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## **UNIT 11 ROLE OF ORGANIZATIONS IN CAPACITY BUILDING FOR LEADERSHIP**

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### **11.1 INTRODUCTION**

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Leadership has been traditionally conceptualized as an individual – level skill. The leader is an individual who exercise leadership, someone who leads others for the purpose of bringing about change. On the other hand, ‘Leadership is the process by which a leader promotes change, and generally includes the actions taken by the leader in conjunction with those being led, as well as the existing situation’. The “followers” are the objects of leadership, or those who support the vision of the leader. ‘Leaders’ are expected to provide strategic direction and inspiration, initiate change, encourage new learning, and develop a distinct organizational culture, while ‘managers’ are seen to plan, implement and monitor on a more operational and administrative level.

As a consequence there is a perception that management is concerned with resolving specific issues and day-to-day challenges, while leadership is about the big picture and promoting

change. With this introduction, we will see different approach to leadership, gender concerns in the leadership and the role of institutions/ organizations in building leadership qualities.

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## 11.2 OBJECTIVES

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After studying this Unit, you would be able to

- discuss different approaches to leadership;
- explain the purpose of leadership development in organization;
- analyze the gender and leadership at organizational level; and
- examine the role of NGOs in leadership development.

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## 11.3 LEADERSHIP - MEANING AND APPROACHES

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Leadership is defined as a process whereby individuals influence groups of individuals to achieve a shared goal or commonly desired outcomes (Northouse, 1997). Lohmann (1992) defined leadership as “the formulation of a vision, developing a climate of trust within the organization, and empowering others.” Leadership is about coaching people to act like a team, believing in and striving to achieve a common goal.”

Leadership style consists of a leader's general personality, demeanour, and communication patterns in guiding others toward reaching organizational or personal goals. Categories of leadership styles have increased in the postmodern literature. Among the more recent categories are charismatic leadership, social justice leadership, gender and race leadership, moral leadership, and spiritual leadership. The four rather global categories of leadership styles chosen for this entry, however, are authoritarian, participative, transactional, or transformational.

The *trait approach* dominated the scene up to late 1940s, the *style approach* held sway from then until the late 1960s; the heyday of *contingency approach* was from the late 1960 s to the early 1980s; and *the New leadership approach* was the major influence on leadership research from the early 1980s . The *post charismatic and post transformational leadership approach* (storey 2004) emerged through the late 1990s. Transformational leadership is still very much alive in the 2000s.

**The trait approach** seeks to determine the personal qualities and characteristics of the leaders. The **style approach** signalled a change of focus from the personal characteristics of leaders to their behaviour as leaders. Proponents of **contingency approaches** place situational factors towards the centre of any understanding of leadership. They seek to specify the situational variables that will moderate the effectiveness of different leadership

approaches. The term '*New Leadership*' has been used to describe and categorize a number of approaches to leadership which emerged in the 1980s that seemed to exhibit common or at least similar themes. The new leadership approach is underpinned by a depiction of leaders as managers of meaning rather than in terms of an influence process.

*Transformational leadership* is akin to charismatic or visionary leadership. Transformational leaders inspire and motivate followers in ways that go beyond exchanges and rewards. Transformational leadership operates especially well in close supervisory relationships, compared with more distant relationships. Transformational Leadership is thought to increase the follower's intrinsic motivation through the expression of the value and importance of the leader's goals.

*Transactional leadership* is based on more on "exchanges" between the leader and follower, in which followers are rewarded for meeting specific goals or performance criteria. A transformational leadership style creates a vision and inspires subordinates to strive beyond required expectations, whereas transactional leadership focuses more on extrinsic motivation for the performance of job tasks.

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#### **11.4 LEADERSHIP DEVELOPMENT IN ORGANIZATIONS**

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Leadership development in an organization can be thought of as an integration strategy by helping people understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self- understanding to social and organizational imperatives. An overall approach to leadership development as a type of organizational development strategy requires a purposeful transformation toward higher levels of both leadership integration and differentiation. One of the biggest challenges facing organizations is reversing a tendency that allows leadership development to become a haphazard process, which results from embedding development in the ongoing work of an organization without sufficient notice to intentionality, accountability and evaluation.

