**Introduction to Leadership & Management**

**Lectures 1 & 2**

**Learning Objectives:**

1. **Identify the concepts of Leadership and Management Process.**
2. **Describe the five components of Management Process.**
3. **Analyze theories of the four development and categories of management.**
4. **Describe some of leadership theories that nurses can familiarize that common and adapt most suitable with different situations.**
5. **Discuss and compare the three common leadership styles, their advantages and disadvantages.**

**Introduction:**

**Nursing is a multidisciplinary profession developed through acquisition of encompasses many competences in nursing skills, interpersonal relations, problem solving and critical thinking, and the understanding of leadership and management processes.**

**Purpose for Studying Leadership:**

**The primary purpose for studying leadership for nurses is to learn how to work together with others as individuals or members of the health care team.**

**Leadership:**

**It is defined as the process of influencing others toward a goal.**

**Management:**

**It is the process of getting the work done through other people.**

**Management Process:**

**The management process, like the nursing process, includes gathering data, diagnosing problems, planning, interviewing and evaluating outcomes. Each step of the management process is more complex than the nursing process.**

**The Five** **Components / Functions included in the management process are as following:**

1. **Planning**

**A continuous, intellectual process of determining philosophy, goals, objectives, policies, procedures.**

1. **Organizing**

**It includes grouping activities to meet unit goals.**

1. **Staffing**

**It is a process of assigning competent people to fill the nursing roles through recruitment, hiring staff etc.**

1. **Directing**

**It is a process involving mainly human resources management such as motivating, managing conflict, communicating, facilitating collaboration and coordination.**

1. **Controlling**

**It is an ongoing and continuous process to ensure that activities conform to plan.**

**Management Theories**

**1. Scientific Management Theory**

|  |  |  |
| --- | --- | --- |
| **Theorist** | **Theme** | **Concepts** |
| **Gantt (1861-1919)** | **Efficiency** | * **Bonus is necessary to stimulate higher performance.**
 |
| **Emerson (1853-1936)** | **Organizations’ Goals & Objectives** | * **Goals should be clear and well defined.**
 |

**2.Classic Organization**

|  |  |  |
| --- | --- | --- |
| **Max Weber (1864-1920)**  | **Bureaucratic organizations** | * **More rules and regulations and structure to increase efficiency**
 |
| **Moony (1884-1957)** | **Directing people of relating functions** | * **Coordination**

 **Arrange authority into hierarchy** |

**3. Human Relations**

|  |  |  |
| --- | --- | --- |
| **Follet (1868-1933)** | **Social process asserted.**  | **Social process aimed at motivating individuals and groups to work toward a common goal (no orders to an employees).** |

**4. Behavioral Sciences**

|  |  |  |
| --- | --- | --- |
| **Likert (1903-1981)** | **Trust, communication facilitate effectiveness** | **Institutions should facilitate interaction and stimulate communications** |

**Leadership Theories**

**1.Great Man Theory**

**This theory argues that leaders are born and not made, which suggest that leadership cannot be developed.**

**2. Charismatic Theory**

**Leaders are likely to set an example by their behavior, communicate nicely with followers and provides motives for them.**

**3. Traits Theory**

**Early work in this area maintained that traits are inherited, but later work suggested that traits could be obtained through learning and experience.**

**4. Situational Theory**

**This theory suggest that the traits required of a leader differ according to varying situations (a person may be a leader in one situation and a follower at others).**

**5. Contingency Theory**

**During 1960s, Fiedler identified 3 aspects that structure the leader's role:**

1. **Leader-member relations**
2. **Task structure**
3. **Position power**

**6. Path-Goal Theory**

**Leader facilitates task completing and rewarding followers for completing their tasks.**

**7.Transformational Leadership**

**Leaders motivate others through values, vision, and empowerment.**

**8.Integrative Leadership Model**

**An integration of leadership theories seems appropriate.**

**Leadership Styles**

**A style is a particular form of behavior directly associated with an individual.**

**The 3 most common leadership styles identified in the nurse's work settings are:**

**1.Autocratic Style of Leadership**

**The leader assumes complete control over the decisions and activities of the group.**

**The authority for decision making is not delegated to persons in lower-level positions.**

**2.Democratic Style of Leadership**

**The leader is people oriented. Togetherness is emphasized.**

**The interaction between the leader and the group is open, friendly and trusting.**

**Works through people by suggestions and persuasions.**

**3.laissez-fair Style of Leadership**

**The leader gives up all the power to the group. Lack of central direction, supervision, coordination and control.**

**Group members are free to set their own goals and determine their own activities and are allowed to do almost whatever they desire.**

**Comparison of Leadership Styles**

|  |  |  |  |
| --- | --- | --- | --- |
| **Parameters** | **Autocratic** | **Democratic** | **Laissez faire** |
| **Control Over Group** | **Strong** | **Less** | **None** |
| **Direction** | **By command** | **By suggestion** | **Upward & downward** |
| **Emphasis** | **I & you** | **We** | **The group** |
| **Criticism** | **Punitive** | **Constructive** | **None** |
| **Decision Making** | **Self** | **Participative** | **Dispersed** |

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