

## **AN META ANALYTICAL CONCEPTUAL STUDY ON LEADER COMMUNICATION PARADOX; A LEADERSHIP PERSPECTIVE**

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### **Abstract**

In this fast and furious world of lifelessness, with so much of sensory and cognitive overload, not many leaders or is it possible for the leaders to effectively communicate. The paradox is that leaders communicate exactly what is expect out of leader or to hear from a leader is true. The paradox nextly is on counterintuitive effect due to challenges in interacting productively and meaningfully in networke and satellite communication. The paradox due to digitalisation, android application and automated online personal assistant, are leaders excessevely overreliant on quick, cheap, and easy means of "staying connected" which is eroding their effective communication skills.

**Key Words; Communication, Leader , Effectiveness, Listening, Paradox, Message, Messenger, Success.**

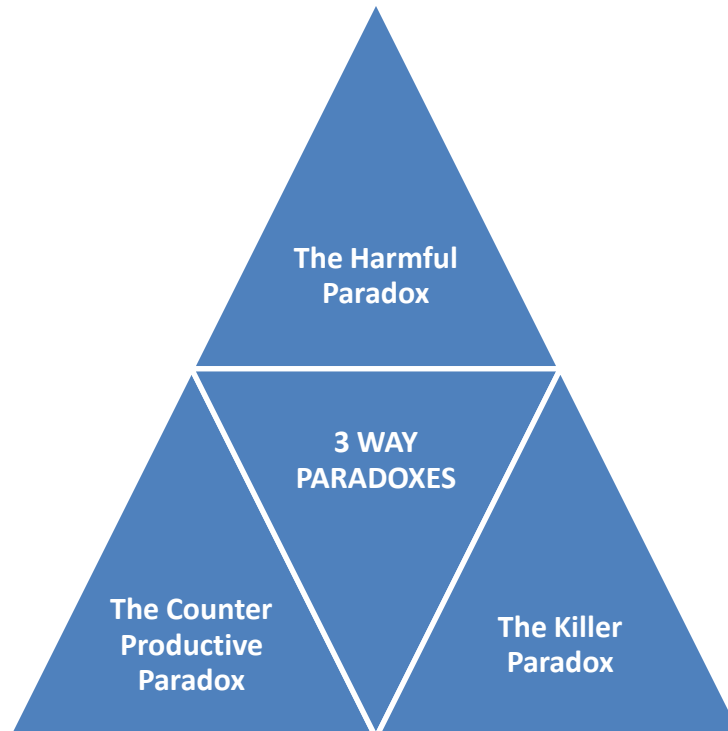
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## Introduction

Any great leader is remembered mostly because he is someone considered to be a great orator or powerful public speaker. Leadership communication research lists out public speaking skills tops the list. The reason the leader needs to have these skills are he needs to influence various groups with different characteristics, and most should reach with the communication to the expectations of the public or people they deal with. The key to becoming a skillful communicator is rarely found in what has been taught in the world of academia. it's the more subtle elements of communication rarely taught in the classroom (the elements that focus on others), which leaders desperately need to learn. It is the ability to develop a keen external awareness that separates the truly great communicators from those who muddle through their interactions with others. Examine the world's greatest leaders and you'll find them all to be exceptional communicators. They might talk about their ideas, but they do so in a way which also speaks to your emotions and your aspirations. They realize if their message doesn't take deep root with the audience then it likely won't be understood, much less championed. No one ever became a great leader without first becoming a great communicator. Great leaders connect with people on an emotional level every time they speak. Their words inspire others to achieve more than they ever thought possible. Great communicators are intentional about it, and there are 10 secrets they rely on to deliver a powerful message. Put these secrets to work in your communication and watch your influence soar.

**What does the Paradox mean (for this study) is ;** The harmful Paradox- While Communicating in routine tasks. The Counter Productive Paradox-Kills a sale or escalation of anger to another person. The Killer Paradox- Damages Relationship once for all. The graphical display below signifies all the three kinds as 3 way Paradox.