The capacity to develop leaders begins with a strong sense of organizational definition. Identity is 'who are' and built on one's beliefs as opposed to 'image' or 'what other people think about you'. Since organizations are trying to develop people and help them function successfully within a specific organizational culture, group identity is very important. This is foundational to effective leadership development. Organizational development is more than a mission statement. It is what makes the group unique or different. It is what lies at the core of everything, even if it is unspoken by the members of the group. It is somewhat like a secret

code. Clarity of your organizational definition is essential, especially in times of major transition and change.

To be effective in an organization, a person's values must be compatible with the organization's values. They do not need to be the same, but they must be close enough to co-exist. The goal is to develop both and manage the tension that is inherent rather than to pit one against the other. What is often best for the organization is not best for the individual and vice versa. Effective leaders know how to be discreet with their thoughts in settings with others.

One of the primary reasons that organizations invest in training and development for employees is to enhance and protect their human capital. In addition to the organizational resources provided as a function of human capital, social resources are embedded in work relationships that take the form of social capital. Unlike human capital, in which the focus is on developing individual knowledge, skills and abilities, the emphasis with social capital is on building networked relationships among individuals that enhance cooperation and resource exchange in creating organizational value.

**Check Your Progress Exercise 1**

**Note:** i. Use this space given below to answer the question.

ii. Compare your answer with the one given at the end of this unit

1. Define Leadership

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2. Define trait approach

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**11.5 LEADERSHIP AND ORGANIZATIONAL PURPOSE**

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Positions of leadership are established in work settings to help organizational subunits to achieve the purposes for which they exist within the larger systems. Organizational purpose is operationalized as a direction for collective action, identifying, or translating this direction for their followers and facilitating or enabling the organizational processes that should result in

the achievement of this purpose. Organizational purpose and direction becomes defined in many ways, including through mission, vision, strategy, goals, plans, and tasks. The operation of leadership is inextricably tied to the continual development and attainment of these organizational goals. Senior organizational leaders generally carry the construction of organizational purpose and direction. The leadership performance imperatives that derive from the organizational context become entwined in this obligation as well as in the content of organizational directions. Similarly, organizational goals and strategies need to be responsive to the requirement of multiple stakeholders and constituencies, indicating the social imperatives confronting senior leaders.

Leadership does not reside in the routine activities of organizational work. Instead, it occurs in response to, or in anticipation of, non-routine organizational events. Katz and Kahn have suggested that the “essence of organizational leadership to be the influential increment over and above mechanical compliance with the routine directives of the organization.” Such non-routine events can be defined as any situation that constitutes a potential or actual hindrance to organizational goal progress.

As suggested by the problem-solving perspective, the execution of effective cognitive requirements include interpreting and modelling environmental events for organizational members, determining the nature of problems to be solved, and engaging in long-term strategic thinking.

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## **11.6 GENDER AND LEADERSHIP AT THE ORGANIZATIONAL LEVEL**

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The ongoing development of individuals to effectively lead in the global economy is a competitive advantage that contributes to organizational success. Organizations must focus on developing both male and female employees to compete in this rapidly changing, turbulent new world order. Along with the rise of women into the ranks of leadership, come some unique opportunities as well as challenges, both overt and subtle, for women to realize their full potential. Although we recognize that men and women are more similar than different, diverse gender approaches to information processing, responses to stress, and motivation have been highlighted. One study found that women tend to define career success as an interest in intrinsically rewarding roles, personal achievements, self-development, and work-life balance, whereas men tend to view success as high salaries, moving up the corporate ladder, and achieving status.

Women and men differ in leadership styles. Female managers tend to adopt a transformational style in mentoring followers and attending to them as individuals. Women and

men differ on the behaviours of leadership. Studies on leadership competencies reveal that women are more aware of their emotions, show more empathy, and are more adept interpersonally, whereas men are more self-confident, optimistic, adaptable and able to manage stress. Organizational environments also themselves are gendered, affecting the leadership development efforts. Although presenting developmental opportunities for women is critical, sponsoring ways to share and practice new learning are also vital for women's development as well as for organizational development.

