figure and an individual within their organization.

Creativity is a key input of success in the innovation of products and services, and without a continuing supply of new and innovative ideas, organizations would cease to exist over time. A fundamental challenge for organizational leaders is how to promote individual potential such that it can be leveraged to generate the type of innovation and excellence that ultimately produces profits, or value for the organization. The mobilization of the creativity that produces innovative products and services depends on the establishment of an environment that allows for the freedom of thought and advances new ideas and ways of thinking (Cook, 1998). Once the environment is right, creativity techniques such as brainstorming can play their part to foster greater creativity within organizations. Creativity of ideas helps leaders and organizations to formulate a new and more inspiring vision and shift to a more innovation-driven economy.

Leadership social and team building skill. Organizational socialization is defined as a process that enables humans to assume an organizational role that fits the needs of both the organization and the individual. It is a dynamic process which focuses on bringing about successful outcomes and offers suggestions and develops practical steps for the organization

aiming to effectively assimilate newcomers and for newcomers wishing to assimilate (Cooper-Thomas & Anderson, 2006). People who are well socialized are more committed to their organizations. They tend to be more satisfied with their jobs, and usually earn more than people who don't learn to fit in. Furthermore, people who are well socialized are less likely to quit their jobs and more likely to build successful careers within the organization. The extent to which both organizational and individual socialization processes support a good fit within the organization, will define the extent to which the individual was successfully socialized. A study stated that in the past 20 years, personality psychology has more deeply and broadly influenced behaviors in organizations and defined the field of inquiry concerned with attitudes, decision-making, interpersonal processes, and individual and group behavior that is important in work settings (Judge and et al., 2008).

Leadership is of extraordinary importance as a social phenomenon (Hackman, & Wageman, January, 2007) and the most effective team leaders promote positive relationships with their team members. Moving away from the traditional hierarchical design, most organizations are developing leaner structures that support a more empowered, team-based workforce. A collaborative team is a group of people who work together and trust each other. The modified view of leadership proposed herein is most appropriate in team-based structures (Horner, 1997) and given current developments in organizations, and their emphasis on team building, there exists a need to promote the type of team leaders who can foster collaboration within their own teams as well as between their team and other teams within an organizational system (Rapp, Gilson, Mathieu, & Ruddy, 2015, September).

The leadership processes occurs both within the team (Friedrich et al., 2009, December) and within the team leader. The leader helps his or her group members by establishing realistic goals, and initiating structure, plus organizing, defining and promoting beneficial relationships within the group, and by engaging in such activities as the assigning of specific tasks. Leaders establish well-defined channels of collaboration with the members of their team. For example, the leader can influence the action of group members by providing constructive and timely performance feedback.

There are many stories about highly intelligent and skilled executives who were promoted into leadership positions only to fail (Goldman, 2004, January). When managers or leaders become personally involved with group tasks, share information with group members, and involve them in decision making, it builds and strengthens the collaborative rapport within the group, as it promotes the dedication of all of the group's members. The team leadership processes requires that leaders first understand the nature of their teams functioning and social dynamics, from which they can better "articulate the role of leadership in fostering team

effectiveness” (Morgeson, Scott DeRue&Karam, 2010, January, p. 7). In today’s modern businesses world, to assure success, it is important that the organization understand the forces that impact team outcomes, and that teams are essential to everything individuals do in daily life (Kaifi&Noori, 2011).

HYPOTHESES

The main purpose of governance in any organization is to apply leadership skills and management-oriented activities that coordinate and lead organizational members toward the achievement of desired goals and objectives. It is apparent from the literature that specific leadership skills and management-oriented activities are important for leaders, managers and employees. There is an important connection between leaders, managers and employees regarding their attitudes toward leadership skills and management-oriented activities. The importance of the concept is that leaders, managers and employees are to establish their specific skills and activities such that they are able to inspire and get commitment from organizational members. Therefore, the following three hypotheses of this paper are:

First Hypothesis: If the leaders, managers and employees develop specific leadership skills, and performed specific management-oriented activities, they should be more effective and advance into roles of greater authority.

Second Hypothesis: Employees who have skills, and perform activities, play roles that enable them to exhibit higher levels of leadership ability that support the managerial leadership process.

Third Hypothesis: There is a positive relationship that exists between the leaders and manager’s attitudes toward their behavior, perception and the development of some leadership and management skills and abilities.

RESEARCH METHODOLOGY

For the study, a target group has been defined as a set of highly qualified leaders, managers and employees who work in eight organizations.