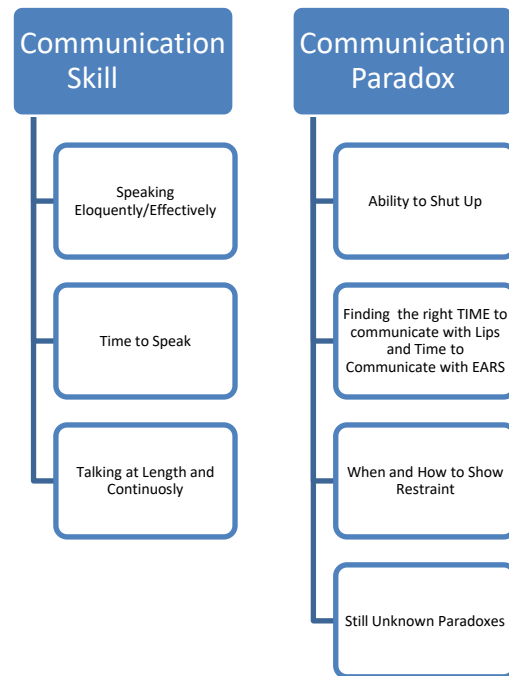
**Figure;1; The 3 way Paradox; Conceived and Adapted Graphic Display by Author; Prof Dr.C.Karthikeyan, (concept orientation; Geoffrey Tumlin)**

**The harmful Paradox- While Communicating in routine tasks.**

**The Counter Productive Paradox-Kills a sale or escalation of anger to another person.**

**The Killer Paradox- Damages Relationship once for all**

Are leaders realising that the speed of communication counteract on the quality of communication effectiveness. Is digital and lightning speed steamrolls thoughtfulness away from the crux of the communication. Does a Leader's self-expression brings in restraint in their communication. Are the leader's communication errors and misunderstandings escalating due to inadvertance as concentration suffers due to sensory overloads. Is ineffective communication of leader intervene as aa negative impact on relationships that leaders suffer is still a paradox.



**Figure 2; The Differentiating Skill/Paradox Tabulator; Source Concieved and Adapted ; Author Prof Dr.C.Karthikeyan**

But still not without paradoxes, which still remains as mystery for many leaders despite numerous research being done world wide. The most common and yet neglected paradoxes are; Skill- Speaking eloquently – Paradox-Ability to shut up and Listen when required. The best leaders can do both of these well. Skill – Time to Speak, Time to Share ideas and time to value others ideas- Paradox-Finding the time to communicate with lips and time to communicate with ears. Skill- Talking Continuously and replying immediately to every question or mail.Paradox- When and how to show restraint.

- Objectives;**
- (i) To explore the paradox in Leader Communication**
  - (ii) To analyse the latest techniques of Effective Communicating Leaders**
  - (iii) To identify with the literature studies the recent developments in leadership Communication.**
  - (iv) To verify with Literature support whether there exists a Leader Communication Paradox**

## **Methodology; Qualitative Literature review and secondary data support study on Leadership Communication**

**Scope of the Study;** Contribution to New Ideas of Leadership Communication

### **Objective (i) To explore the paradox in Leader Communication**

Communication be it for anyone including leaders is still a huge research going on in different parts of the world. It is still a paradox for some, and a huge opportunity for some to becoming great communicators. Effective communication is an essential component of professional success whether it is at the interpersonal, inter-group, intra-group, organizational, or external level. The best communicators are great listeners and astute in their observations. Great communicators are skilled at reading a person/group by sensing the moods, dynamics, attitudes, values and concerns of those being communicated with. Not only do they read their environment well, but they possess the uncanny ability to adapt their messaging to said environment without missing a beat. The message is not about the messenger; it has nothing to do with messenger; it is however 100% about meeting the requirements of the communicated matter, and definitely a leader is the one who can do it. This article will explore the leaders Communication Paradox and its mysterious aspects as why communicating is a very indispensable for success of a leader, in what ever level he or she is.

The answer everyone can reach the point where interactions with others consistently use the following ten principles:

1. **Speak not with a forked tongue:** In most cases, people just won't open up to those they don't trust. When people have a sense a leader is worthy of their trust they will invest time and take risks in ways they never would if their leader had a reputation built upon poor character or lack of integrity.
2. **Get personal:** Stop issuing corporate communications and begin having organizational conversations - think dialog not monologue. Here's the thing - the more personal and engaging the conversation is the more effective it will be. There is great truth in the following axiom: "people don't care how much you know until they know how much you care."

## Five Communication Skills That Make Good Leaders Great;



**Figure; 1; The Vital Five Communication Skill for New Age Leaders; Source; Author Dr.C.Karthikeyan**

### 1. Interpreting Body Language;

Glenn Wilson writes: “Where body language conflicts with the words that are being said, the body language will usually be the more ‘truthful’ in the sense of revealing true feelings.” That’s why the most successful leaders are always paying attention to people’s unseen language and nonverbal cues.

**2. Video Skills ;** As a leader in today's visual-centric world having skills when it comes to video is paramount, how you present yourself in video form and the quality of the video itself.