As a consequence women leaders face cultural expectations as to their gender roles. In practice this can mean that they face prejudice, harassment, and family pressures, and have limited career expectations. Although this state of affairs is gradually changing in many parts of the developing world, women leaders have had to adopt particular coping strategies and proactively manage social expectations so as to be accepted in leadership positions. Women in such leadership positions have had to face cultural shocks and also society expects them to perform gender roles. In practice this can mean that they face prejudice, harassment, family pressures, and have limited career expectations. They need to learn how to balance their leadership role with deep-rooted attitudes about the role of women in a society traditionally dominated by men. This often means that they not only have to develop a degree of political astuteness so as not to aggravate tensions by keeping a relatively low profile where appropriate, but they also have to maintain higher moral or ethical standards than their male counterparts to ensure that they are not open to accusations of malpractice or conflict of interest. In light of all these pressures it is understandable why such women have developed a range of 'engendered' coping strategies to work in such male-dominated societies and handle the demands they face.

Women can provide unique insights into the consumer behaviour of customers and can offer differentially beneficial (female) perspectives on client relations and overall business directions and practices than mainstream (male) thinking (Bilimoria, 2000). Maximally harnessing these advantages would mean promoting a leadership development culture for women at all organizational levels. This viewpoint may require a mindset shift at all levels in organizations; yet doing so has the capacity to offer organizations a distinct competitive advantage as they recognize and tap into the unique capacities of their female employees.

The importance for women to feel connected to the goals and objectives of the larger organization and to envision a holistic picture of themselves as integral organizational partners must be of primary emphasis. As organizations structure effective leadership development systems for women and as women realize leadership development practices in

their organizations, they will likely experience stronger organizational connections that may well lead to increased organizational commitment. These leadership development investments on the part of organizations will pay dividends in increased integration of women's relational skills and their ability to continue to add unique value to their organizations. The construction of leadership development that recognizes and addresses women's unique contributions will result in women realizing their individual potential and in organizational transformation, the two primary objectives of effective, sustainable leadership development.

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## **11.7 NGOS ( NON- GOVERNMENT ORGANIZATIONS ) AND LEADERSHIP CAPACITIES**

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### **NGOs tradition in capacity building**

NGOs have traditionally taken on the role of gap filling; that is taking on activities of basic education provision where the government lacks the capacity to do so or does not consider it a priority. NGO action is often described as small scale, flexible, dynamic, adaptive, local, efficient and innovative. These are abilities that make them complementary to state action. NGOs are also perceived as being more flexible and dynamic than donor agencies and international organizations, while adapting easily to the specific political, economic and social context in a given country. The prevalence of NGOs is often considered a sign of a well- functioning civil society. The role of civil society as a watchdog increases transparency and the participation of society in the development process.

NGOs interventions are known for involving local stakeholders, for being adapted to the local context, for providing education and for developing capacity, all of which are aimed at community empowerment. NGOs and capacity development can influence each other mutually: capacity development can open up new spaces of intervention and new activities in the education sector for NGOs. NGOs can take part in and shape the content of capacity development efforts. The concept of capacity development can be useful way for NGOs to improve the primary weakness of their interventions, with regard to the lack of sustainability and the limited scope of their actions. Capacity development is the process of bottom-up reform for organizational transformation, an engine for change in the search for sustainable development efforts, and the promotion of an approach to development based on the values of ownership and participation.

In public sectors such as health and education, development non-government organizations (NGOs) have been occupying the role of main service providers over the past few years.