The research team used a non-probability convenience sample survey. The sample was developed to include sufficient number of respondents of the target group. The questionnaire was distributed to 98 participants from eight the U.S. A. organizations. 86 recipients returned completed questionnaires and the respondent rate is 88%. The survey was conducted in 2017.

The questionnaire was designed to identify the combination of leadership skills, values and management-oriented activities that are common among effective leaders, managers and employees. The questionnaire uses multiple-choice questions that offered the option of

choosing the answer that best represented the participant's opinion as relates to the subject question. The objective of the survey instrument was to gather data to be used to make further determinations regarding the leaders, managers and employees attitudes toward specific skills and activities. The researchers focused on specific skills and activities that they believe promote and support an effective managerial leadership process. Participants indicated their responses on a Likert scale from 1 to 5 representing their agreement or disagreement as follows: The scale ranged from: 1 (strongly disagree), 2 (disagree), 3 (natural), 4 (agree), and 5 (strongly agree). The questionnaire provided 50 questions organized into six sets relating to activities and skills plus a seventh set examining the relation between leadership and management:

- Collaboration
- Cross cultural orientation and ethics
- Responsibility for organizational outcomes
- Emotional intelligence and stability
- Creativity of ideas
- Social skills and team building
- Relationship leadership and management

The Kendall's Tau Correlation Coefficient and Spearman's Rank Correlation Coefficient were used to examine the relationships between the responses of the leaders, managers, and employees.

RESULTS AND DISCUSSION

Each respondent of the survey indicated the position that they held within their organization. The 86 respondents did not represent a homogeneous population, and as such could be divided into three groups representing the owners and executives (leaders), the managers and the employees. Of the 86 respondents, 25 were in executive level positions and 5 indicated were owner operators equal to 30 (Leaders/Owners), 25 were in management field (Managers), and 31 were base level employees (Employees). Average number of years on the job for managers was 18.5, and the average executive had 12 years on the job and the average years as owner operator was 20 years. The average number of years on the job for base level employees was approximately nine. For each of the three groups, the researchers determined the mean and standard deviation of the group's responses to each of the 50 survey questions. The mean of the responses to each question, for each group, were then compared to that of the other two groups and researchers calculated the mean and standard deviation for the three group's responses to each of the 50 survey questions. Table 1 provides the descriptive statistics for

skills and activities, Table 2 provides the Kendall's Tau Correlation Coefficient and Table 3 provides Spearman's Rank Correlation Coefficient.

Table 1. Descriptive statistics: skills and activities

Description	Leaders/Owners			Managers			Employees			
	N	mean	SD	n	mean	SD	n	mean	SD	
Activities										
Collaboration										
Q1	Collaboration is important.	30	5.00	0.00	25	4.92	0.27	31	4.33	0.80
Q2	Establishing a culture of collaboration play a key role...	30	5.00	0.00	25	4.77	0.43	31	3.63	0.82
Q3	Organization should encourage a collaborative approach...	30	4.93	0.26	25	4.23	0.76	31	3.90	0.61
Q4	...from competition to collaboration...	30	4.86	0.35	25	4.81	0.40	31	4.40	0.68
Q5	Improving collaboration...	30	4.76	0.44	25	4.35	0.69	31	3.90	0.66
Q6	...organization promotes collaboration.	30	5.00	0.00	25	4.73	0.45	31	4.05	0.58
Q7	...collaboration involves a particular set of skills...	30	4.86	0.35	25	4.58	0.50	31	4.65	0.67
Q8	...collaboration requires authority.	30	5.00	0.00	25	5.00	0.00	31	4.35	0.66
Q9	...strengths to lead collaboratively.	30	4.55	0.57	25	4.58	0.50	31	3.83	0.92
Cross cultural orientation and ethics										
Q10	...cross-cultural orientation and ethics contribute to organizations.	30	4.86	0.35	25	4.88	0.33	31	4.23	0.61
Q11	Cross-cultural orientation and ethics are important for leaders...	30	4.83	0.47	25	4.85	0.37	31	4.43	0.50
Q12	Culture and ethics are important for organizations...	30	4.86	0.35	25	4.65	0.56	31	4.35	0.70
Q13	...cultural orientation determines the most effective leadership...	30	4.79	0.41	25	4.65	0.49	31	4.18	0.63
Q14	Ethics effect a collaborative work environment.	30	4.79	0.41	25	4.69	0.47	31	4.50	0.68
Q15	...conditions for good ethical behavior and collaboration.	30	4.90	0.31	25	4.81	0.40	31	4.40	0.78
Q16	..individuals can avoid poor or bad ethical behavior.	30	4.83	0.38	25	4.65	0.49	31	4.25	0.54