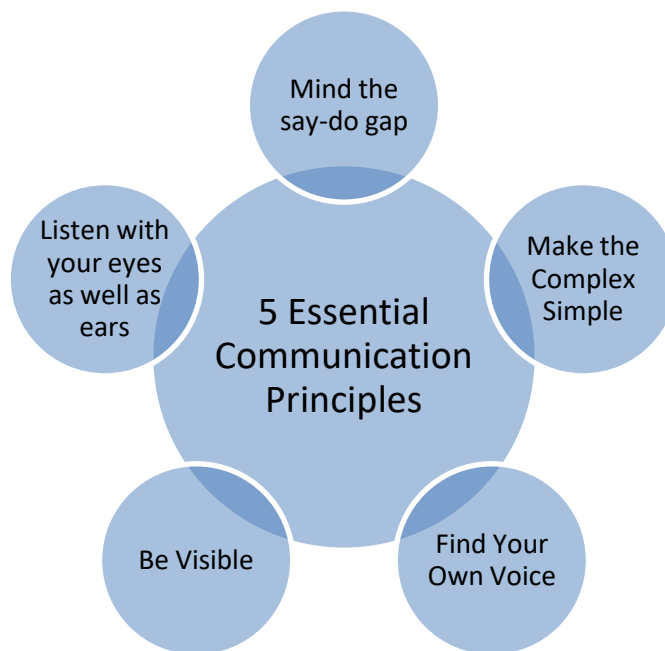
**3. Listening Carefully;** In our modern, global society, the skill of listening because skillful listening enables you to catch details that others miss. Many epiphanies and business solutions have been reached thanks to a good listener’s ability to pick up on a hidden gem. One excellent way to immediately improve your listening ability is to practice *empathetic* listening.

**4. Crystal Clear Verbal Communication;** the goal of communication is clarity, no rule that says a conversation needs to be purely improvised, think about objections people may have toward your opinions or solutions, and prepare convincing answers to the objections. Preparation always pays off.

**5. Writing Skills;** It’s true that smart executives and entrepreneurs can use agencies or hire freelancers who specialize in the complete production process of video & animation for fairly routine projects like speeches and presentations.

**Objective (ii) To analyse the latest techniques of Effective Communicating Leaders**

Skip Weisman, a leadership and workplace communication expert tells that a leader needs to have Self-communication skills, which increases the leader's self-esteem and self-confidence. The next is private, one-on-one communication skills which make him being prompt, direct and respectful, and finally he says a leader should also possess group or public communications skills as this influences the public as a leader and he can be influential which is very vital for successful leadership. Various research studies and in this study after verifying the various literature research, in a nutshell, there are five essential communication practices that is required for a leader which is given as a graphical display.

**5 essential communication practices of effective leaders;**

**Figure; 2; The Vital 5 Communication Principles of a Leader;Source; Dr.C.Karthikeyan**

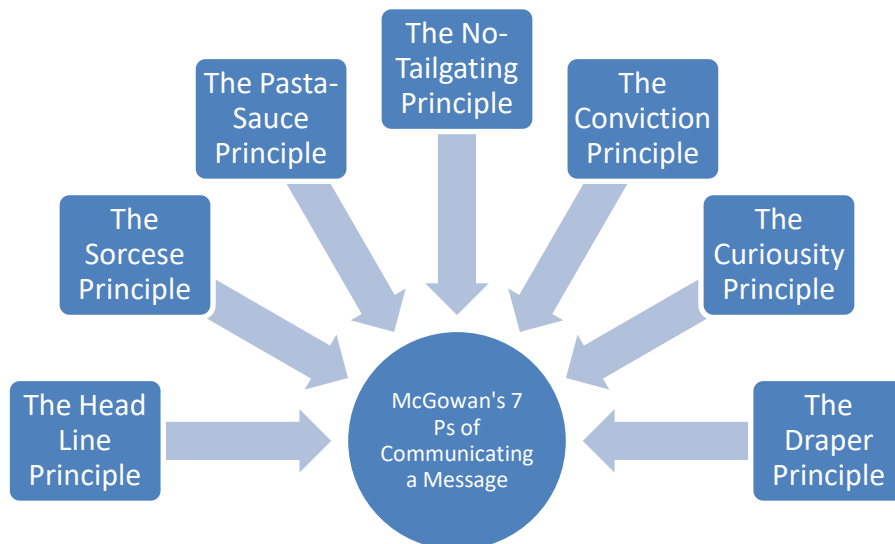
1. **Mind the say-do gap.** all about trust, which is the bedrock of effective leadership. If actions don't align with words, there's trouble. And it can turn into *big trouble* if not corrected swiftly and genuinely. Since it's often difficult to see the say-do it's better to say nothing or delay communication until you're certain that your actions will ring true.
2. **Make the complex simple.** Your employees and customers are being bombarded 24/7 by information, making it hard for them to hear you. Simplicity has never been more powerful or necessary. Effective leaders distill complex thoughts and strategies into simple, memorable terms that colleagues and customers can grasp and act upon. If you're having trouble distilling

something to its essence, it may be that you don't understand it. So get clear and look out for technical jargon and business speak, which add complexity. *Say what you mean* in as few words as possible.