Often replacing the role of the government on the ground, especially in remote rural areas, NGOs have traditionally assumed a gap-filling role that has sometimes created conflicting relations with governments. In this context, their strategies and activities are of interest in so far as they have an impact on governmental capacity development in the education sector. Indeed, while the continuation of their gap-filling role depends on the government's lack of capacity, NGOs increasingly demand that governmental priorities change by paying more attention to those people who have not yet been reached. They act therefore as innovators, critics, advocates and policy partners. The capacity development (CD) concept and the need to focus on strengthening government capacity provide NGOs with new challenges. The possible contradictions between capacity development as a developmental paradigm and NGOs' role as gap fillers correspond to the tensions between the new and the traditional roles of NGOs.

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### **11.8 LEADERS AND LEADERSHIP DEVELOPMENT AT THE NGO LEVEL**

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Leaders in the Not-for Profit Sectors often face extraordinary challenges – both at a personal and organisational level. They work long hours with limited resources in uncertain and volatile political and economic circumstances to help the most marginalised and disadvantaged members of their communities. The complex managerial challenges they face have been documented in a small, but growing, body of research (Smillie, 1995; Fowler, 1997; Eade, 2000; Lewis, 2001; Smillie & Hailey, 2001; Edwards & Fowler, 2002; Hailey & James, 2004; James et al., 2005). These challenges are demanding, and distinct from those faced by governments or the for-profit sector. NGO leaders are often isolated and unsupported. There is talk of a leadership deficit, because of the shortage of talented leaders and the growth of the non-profit sector generally. As a result there is some urgency in attempts to develop a new generation of leaders, and to provide relevant support to existing and future leaders. Leadership development programmes designed for NGO leaders must as a consequence incorporate best practice and current experience rather than rehashing tired, traditional approaches to leadership training.

The common obstacles associated with NGO interventions are linked to the difficulties in scaling-up and ensuring sustainability. This is often because NGO action is local, implemented on a small scale and project based. Many such projects have proved to be short-lived and some NGOs have chosen to undertake new activities that can be described as capacity development in their focus on sustainability. Fowler (2000: 599) suggests that these new roles include negotiation, validation of actors' compliance with rights, innovation and



capacity building. In other words, the lack of government capacity and the limited impact of most NGOs demand a complementary strategy of action by NGOs, namely a capacity-developing function. Such a strategy aims at building the capacity of government in education, not by filling gaps, but by reducing them sustainably. Assuming a capacity development strategy has the potential not only to enhance the public sector's capacity and sustainability, but those of NGOs as well. It can work to eliminate the weaknesses of the state and increase the chances that its interventions will survive and be scaled up.

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## **11.9 WOMEN NGO LEADERS**

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All the evidence suggests that women who attain leadership roles in NGOs have had to develop specific coping strategies to deal with the cultural and social pressures they face. It is commonly claimed that they bring a mix of skills learnt in the home. There appears to be some expectation that women NGO leaders adopt a motherly comforting role, rather than a strong, forthright style. The staffs expect to be able to rely on such leaders, who will comfort them in times of adversity and resolve the problems they face. In many ways women leaders have been forced by others to adopt this matriarchal or 'paternalistic' leadership style (see typology in Section 2). This is well exemplified in the way that the leader of the Uganda Women Concern Ministries is referred to as their mother who knows everything, and is the 'candle' for the organisation. Yet despite all this when a woman performs well she starts being labelled a 'man' (kyakula ssajja – she is manly), an expression commonly applied to women activists (James et al., 2005).

While all leaders face challenges, there are some issues that are particular to female leaders. New research into women NGO leaders in Africa has highlighted the pressures such women face, and analysed the women's characters and the roles they perform. These include their feeling of inadequacy because of a lack of formal management or leadership training, and their feeling that they need to over-perform to ensure promotion or be appointed to leadership positions. Many of these issues arise because of the way women have been traditionally socialised to see men as key decision-makers, and the way most girls are brought up, for example in East Africa, to submit to male authority – first to fathers and brothers and at a later age to husbands. There are well-documented examples of how girls were actively discouraged by their parents from finishing school, or of women whose career ambitions were undermined by the attitude of their husbands (James et al., 2005).