Responsibility for organizational outcomes												
Q17	Leaders must take responsibility for bad outcomes.	30	4.72	0.45	25	4.73	0.45	31	4.80	0.47		
Q18	Leader's responsibility is important...	30	4.76	0.44	25	4.62	0.50	31	4.28	0.69		
Q19	...It is important for leaders taking personal responsibility...	30	4.62	0.49	25	4.46	0.65	31	4.30	0.72		
Q20	Taking responsibility is the highest mark of leadership.	30	5.00	0.00	25	5.00	0.00	31	4.80	0.41		
Q21	...take risks is an important determine...	30	4.86	0.35	25	5.00	0.00	31	4.45	0.72		
Q22	...focus on the solutions and outcomes.	30	4.93	0.26	25	4.65	0.49	31	3.98	0.56		
Skills												
Emotional intelligence and stability												
Q23	...to be emotionally stable.	30	4.86	0.44	25	4.85	0.37	31	4.68	0.62		
Q24	Self-control involves the ability to fully understand yourself and your impact on others...	30	5.00	0.00	25	4.65	0.49	31	4.25	0.68		
Q25	Having a positive impact on others at work makes you more stable.	30	4.83	0.38	25	4.62	0.50	31	4.70	0.46		
Q26	Complimenting colleagues is a good habit...	30	4.79	0.41	25	4.35	0.63	31	4.30	0.72		
Q27	...feeling by the expressions on your face.	30	4.69	0.60	25	4.31	0.88	31	4.60	0.68		
Q28	Personal influence is an ability to positively lead and inspire others.	30	4.97	0.19	25	4.85	0.54	31	4.58	0.60		
Q29	It is important to act to resolve conflict...	30	4.79	0.41	25	4.88	0.33	31	4.75	0.50		
Creativity of ideas												
Q30	...encourage a culture that embraces creativity.	30	4.76	0.44	25	4.54	0.65	31	4.15	0.66		
Q31	Clearly expressing ideas and goals is a priority.	30	5.00	0.00	25	4.85	0.37	31	4.75	0.44		
Q32	Creativity is a key for success in organizations.	30	4.79	0.41	25	4.46	0.58	31	4.48	0.64		
Q33	Innovation and change are important for organizations success.	30	1.83	0.38	25	5.00	0.00	31	4.25	0.67		
Q34	An organization's excellence is directly associated with its leadership.	30	4.86	0.44	25	4.58	0.64	31	4.38	0.63		

Q35	...fostering creativity and the development of new ideas.	30	4.90	0.31	25	4.50	0.58	31	4.60	0.50
Q36	Creativity should be a strategic priority...	30	5.00	0.00	25	4.85	0.37	31	4.30	0.46
Social skills and team building										
Q37	An individual's leadership style is changeable.	30	5.00	0.00	25	4.88	0.43	31	4.60	0.49
Q38	Leadership is a social phenomenon.	30	4.97	0.19	25	4.46	0.65	31	4.28	0.64
Q39	Team work (collaboration) is important ...	30	5.00	0.00	25	4.81	0.40	31	4.40	0.75
Q40	Team work should be encouraged.	30	5.00	0.00	25	4.77	0.43	31	4.30	0.72
Q41	Organizational leadership social and team building skills are important.	30	4.79	0.41	25	3.46	0.51	31	4.28	0.79
Leadership and Management										
Q42	A good manager can also be an effective leader.	30	4.79	0.41	25	4.85	0.37	31	4.63	0.63
Q43	...managers must possess a particular set of personality traits.	30	4.97	0.19	25	4.96	0.20	31	4.38	0.71
Q44	Leaders who do not possess the needed personality traits...	30	5.00	1.00	25	4.73	0.45	31	4.25	0.43
Q45	...differences that exist between effective leaders and effective managers.	30	4.97	1.19	25	4.81	0.40	31	4.15	0.34
Q46	A good leader will always be capable of being an effective manager.	30	4.86	0.35	25	4.69	0.47	31	4.15	0.66
Q47	...changing people's perspectives and behaviors.	30	5.00	0.00	25	4.96	0.20	31	4.80	0.47
Q48	...leaders to express their personal views through their behavior.	30	5.00	0.00	25	4.85	0.37	31	4.58	0/72
Q49	...managers to express their personal views through their behavior.	30	5.00	0.00	25	5.00	0.00	31	4.05	0.36
Q50	The development of leadership and management skills and abilities are important...	30	5.00	0.00	25	5.00	0.00	31	4.68	0.58