3. **Find your own voice.** Often, executives will opt for the sanitized "corporate voice" instead of their own because they think the former is more eloquent; more appropriate. This is not to say that correct grammar and use of language aren't important -- strong leaders know how to string a sentence together. But don't fixate on eloquence; concentrate on being distinct and real. People want real. People respect real. People follow real. Don't disguise who you are. Be genuine, and people will respect you for it.

4. **Be visible. Visibility is about letting your key stakeholders** people are often burned out and need to feel a personal connection to you and the work that you believe in. Do a "calendar test" to make sure you're allocating time regularly to be out on the floor, in the factory, in the call center, in the lab, in the store. Show your people that you're engaged and care about them and their work.

5. **Listen with your eyes as well as your ears.** Stop, look and listen. Remember that effective communication is two-way. Good leaders know how to ask good questions, and then listen with both their eyes and ears. It's easy to be so focused on getting your message out -- or persuading others -- that you don't tune in to what you see and hear.



**Figure;3;** The 7P Umberlla of Leader Conveying a Message; **Graph Source ;** By Dr.C.Karthikeyan; **Concept Source;** McGowen's Seven Principle



**1. The Headline Principle.** Start your remarks with your best material. As we say in journalism, don't bury the lead. One common mistake: agenda setting. Outlining what you're going to say before you say it will set your audience up for boredom.

**2. The Scorsese Principle.** Paint vivid verbal pictures that show the story you want to convey. McGowan compares this to the scene in the Scorsese movie "Goodfellas," where a prisoner is slicing a garlic clove with a razor blade, to illustrate the gourmet lifestyle the criminals enjoyed while incarcerated.

**3. The Pasta-Sauce Principle.** Cook down your message and make it as rich and brief as possible. McGowan cites research that shows that attention wavers after 18 minutes, adding that most people lose focus after five.

**4. The No-Tailgating Principle.** Don't talk too fast. If you need to pause, you don't want to collide with your own words. People who rush through their remarks wind up using filler like "um," "you know," and "for that matter." Instead try slowing your delivery down and pausing when you're not sure what to say next.

**5. The Conviction Principle.** Stay away from corporate jargon. Combat fear with preparation. McGowan describes coaching a beauty company executive who was planning to start a sales force presentation by saying,

**6. The Curiosity Principle.** Learning to be a great listener can be as important as making an effective speech. If you can show how interested and curious you are, you will stand out from your competitors.

**7. The Draper Principle.** "If you don't like what's being said, change the conversation." Mastering this tactic will help you in job and media interviews, office meetings and panel discussions, especially if you're the moderator.

**Objective (iii) To identify with the literature studies the recent developments in leadership Communication.**

**Dianna Booher**, one of the most recognized business communication gurus, which clearly calls out the parameters of effective business communication. she offers a nine-point checklist for success in the art of communication and persuasion.



**Figure; 4; The Nine Wheel Check List for Leader Communication and Persuasion; Graph Source; Dr.C.Karthikeyan ; Concept Source; Dianna Booher 9 point checklist**

1. **Generate trust rather than distrust.** Effective communication requires trust in you, your message and your delivery. We tend to trust people that we think are like us, or we have social proof that others trust, or we feel reciprocal trust from the sender. People who are optimistic, confident, and demonstrate competence generate trust. Are you one of these?
2. **Be collaborative rather than present a monologue.** Collaborating for influence has become a fundamental leadership skill. Be known for the questions you ask – not the answers you give. Statements imply that you intend to control the interaction, whereas questions imply that other input has value to arriving at a mutually beneficial decision.
3. **Aim to simplify rather than inject complexity.** Simplicity leads to focus, which produces clarity of purpose. People distrust what they don't understand, what they perceive as doublespeak, or things made unnecessarily complex. Influencing people to change their mind or actions requires building an intuitive simple path to your answer.
4. **Deliver with tact and avoid insensitivity.** Some word choices turn people off because they are tasteless, tactless, or pompous. Phrase your communication to avoid biases that might

create negative reactions. Consider using other authority figures or quotes to deliver a more persuasive message while eliminating any sensitive implications.