### **Check Your Progress Exercise 2**

**Note:** i. Use this space given below to answer the question.

ii. Compare your answer with the one given at the end of this unit

1. Write short note on the role of NGOs in capacity building.

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### **11.10 CHALLENGES TO THE NOT- FOR PROFIT SECTOR IN LEADERSHIP DEVELOPMENT**

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Recent research suggests that one of the biggest challenges facing the non-profit sector is the dearth of leaders – a problem that is only going to get worse as the sector expands (Tierney, 2006). The task of any LDP (Leadership Development Programme) should be both mobilise existing talent but also to develop and motivate new leaders – in part by helping ordinary managers or administrators to become effective leaders. So LDPs prepare people to play roles beyond their normal experience or frame of reference. One measure of the success of any LDP is to what degree it helps transform personal behaviour and change attitudes.

Such personal transformation is dependent on greater self-awareness and willingness to engage in new ways of working or thinking. Raising awareness and promoting personal change is therefore a crucial component of any successful LDP. Unfortunately too many NGO capacity building programmes have overlooked this obvious fact. They have focused too much on organisational and institutional issues rather than trying to promote changes to the attitude and behaviour of individual leaders. One implication of the current interest in emotional intelligence, as well as team-based or collective leadership, is the need to develop competencies that promote collaboration and networking, but also which ensure real personal change.

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### **11.11 LEADERSHIP DEVELOPMENT AT THE GRASSROOTS LEVEL**

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Grassroots leaders make a tremendous commitment to their community and cause. They overcome some incredible odds. Capacity building for grassroots organizations is a serious business and deserves serious attention. Most programs or initiatives aimed at providing support for grassroots leaders involve some combination of networking opportunities, training, or technical assistance. There are also many different ways to offer learning opportunities and services.

Grassroots leadership development usually encourages those most affected by the issues to be involved in developing and implementing the solutions to the problem. In many cases this will require mainstream or positional leaders to change and to give up or share their control over the decision-making process. For some, there is a reluctance to become involved in efforts that implicitly or explicitly challenge the status quo. Strong community organizations can spend much time building community leadership, and then take on large-scale projects for meeting the needs of their communities. Community organizations give leaders their best chance to develop and grow.

Borgos suggests that a useful way to summarize the field of practice is by looking at the relationship of support organizations to grassroots organizations. He suggests three primary types of structures and relationships: “Networks typically have a membership structure or a comparable mechanism that defines a discrete set of organizations to be served. In many cases, the network is the primary source of organizational support for its members and the level of structural accountability is fairly high. Multi-purpose support centers serve a wider and less clearly delineated universe of organizations than networks, and the bonds between intermediary and constituent tend to be weaker, or at least more variable. Specialized intermediaries provide a narrower set of services, generally defined by issue or function. They sometimes have a membership structure but more often follow the support center model.

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### **11.12 CAPACITY BUILDING FOR LEADERSHIP DEVELOPMENT**

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Capacity development is a process of establishing effective means for goal setting, decision making and action. Capacity for leadership is realized when: appropriate actors ( individual and collective) organized in effective structures for accountability, understand what they have to do, have the skills, motivation, and material support to perform effectively, and are supported in this by rules, norms and values that are acknowledged and upheld by all actors involved and by a supportive policy environment.

Capacity building is about building an internal capacity to manage change over time, it is about having the institutional ability to continuously reform and modernize the state, its institutions and their respective functions. Capacity development is considered to be a long term, endogenous process of developing sustainable abilities on all levels: the individual, organizational, institutional and system level. Action- learning programmes are appropriate for enhancing leadership capacities, as they seek to link actions at levels from local to national. Such programmes are based on interactive and participatory processes. They coach

participants – individuals and agencies – in key leadership skills and then assist them to better define their roles.

The ideal leadership programme builds on both, the leader's innate power and his capacity to serve his constituency and thus increase his legitimate authority. Authority is needed to mobilize the energy and resources of the system. Leadership initiatives must be owned by the authority. Similarly, ownership of intended action must be owned by the group, not simply by the authorized leader. Thus, in general, leadership development programmes should treat the 'collectivity' as a whole and in the work context. A leader taken away from the group for training will quickly return to old patterns.