The first hypothesis was investigated by comparing the means of the responses to each question, for each group, and then the mean of each group was compared to those of the other two groups. The data in Table 1 shows that leaders consider leadership skills and management-oriented activities slightly more important than do managers. The responses of the leaders to each question indicated a higher degree of recognition of the importance of leadership skills and management-oriented activities. Meanwhile, the employees considered all even less favorably than did the leaders and managers. The findings are consistent with the contention that one of the roles of leaders and managers is to encourage followers to be more effective and productive members of their organizations.

As further comparisons of the means were made between the responses of the groups, a downward trend in mean values was observed from leaders to managers and from managers to employees. That trend indicates that as individual's everyday skills and activities diverged further from leadership functions, their personal recognition of the importance of collaboration, cross cultural orientation, ethics, responsibility for organizational outcomes, emotional stability, and creativity of ideas, social skills and team building decreased which supports the first hypothesis.

The second hypothesis was investigated through an analysis of the Standard Deviations (SD) presented in Table 1 across all questions in the employee's responses. The researchers found greater diversity of thought and opinion among the employees than existed among the leaders and managers. The finding indicated that there exists a smaller sub group of employees that were already exhibiting higher levels of leadership ability and potential than their group counterparts.

The results of the study support emphasizing social exchange as the basis for leader-follower relationships within the organization. The greater variability in the employee responses suggests certain individuals hold perspectives and opinions similar to those of their superiors (leaders and managers), that should enable them to achieve higher levels of leadership consistent with and supportive of the underlying principles of the model presented herein. However, it is also supportive of the second hypotheses in that certain individuals possess natural or pre-existing qualities which can be further developed given the right environment. The researchers believe that finding to be supportive of hypotheses two in that leadership is at least in part, an environmentally acquired ability and trait.

Table 2. Kendall's Tau Correlation Coefficient

Correlation Coefficients and Sig.		Leaders and Managers	Leaders and Employees	Managers and Employees
Activities				
Collaboration	Correlation coefficient	0.439*	0.063	0.229
	Sig. (1-Tailed)	0.061	0.412	0.200
Cross cultural orientation and ethics	Correlation coefficient	0.278	0.000	0.206
	Sig. (1-Tailed)	0.209	0.500	0.265
Responsibility for organizational outcomes	Correlation coefficient	0.552*	0.000	0.357
	Sig. (1-Tailed)	0.063	0.500	0.165
Skills				
Emotional intelligence and stability	Correlation coefficient	0.350	-0.390	0.293
	Sig. (1-Tailed)	0.141	0.112	0.181
Creativity of ideas	Correlation coefficient	0.300	0.488*	-0.195
	Sig. (1-Tailed)	0.178	0.064	0.272
Social skills and team building	Correlation coefficient	0.756 **	0.756**	1.000***
	Sig. (1-Tailed)	0.044	0.044	0.000
Leadership vs. Management	Correlation coefficient	0.383*	0.135	0.294
	Sig. (1-Tailed)	0.098	0.321	0.143

*Correlation is significant at the 0.10 level (1-tailed) **Correlation is significant at the 0.05 level (1-tailed)

***Correlation is significant at the 0.01 level (1-tailed)

Table 3. Spearman's Rank Correlation Coefficient

Correlation Coefficients and Sig.		Leaders and Managers	Leaders and Employees	Managers and Employees
Activities				
Collaboration	Correlation coefficient	0.601**	0.061	0.370
	Sig. (1-Tailed)	0.043	0.438	0.164
Cross cultural orientation and ethics	Correlation coefficient	0.362	-0.018	0.259
	Sig. (1-Tailed)	0.213	0.484	0.287
Responsibility for organizational outcomes	Correlation coefficient	0.667*	0.029	0.632*
	Sig. (1-Tailed)	0.074	0.478	0.089
Skills				
Emotional intelligence and stability	Correlation coefficient	0.436	-0.414	0.396
	Sig. (1-Tailed)	0.164	0.178	0.189
Creativity of ideas	Correlation coefficient	0.418	0.577*	-0.252
	Sig. (1-Tailed)	0.175	0.088	0.293
Social skills and team building	Correlation coefficient	0.860**	0.860**	1.000***
	Sig. (1-Tailed)	0.031	0.031	0.000
Leadership and Management				
	Correlation coefficient	0.460*	0.170	0.322
	Sig. (1-Tailed)	0.100	0.331	0.199

*Correlation is significant at the 0.10 level (1-tailed) **Correlation is significant at the 0.05 level (1-tailed)

***Correlation is significant at the 0.01 level (1-tailed)

To examine the relationship among the leaders, managers and employees the researchers used the Kendall's Tau Correlation Coefficient (Table 2) and Spearman's Rank Correlation (Table 3). Both correlation coefficients show approximately the same results. The correlation coefficients were calculated for the mean values for each group's responses to each activity and skill.

