
CONCLUSION

Development of Leadership Potential: A Tool for Minorities

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SUMMARY. The development of leadership training programs is an essential element in the preparation of nontraditional populations for leadership roles. This article reviews some of the basic characteristics of leadership and the management process of leading and looks at the nature of leadership and the use of power. In addition, the article reviews the early stages of leadership training program development. Also discussed is a progressive leadership development perspective that incorporates personal leadership development, affilial group leadership development, and diverse group leadership development into a program of course work and leadership activities for minorities.

INTRODUCTION

In the business and political world, leadership is probably one of the most talked about, written about, and researched topics in existence.

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Many people seem acutely interested in determining what it takes to be an effective leader in today's complex and changing society. What characteristics does a person need to possess in order to be an effective leader? Why is one leadership style more effective in a given situation than another? In fact, in the field of management, the process of leading is considered one of the four basic functions of proponents of the discipline, along with planning, organizing, and controlling. In this context, leading is considered to encompass all of the following activities: ordering, or indicating what needs to be done; supervising, or being concerned with the training and discipline of subordinates; motivating, or selecting methods that provide subordinates with a reason for executing orders; coordinating, or the act of assembling and synchronizing people and activities so that they interact appropriately in the attainment of objectives; and communicating. This last activity is the primary key to effective leading because, unless a leader can communicate what needs to be done, how it is to be done, by whom it is to be done, and why it is to be done, the success of the entire system can be greatly jeopardized. Leadership, then, is obviously one of those elusive attributes that either allow or prevent certain individuals from obtaining success in their respective positions. Unfortunately, in spite of all this attention to the subject, surprisingly little is known about the leadership process.

Leadership is also a fairly nebulous concept that can mean different things at different times. Most Americans would agree that George Washington, Theodore Roosevelt, and John Kennedy were exemplary leaders. History, however, reveals that Joseph Stalin and Adolf Hitler were equally effective in their own way. In the world of professional sports, several individuals have become noteworthy for taking losing teams and transferring them into winners, and then being fired because of personality clashes with other people within the organization. *Fortune* magazine has also been noted for honoring successful entrepreneurs with vastly different leadership styles. Frederick Crawford, the founder of TRW, was inducted into the Hall of Fame for Business Leadership in 1980, with his success being attributed to his belief in cooperation and communication (1). At the same time, the magazine described the success of Harold Geneen at ITT, who supposedly set unrealistically high goals, expected his managers to obtain them, and publicly humiliated those who failed (2). In spite of the level of study done on leadership, most researchers in the field cannot explain these contradictions and inconsistencies. It is generally agreed, however, that there are certain attributes that can be developed in a person that will enhance leadership potential. This is especially significant for educators of minorities, because minorities have traditionally not assumed, or been permitted to assume, leadership roles.

THE NATURE OF LEADERSHIP

The American Heritage Dictionary defines leadership as the ability to influence others (3). This definition assumes that one understands the related concepts of power, influence, and authority. Power is the ability or capacity to act or perform effectively (3). Influence exists when a person directly or indirectly exercises power to affect a person's behavior or a course of events (3). Authority is power given to a person or a group by an organization (3). Leaders, then, have both power and influence. Depending on their situation, they may not have authority.

According to French and Raven, there are usually five kinds of power found in organizations (4). Legitimate power is power granted through the organizational hierarchy, so the power that occupying a position confers is part of the way that position is defined. Legitimate power is equivalent to authority. Reward power is the power to give or withhold such things as salary increases, bonuses, promotions, praise, recognition, and interesting job assignments. Coercive power is the power to force compliance by use of psychological, emotional or physical threats. Referent power is based on identification, imitation or charisma. In other words, people may react favorably to a leader because they perceive that leader to be like them in personality, background, or attitudes. The fifth kind of power is expert power, which is derived from information or expertise. Obviously, the more important the information and the fewer the people who have access to it, the greater the degree of expert power possessed by any one individual.

It is important for organizations to understand these five kinds of power in order to distinguish between management and leadership. French and Raven claim that management is founded on legitimate, reward, and coercive power. Leadership may also draw on the above powers, but it usually depends more on referent and expert power. In other words, a person may be either a manager or a leader, but not necessarily both. Obviously, from the standpoint of the organization, it is preferable to have managers who are also good leaders. Much of the preoccupation with leadership, then, stems from the fact that organizations want to increase the number of their people who are both managers and leaders. This should be done without preference for race, color, national origin, gender, religion or handicap.