Leadership and capacity development can be approached from the individual, organisational and enabling environment levels. Individually focused approaches to leadership development aim to develop a range of skills (especially imaginal, interpersonal, communication, negotiating or mediating, and systems thinking skills), attitudes and values (especially, ego/self-awareness, and self-authorization). Organisational level programmes involve coaching the organisation as a whole by modeling new ways of doing business, developing new processes, roles, and norms. At the societal level, the challenge is to engage both the government administration and communities to interact in new ways that, again, call for shifts in processes, roles, and norms with a concern for the common good.

#### Box 1

##### **Delta State University: A Bold Strategy to Transform a Region's Schools**

A small public university situated in one of America's poorest regions, Delta State University (DSU) may seem an unlikely candidate for recognition as one of the country's exemplary principal preparation programmes. We included Mississippi's Delta State because it received the most mentions by experts and in the literature, its pre-service programme met all of our initial criteria, and it targets underserved communities. In addition, in contrast to the other programmes we studied, Delta State is neither a private university nor a flagship public university. It is a public institution with a mission to serve a disadvantaged population in the rural south. The Mississippi state context is also unusual. Mississippi supports a sabbatical for educators so that they can prepare for the principalship full time. This state programme is critical to Delta State's ability to offer the intensive internship programme that anchors its programme. In addition, the state has taken an aggressive approach to accrediting administrator preparation programmes, creating strong incentives for improvement, and it

takes an active hand in ongoing professional development for principals in Mississippi schools.

The recommendations from experts and the literature proved warranted. The Delta State programme was top-rated by graduates on nearly every indicator of programme quality, and the more than 70% of graduates who had become principals (one of the highest proportions in our study) were among those most likely to report deep engagement in instructional leadership activities. Teachers who rated the principals we followed also rated Delta State graduates extremely highly as strong, supportive, effective leaders. Other programmes offer internships, cohort structures, close partnerships with local school districts, and integrated curricula. However, few that we examined put these pieces together as comprehensively or as consistently well as the Educational Leadership programme at DSU. Since 1999, Delta State has trained about 15 candidates a year through a 14-month Masters of Education (M.Ed.) programme that combines graduate coursework focused on instructional leadership with a full-time internship experience and a passion for developing school leaders capable of transforming the poor, mostly rural schools in the region. The centre piece of the Delta State programme is the internship experience, coupled with financial support so teachers can spend a full year preparing to be a principal.

Graduates report strong links between their coursework and the internships, including extensive use of field-based projects, problem-based learning approaches, and action research, along with support from expert leaders in the field and strong university faculty.

The programme also benefits from deep support both from local districts and the State of Mississippi. The state provides unprecedented financial support through the Mississippi Sabbatical Leave Programme, which pays teachers' salaries for one year while they complete their administrator credential. A consortium of local superintendents helped develop the curriculum. Local districts recruit candidates, provide mentors, open their schools to interns, and enthusiastically hire programme graduates. Indeed, more than 70% of the graduates report having been recruited for the programme, making them eligible for support through the state Sabbatical Programme. According to our survey results, 96% of DSU graduates received some financial support to attend the programme. The programme and districts are recruiting experienced teachers who represent the demographics of the region. Among the graduates we surveyed, 60% were African American and 40% were white. (According to programme staff, in a typical cohort about half of the programme participants each year are African American.) On average, DSU graduates work in schools where more than 80% of

their students are low-income and two-thirds are African American. Despite the challenges they face, principals from DSU were among the most positive about the principalship and the most committed to remaining in these roles.

Delta State offers these hardy recruits an intensive, highly successful experience that prepares them well for meeting the challenges they face.