5. **Position future potential instead of achievements alone.** The allure of potential is normally greater than today's actual achievements. This is especially true for career advancement, motivation, and the power of systems. For customers and clients, let them have it both ways. Consider what you can package as your own untapped potential.

6. **Consider the listener perspective rather than the presenter.** Listeners tend to average all the pieces of information they hear and walk away with a single impression. More is not always better, so reduce the length of presentations and speeches. Perceptions are more important than reality. Avoid the over-helpfulness syndrome.

7. **Tend toward specifics rather than generalizations.** Many executive speeches miss the mark because they aim for the general constituency and hit no one. People need to know how a message relates to them personally, not just what has to be done and why. Your challenge is to make the future seem attainable and applicable to each listener.

8. **Capitalize on emotions as well as logic.** Emotion often overrides logic, but logic rarely overrides emotion. For many listeners, a logical explanation merely justifies and supports an emotional decision that has already been made. Recognize and calm first any emotional reactions of fear. Engage multiple senses to reach a listener's emotion.

9. **Lead with empathy before your own perspective.** Empathy starts with active listening to what's being said and what's not being said. Listen for the gaps and distortion between perception and reality, and then focus on closing these gaps before any persuasion to your own perspective is attempted. Let others help you listen, and tune your response.

**The vital 9 Steps for effective listening; the most indispensable part of communicating;** In today's high-tech, high-speed, high-stress world, communication is more important than ever, yet we seem to devote less and less time to really listening to one another. Genuine listening has become a rare gift—the gift of time. It helps build relationships, solve problems, ensure understanding, resolve conflicts, and improve accuracy. At work, effective listening means fewer errors and less wasted time. At home, it helps develop resourceful, self-reliant kids who can solve their own problems. Listening builds friendships and careers. It saves money and marriages. Here are 10 tips to help you develop effective listening skills.



**Figure; 5; The Vital 9 steps of Effective Listening; Source; Dr.C.Karthikeyan**

**Step 1: Face the speaker and maintain eye contact.**

**Step 2: Be attentive, but relaxed.**

**Step 3: Keep an open mind.**

**Step 4: Listen to the words and try to picture what the speaker is saying.**

**Step 5: Don't interrupt and don't impose your "solutions."**

**Step 6: Wait for the speaker to pause to ask clarifying questions.**

**Step 7: Ask questions only to ensure understanding.**

**Step 8: Try to feel what the speaker is feeling.**

**Step 9: Give the speaker regular feedback.**

**Objective (iv): To verify with Literature support whether there exists a Leader Communication Paradox**

**The 7 Challenges Successful Leaders Overcome**



**Figure; 6; Leadership Qualities for Success Among People; Effective Communicating Style;Graph; Source; Dr.C.Karthikeyan**

### **1. They Know Their Audience**

Great communicators don't worry about sounding important, showing off their expertise, or boosting their own egos. Instead, they think about what people need to hear, and how they can deliver this message so that people will be able to hear it. This doesn't mean that leaders tell people what they want to hear. Quite the opposite—they tell people what's important for them to know, even if it's bad news.

### **2. They Are Experts In Body Language**

Great communicators are constantly tracking people's reactions to their message. They are quick to pick up on cues like facial expressions and body language because they know this is the only feedback many people will give them. Great communicators use this expertise to tailor their message on the fly and adjust their communication style as needed.

### **3. They Are Honest**

The best leaders know that for communication to be effective it has to be real. They can't have people parsing every word trying to separate fact from spin. When great communicators can't share certain information, they come right out and say it because makeshift, half-truth answers breed distrust and anxiety. In good times and bad, honesty builds trust.

#### **4. They Are Authentic**

Great communicators don't try to be someone they're not just because they've stepped behind a podium. There's a reason Mark Zuckerberg presented Facebook to investors in a hoodie and jeans. Great leaders know that when they stay true to who they are, people gravitate to their message. They also know the opposite happens when leaders put on an act.

#### **5. They Speak With Authority**

Great communicators don't try to cover their backs by being ambiguous, wishy-washy, or unassertive. Instead, they stick their necks out and speak very directly about how things are and how they need to be.

#### **6. They Speak To Groups As Individuals**

Leaders rarely have the luxury of speaking to one person at a time. Whether it's a huddle around a conference table or an overflowing auditorium, great leaders know how to work the room and make every single person feel as if he or she is being spoken to directly.

#### **7. They Have Ears (And They Use Them)**

Great leaders know that communication is a two-way street and what they hear is often more important than what they say. When someone else is speaking, great communicators aren't thinking ahead and planning what they'll say next. Instead, they're actively listening, fully focused on understanding the other person's perspective.