LEADERSHIP DEVELOPMENT PROGRAMS

In recent years, leadership development programs have gained in popularity in response to a need to increase the number and quality of lead-

ers, particularly at the college level. According to Bennett, events in 1984 led to a new level of consciousness in America regarding leadership roles for nontraditional populations (5). The 1984 presidential campaign was historic because a black man was recognized as a major contender for the Democratic presidential nomination and a woman was named the Democratic nominee for vice president. The prominence that these two nontraditional leaders achieved was extremely inspiring to many Americans, especially young women, blacks, and other minorities who felt they possessed the potential to become future leaders in American society.

The concept of developing student leadership at the college level through education and systematic training programs had already been supported by several educators around the country (6-8). According to Young, adopting such procedures for the development of nontraditional populations should increase the pool of leadership talent by 1) identifying members of nontraditional populations as potential leaders 2) educating them to acquire knowledge of basic leadership principles, and 3) providing training opportunities for them to learn skills and behaviors for leadership roles and services on diverse levels, including personal, family, campus organizations, community organizations, careers, and public services (9). The purpose of the leadership development programs, then, is to bring more minorities into the mainstream of American society and its political, economic, and educational institutions (10). This can be done through education and systematic training programs with special attention focused on providing appropriate leadership experiences for nontraditional student populations.

Guthrie and Miller recommend augmenting courses and activities with three progressive leadership development perspectives that focus specifically on some of the perceived leadership development needs of nontraditional populations (7). These three perspectives are personal leadership development, affilial group leadership development, and diverse group leadership development.

Personal leadership development involves self-awareness, self-growth, and self-actualization. Self-awareness is encouraged through assessment of one's personality, including beliefs, needs, values, philosophies, interests, strengths, weaknesses, and goals. Growth is encouraged through self-discipline, management and resolution of inner conflict, plans to achieve goals, holistic health efforts, and multifaceted involvement and service. Actual growth can then be measured by goal attainment, contributions, self-esteem, and a sense of personal fulfillment. Success in this area of leadership development should prepare the participants for advancement to the next level. It is up to the instructor to decide when advancement should occur.

Affilial group leadership development involves affilial group identification, affilial group esteem, and affilial group unity and support. Identification is encouraged through awareness of the affilial group, acknowledgment of one's membership within the group, knowledge of personal and group homogeneity, communication, involvement and mentorship regarding group needs, concerns, and goals. Esteem is developed through confidence generated from active service. Such service is also useful in promoting affilial group pride, unity, and support, all important qualities to a nontraditional leader. As before, mastery of this area of leadership development should prepare the participants for further advancement.

Diverse group leadership development involves awareness and recognition of diverse groups; sensitivity and respect for diverse groups, and mutuality with diverse groups. Awareness and recognition are encouraged through knowledge of diverse group's heterogeneity. Sensitivity and respect are promoted through active involvement with diverse groups, open communication in planning, implementing, and evaluating shared efforts, conflict resolution, and concern for the human rights of diverse groups. Mutuality is encouraged through recognition of shared goals and realization of common interests and interdependence in attaining goals set for the mutual benefit of diverse groups.

CONCLUSION

Although leadership has been studied in great detail, very little is known about the process. Most organizations prefer to employ people who are leaders as well as managers. In order to prepare leaders for the future, education and systematic training programs are needed. Educational institutions can help meet this need through courses, activities, and programs in leadership development. Particular attention must be given to developing leadership potential in nontraditional populations, such as women, blacks, and other minorities. One method discussed for accomplishing this involves augmenting courses and activities with personal leadership development, affilial group leadership development, and diverse group leadership development. These three progressive leadership development perspectives focus specifically on some of the perceived leadership development needs of nontraditional populations. These perspectives are intended to be mastered individually and progression is determined by the respective instructor.

One element not discussed in this article is that of recognition. Recognition of leadership potential can be an essential tool in the continued development of an individual's capabilities. In the profession of pharma-

cy, this need has been addressed since 1965 by an organization created primarily for students. The purpose of Phi Lambda Sigma, the National Pharmacy Leadership Society, is to promote the development of leadership qualities, especially among pharmacy students. By peer recognition, the Society encourages participation in all pharmacy activities. Since membership crosses fraternal and organizational lines, the Society does not compete with any other organization. No greater honor can be bestowed upon a person than to be recognized as a leader by peers. Such recognition serves to instill self-confidence and to promote greater efforts toward the advancement of pharmacy. Furthermore, peer recognition encourages the less active student to assume a more active role.

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