The results show that moderate positive correlation exists between leaders and managers regarding the activities of fostering collaboration and taking responsibility for organizational outcomes. Moderate positive correlation was also found between leaders and employees regarding the skill of promoting creativity of ideas, which also shows that leaders and managers are focused more on implementing good collaboration practices, taking responsibility for organizational outcomes and promoting creativity of ideas. By so doing leaders and managers become more effective and active in their organizations. However, leaders and managers need to make important decisions about the kinds of relationships they want to develop with employees in organizations.

Strong positive correlation exists between leaders and managers, leaders and employees and managers and employees with specific attention to social skills and team building. To summarize the above empirical findings, as authority increases it is clear that some of the skills and activities defined above become more important to leaders and managers than to the employees.

Moderate positive correlation exists between the leaders and manager's attitudes toward their behavior, perception and the development of leadership and management skills and abilities. The lack of correlation between the leaders and managers, with respect to employees indicates that leadership and management have more in common with each other than with employees which supports the third hypothesis. However, managers and leaders need to maintain good professional relationships with employees for the organization to succeed. It is therefore important to put the right people in the right roles.

DEVELOPMENT OF THE MODEL

Leaders and managers in organizations must determine how to lead and act strategically, and what skills they need to have, and activities they need to pursue, in order to lead their organizations toward successful outcomes. Based on the literature review and research findings, a theoretical model was developed wherein skills and activities are applied by leaders and managers to realize better organizational outcomes resulting from an improvement of the managerial leadership process in organizations as depicted in Figure 1 below. The model proposes a set of leadership skills, and management-oriented activities, which can be applied

through individual and group settings as part of an effective leadership style. The model groups six elements of leadership into one set containing three management-oriented activities, and a second set containing three leadership skills.

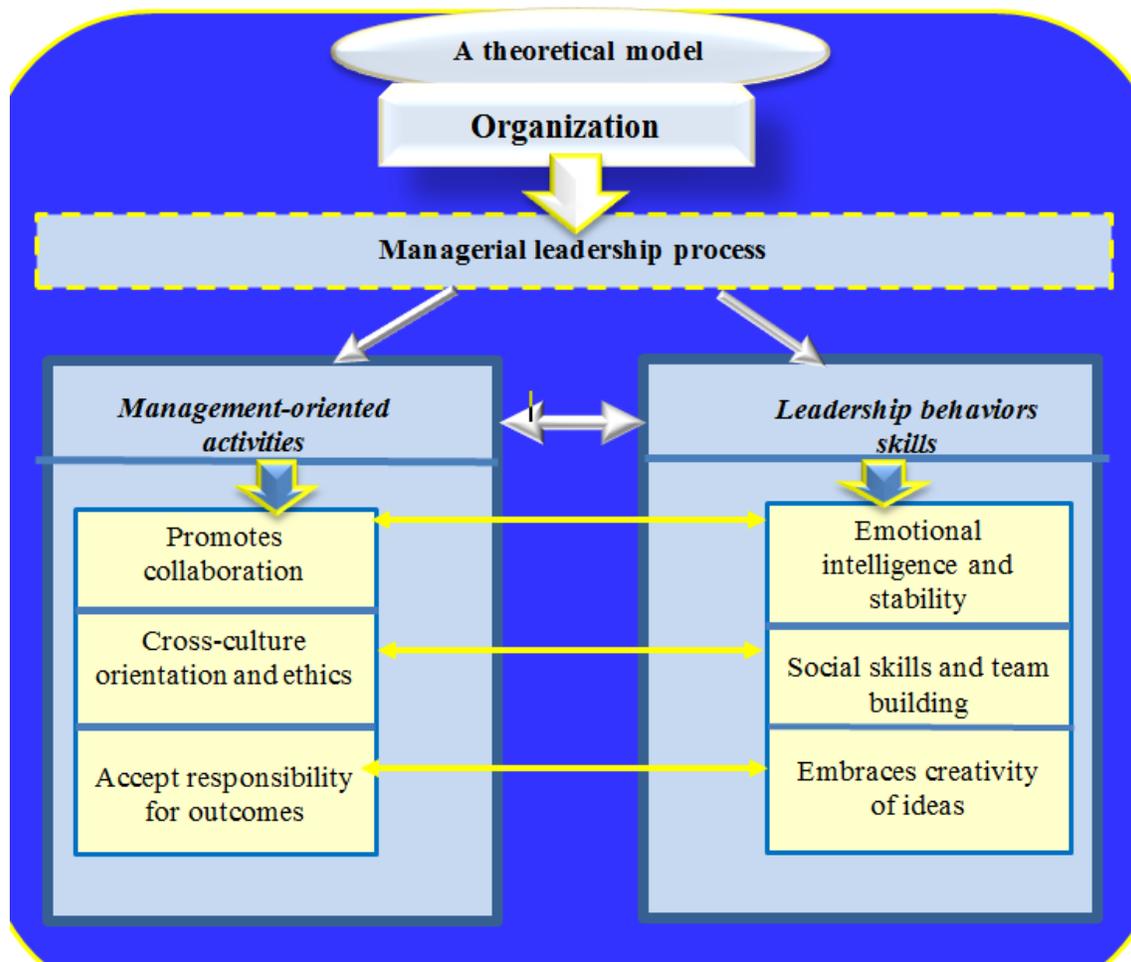
1. Leaders and managers should apply the following common concepts when promoting management-oriented activities in specific situations:

- Promote collaboration.
- Promote cross-culture orientation and ethics.
- Accept personal responsibility for outcomes.

2. Leaders and managers should develop the following personal leadership skills that will help them to promote improved organizational functioning:

- Exemplify emotional intelligence and stability.
- Apply social skills and team building.
- Embrace creativity of ideas.

Figure 1. A theoretical model of managerial leadership process



The managerial leadership process model is intended for a new generation of leaders that will focus on cross-culture orientation and ethics (Lauring, 2011), while embracing creativity of ideas (Agbor, 2008) and accepting personal responsibility for outcomes. The foundations for a theoretical model should specifically focus on the roles of leaders and managers and their skills and activities when engaged in the managerial leadership process (Drucker, 1994, September–October). The model presents a leadership philosophy based on the importance of specific leadership skills, and management-oriented activities, that can act together to create an organizational culture that promotes collaboration and dedication among and between organizational members and key stakeholders.

The effective leaders, managers and their group members are in a relationship that helps them to be more effective in their organization (Hernez-Broome & Hughes, 2004). Emotional intelligence is a predictor of organizational outcomes (Spector, 2005) and an important element of the managerial leadership process, such that when combined with good social and team building skills are key factors for success (Hakanen & Soudunsaari, 2012). In addition, a willingness to embrace creativity of ideas is an important factor that drives civilization forward (Hennessey & Amabile, 2010).

CONCLUSION

Leadership skills, behaviors and management-oriented activities are important aspects of an effective managerial leadership process. The theoretical model presented herein identifies leadership roles, skills and activities that are simple and practical strategies to employ with appropriate personal and organizational values that can improve organizational effectiveness, productivity and efficiency. When applied, the model can make a difference in an organization's success, because when effective leaders and managers work as integrated team members, their actions promote an environment that fosters greater creativity. The model promotes a long-term partnership between leaders, managers and followers, which in turn increases organizational stability. Defining leadership as a process for building partnerships promotes an optimistic and respectful view of group members. The goal then is to identify those employees and managers who are good candidates for future advancement based on their particular natures and life circumstances. Once identified such employees and managers should be provided the opportunity to develop and demonstrate their managerial and or leadership skills in anticipation of future advancement opportunities.

LIMITATIONS OF THE CURRENT STUDY

There is a need for further research regarding cross cultural orientation and ethics and emotional intelligence and stability. Research is also needed regarding how existing organizations can develop and implement the model for a managerial leadership process in existing organizations with dysfunctional organizational cultures such that leaders, managers and employees can become more effective and their organizations more successful.

Researchers identified that the main barrier of this study was limited financial resources. In further research a larger sample size should be used. The researchers also found that if they wanted to capture significant correlation coefficients, they must increase the number of questions related to skills and activities. Finally, the authors see the need to conduct additional research specifically focused on the companies abroad the U.S. A. and understanding the current practices, barriers, and opportunities to identify the leaders, managers and followers roles in all over the world.

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