#### **8. They Use Phrases Like 'It's My Fault,' 'I Was Wrong,' and 'I'm Sorry'**

When great leaders make a mistake, they admit it right away. They don't wait for someone else to find and point out their blunder. They model accountability for their words and actions, even when they could have easily "gotten away" with the mistake. And they do it matter-of-factly, without drama or false humility.

#### **9. They Solicit Feedback**

The best communicators never assume that the message people heard is the exact same one they intended to deliver. They check in to verify that their message was understood correctly, and, if it was not, they don't blame the audience. Instead, they change things up and try again.

#### **10. They're Proactive**

Leaders with the best communication skills don't waste time playing catch-up. They're quick to head off the rumor mill by sharing bad news in a timely manner. They also give clear, concise goals and directions so people don't waste their time heading in the wrong direction.

**11. Bringing It All Together;** Great communicators stand out from the crowd. They're honest. They're authentic. They listen. They excel in communication because they value it, and that's the critical first step to becoming a great leader.

### **Review of related Literature;**

**Mumby (2007, p. 3290)** finds that “organizational communication scholars study the dynamic relationships between communication processes and human organizing.” He also states scholars always had an interest in leadership, since it is so heavily implicated in many aspects of organizing. This was reflected in the postpositivist and highly influential work of Charles Redding

**(Redding, 1985)**, found that the organizational communication audit sponsored by the International Communication Association in the 1970s (Goldhaber & Rogers, 1979), and in the work of Fred Jablin (1979), particularly in his attention to superior–subordinate communication, and subsequently continued in work by many of his students.

**Mumby (2007, p. 3293)** stated that communication scholars interested in leadership have increasingly tended to see it “as a communicative, interaction-based phenomenon that is more widely distributed in organizational life”. **Mumby (2007, p. 3293)** Such a view is consistent with the growing interest in social constructionist perspectives within the field (Fairhurst & Grant, 2010; Tourish & Barge, 2010).

**Fairhurst (2007)** and on process perspectives that take communication as a defining aspect of leadership practice (Tourish, 2014). These approaches challenge some of the conventional theorizing on leadership, including charismatic and transformational models, where a transmissional rather than relational view of communication has been commonly employed.

**Fairhurst and Connaughton (2014, p. 8)** highlight what they term “communication value commitments” that underpin much of this emergent approach:

**Banks (2008, p. 11)** puts it: “Conventionally, leaders show the way, are positioned in the vanguard, guide and direct, innovate, and have a vision for change and make it come to actuality. Followers on the other hand conventionally track the leader from behind, obey and report, implement innovations and accept leaders’ vision for change.” Visionary leadership is regarded as powerful, exciting, and necessary, with leaders acting as a force for good whose efforts almost invariably produce positive outcomes.

**Collinson (2012)** asserts leadership is studied in terms of how such leaders influence others rather than in terms of the relational processes suggested by Fairhurst and Connaughton (2014).

**Langley & Tsoukas (2010)** feels in communication terms, this view is best captured by the influential work of what has become known as the Montreal School, which has significant implications for the study of leadership.

**Cooren, Taylor, and Van Every (2006, pp. 2–3)** express it: Consistent with this view, some communication theorists have suggested that we replace the notion of organization as a single entity by one in which it is constituted “by its emergence as an actor in the texts of the people for whom it is a present interpreted reality”

**Robichaud, Girous, & Taylor (2004, p. 630)** Interlocking patterns of communication can therefore be viewed as the driving force behind many organizational phenomena, including leadership. In line with this, the recognition that sensemaking, agency, and the processes whereby co-orientation between organizational actors is mediated through language means to acknowledge that organizing is “an act of juggling between co-evolutionary loops of discursive phenomena”

**Guney (2006, p. 34)** asserts on the metaphor of “juggling” suggests tension, including between leaders and followers, and an omnipresent prospect of breakdown. Organizations therefore struggle to create shared meanings between organizational actors. What has been termed the “communicative constitution of organization”

**McPhee & Iverson (2009, p. 49)** finds that communicative constitution of leadership view, emerges through the interaction of organizational actors and has a contested, fluid meaning for all of them, in a given social situation for determinate amount of time.

**Fairhurst (2007) Fairhurst & Grant, 2010; Smircich & Morgan, 1982** finds in contrast to traditional approaches, leadership is not viewed as a discrete phenomenon with easily observable causal relationships, inherently powerful and charismatic leaders, measurable outcomes, and clear demarcations between categories of meaning and behavior.