### **University of Connecticut's Administrator Preparation Programme: University and District Support for Continuous Improvement**

Since its creation in 1990, the University of Connecticut's Administrator Preparation Programme (UCAPP) has been known as a flagship administrator preparation programme in a state that has undertaken serious, sustained reforms of teaching for more than 20 years. UCAPP is a 2-year, part-time programme designed for working professionals who aspire to positions in school leadership. It combines post-master's graduate coursework with a part-time internship spread across 2 years. UCAPP works closely with local school districts, including Hartford, to prepare educators for leadership roles, and its graduates are in high demand across the state.

Five years after UCAPP was launched at the Hartford/Storrs campus, it was expanded to include a cohort in Stamford; a third cohort was recently added in Southeastern Connecticut. The programme admits 15 candidates, often referred to by local superintendents, into each of these three geographically based cohorts, for a total of 45 aspiring administrators per year. Candidates who successfully complete the 32-credit program are awarded a Sixth-Year Diploma in Educational Administration, and they are eligible for endorsement for Connecticut State Certification as Intermediate Administrators.

The UCAPP programme is dedicated to continuous programme improvement, with efforts currently focused on transforming a high-quality, traditional, university-based programme into one that provides both expanded field experiences and a comprehensive blend of course work focused on developing an analytical, reflective approach to instructional leadership. In part because of this commitment to improve, the programme is characterized by deep and broad support: providing strong, formal, on-going support to its candidates; receiving strong support from local districts and state educator associations; and earning programmatic and financial support from the School of Education and the University.

Graduates rate the quality of the programme highly, noting especially its preparation for the

targeted goals of developing a collaborative organization that is focused on using data and evidence of practice for continuous improvement. UCAPP serves as an exemplar of a traditional university-based programme, with limited resources that have been implemented in a coherent and thoughtful manner.

Furthermore, the Connecticut state context is an interesting case of a high achieving state that over two decades has created a tightly aligned set of professional reforms that build upon one another. Although Connecticut has only recently focused explicitly on school leadership, principals were expected to take an active role in the teacher reforms of the 1990s, receiving intensive training for evaluation and professional development. The state's leadership supports are focused on the assessment of school leaders through a performance-based portfolio, which influences how pre-service programmes prepare principals, and the development of leadership academies, which influences district in-service principal development, especially in urban areas.

Adopted from Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2007). *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

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### **11.13 SUMMING UP**

In this Unit, we have introduced meaning and approaches to leadership, Leadership development in Organizations, Leadership and Organizational purposes, Gender and Leadership at the organizational level, the role of NGOs (Non- government organizations) in leadership capacities, Leaders and leadership development at the NGO level, Women NGO leaders, Challenges to the not for profit sector in leadership development, Leadership development at the grassroots level and Capacity building for leadership development.

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### **11.14 GLOSSARY**

**Social Capital:** According to the World Bank Social capital refers to the institutions, relationships, and norms that shape the quality and quantity of a society's social interactions. Increasing evidence shows that social cohesion is critical for societies to prosper economically and for development to be sustainable. Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together.

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## 11.15 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

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### Check your progress exercise 1

1. Leadership is defined as a process whereby individuals influence groups of individuals to achieve a shared goal or commonly desired outcomes (Northouse, 1997). Lohmann (1992) defined leadership as “the formulation of a vision, developing a climate of trust within the organization, and empowering others.” Leadership is about coaching people to act like a team, believing in and striving to achieve a common goal.”
2. *The trait approach* seeks to determine the personal qualities and characteristics of the leaders

### Check your progress exercise 2

1. NGOs have traditionally taken on the role of gap filling; that is taking on activities of basic education provision where the government lacks the capacity to do so or does not consider it a priority. NGO action is often described as small scale, flexible, dynamic, adaptive, local, efficient and innovative. These are abilities that make them complementary to state action. NGOs are also perceived as being more flexible and dynamic than donor agencies and international organizations, while adapting easily to the specific political, economic and social context in a given country. The prevalence of NGOs is often considered a sign of a well- functioning civil society. The role of civil society as a watchdog increases transparency and the participation of society in the development process.

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### **11.17 QUESTIONS FOR REFLECTION AND PRACTICE**

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1. Discuss leadership development at NGOs
2. What are challenges Not for Profit organization faces in leadership development?