**Barge’s (2014)** notes that in contradistinction to the transmissional view of leadership often depicted in the literature, what he describes as “conversational language” became of first-order importance. This dialogic perspective is inherently processual in nature and emphasizes how the behavior of leaders is co-constructed in the course of interaction between them and those who might be depicted as followers.



**Varey (2006, p. 191)** finds that the reputations of powerful leaders, particularly CEOs, emerge as a phenomenon that is co-produced and co-reproduced (within certain limits) by the discursive interactions between organizational actors (Sinha, Inkson, & Barker, 2012). This perspective draws attention to what has been described as “the dance between leader and led and its language of connectedness, temporalness, and embeddedness” (Fairhurst, 2007, p. 24).

**Fairhurst (2007, p. 7)** found power relations become standardized discourses that frame and influence the micro-interactions in which we engage. This influences the theorization and practice of leadership. For example, “Discourses” that assume leader power has an uncontested legitimacy within business organizations are reflected in mainstream theorizing on transformational leadership, where the legitimacy of leader action is typically taken for granted. It is also reflected in leader action and their micro-talk, when, as one instance, opposition to change initiatives initiated by a leader are seen as resistance to be overcome rather than useful feedback.

**Nicotera (2013)** finds how it can be said that organizations are communicatively constituted, argues that what is constituted is “(a) the collectivity, (b) the social significance of the collectivity as an entity whose interests are represented in individual and collective activity, and (c) the distinct *entitative being* that transcends and eclipses any individual and the collective itself as it is attributed both identity and authority” (p. 67).

**Tourish (2014)** argues, is therefore a communicative process whereby agents claim entitative status for emergent social structures. Moreover, without such claims being made, negotiated, and formalized, there would be no overarching organizational entity within which leaders emerge from leadership processes. Such processes are both discursive and material, in that the tangible architecture and artefacts that we see in organizations are also employed to bolster entitative claims (Ashcraft, Kuhn, & Cooren, 2009).

**Ropo, Sauer, and Salovaara (2013, p. 379)** have argued, “places and spaces construct and perform leadership,” albeit in interaction with the nonmaterial. This co-constructive complicity is manifest every time they follow instructions, embrace organizational rituals, or acknowledge the primacy of formal leaders. Leadership is therefore a first-order means whereby the entitative claims of organizational actors are both disputed and enacted and by which their sense of agency is enabled and constrained.

**Tourish & Pinnington, (2002).** upward communication has occurred, it has tended to reflect this orientation. This is perhaps consistent with the transmissional view of communication endemic to transformational models discussed above. An earlier and influential review of the literature in the area noted that “communication upward from subordinate to superior is reported to take four primary forms: (a) information about the subordinate himself/ herself, (b) information about co-workers and their problems, (c) information about organizational practices and policies, and (d) information about what needs to be done and how it can be done”.

**Zoller and Fairhurst (2007, p. 1332)** note, “Writers in the managerial tradition often address how leaders can deal effectively with employee dissent, from shutting down ‘illegitimate’ forms of dissent to encouraging employee voice in the interest of improved decision making.” For example, research has found that “managers view employees who engage in more challenging forms of voice as worse performers and endorse their ideas less than those who engage in supportive forms of voice” (Burris, 2012, p. 851).

**Collinson (2005, p. 1435)** has described as the “deep-seated asymmetrical power relations of leadership dynamics . . . From this perspective, control and resistance are viewed as mutually reinforcing, ambiguous, potentially contradictory processes. Followers’ resistance is one such unintended outcome. In its various forms, dissent constitutes a crucially important feature of leadership dialectics, requiring detailed examination by researchers.”

**Weick (2007, p. 281)** has argued that: “To treat leading and following as simultaneous is to redistribute knowing and doubting more widely, to expect ignorance and fallibility to be similarly distributed, and to expect that knowledge is what happens between heads rather than inside a single leader’s head.” Such approaches seek to embed accounts of leadership, including those that attempt to ascribe causality, in deeper process studies of preceding and succeeding events, mediated through linguistic and nonlinguistic artefacts.

**(Mumby, 2001, p. 601).** communication perspectives acknowledge the potency of leader agency, but also take fuller account of the agency of other organizational actors and the degree to which this agency is complicit in the construction of leader agency and action. Greater attention is therefore placed on the positive value of dissent and resistance and on the notion of followers as knowledgeable and proactive agents with multiple prospects for action and deep vestiges of power at their disposal (Tourish & Robson, 2006).

**Gergen (2010, p. 57)** has characterized as “turbulent streams or conversational flows.” Once leadership is conceived in these terms, it ceases to be a discrete “event,” an observable interaction within clearly bounded organizational structures or a unidirectional flow of influence in which A has a causal impact on B. Rather, it emerges as a communicatively organized, fluid process of co-orientation and co-construction between myriad organizational actors, whose “essence” varies of necessity between each occasion of its occurrence. It is therefore argued that there is no essence of leadership waiting to be discovered and then summarized in formal definitions or lists of competencies and desired behaviors torn from particular social, organizational, and temporal contexts

**Ford & Harding (2011)** It follows that discursive closure—that is, seeking to achieve a finished definition of leadership and how it works to which all will unquestioningly subscribe and which will apply in multiple contexts—is neither a desirable nor an attainable outcome of leadership practice or of leadership theorizing.

**Fairhurst’s (2001)** discussion of LMX identified 91 studies within the tradition that had an explicitly communication focus, and more such studies have since been conducted. A key aspect of LMX was its recognition that leaders had different types of relationships with each follower (Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012).

**Fairhurst (2001, p. 419)** notes: “More than most leadership theories, LMX has been very concerned with relationship development.” The theory therefore also highlights how followers influence leaders, a departure from many approaches, some of which remain popular, that stress leader agency and pay minimal if any attention to that of other organizational actors.

**Sheer (2015)** summarizes this in terms of in-group and out-group formation. Those whom the leader regards in a favorable light form an in-group while those who have a lower quality of LMX form an out-group. Through these varied dynamics a process of co-construction is engaged during which leaders and followers socially construct their respective identities. This approach is consistent with the broader tradition of social exchange theory in social psychology. Conversations and language games are thus essential to how such relationships are enacted and have been studied with particular care in a range of qualitative LMX work in the past (e.g., Fairhurst & Hamlett, 2003).

**Habermas’s (1984, 1987)** notion of *communicative action* is particularly pertinent for this discussion. Central to this is the idea of the ideal speech situation. This puts a particular stress on

how validity claims are raised and the degree to which they may be challenged. All “speech acts” invite a listener to accept a person’s authority to raise issues, put trust in the accuracy of the speaker’s content, and have some conception of what the speaker hopes to achieve by it. It also follows that people have the right to query such claims.

**Griffin, Shaw, & Stacey, (1998); Anderson, (1999) ; Hernes, (2014)** states that systems are inherently hard to predict, although prediction remains one of the key objectives of most positivist approaches to social science. In contrast, complexity theories focus on the nonlinearity of organizational processes, the potentially infinite number of variables at play, and the porous boundaries of organizations, which further confuses the challenge of delineating definite causal relationships within clearly defined social systems.

**Czarniawska, (2013); Morel & Ramanujam, (1999)** constraining and enabling structures exist, Osborn, Hunt, and **Jauch (2002, p. 823)** argue that “Each time an agent interacts with another, the agent is free to follow, ignore or slightly alter the institutional arrangement.

**Allen & Boulton, (2011)** found organization faces a dynamic and unpredictable environment, the feedback is nonlinear. Small changes could have very large consequences (the butterfly effect) for subsequent operations.” The result is uncertainty about such issues as how systems can behave collectively when they are composed of unpredictable parts; how any system interacts with others; difficulty in delineating the environment in which a system finds itself; and any attempt to describe how elements of the system change over time.

**Fairhurst & Uhl-Bien,( 2012, p. 1043).** It follows that “. . . a complexity leadership perspective requires that we distinguish between *leadership* and *leaders*. Complexity Leadership Theory will add a view of *leadership* as an emergent, interactive dynamic that is productive of adaptive outcomes . . . It will consider *leaders* as individuals who act in ways that influence this dynamic and the outcomes” (Uhl-Bien, Marion, & McKalvey, 2007, p. 299).

**Morrison (2011, p. 159)** sees such an approach as a means whereby leaders sensitized to complexity theory can re-energize “employees by valuing them as human with freedoms, voice, equality and openness to participation.” In leadership terms, shared understanding could be envisaged as a goal of collaborative action. But this will only be achieved to the degree that followers respect the speech acts of leaders in the terms described here.

**Clifton, (2012).** Habermas would acknowledge that disagreement inevitably results from such debate, but then assumes that it will be mediated constructively through the normal processes of human communication.

**Fryer (2011, pp. 31, 32)** asserts that such leadership “would include active processes for individual and collective self-determination, critical self-reflection and associated self-transformation . . . the status of a leader should not be taken for granted . . . Habermasian ideal speech offers more than a framework for organizational decision-making; it also offers a constitutional procedure by which a leader’s right to occupy their roles needs to be justified.” The implication is that followers should be able to challenge, and perhaps even disobey, the commandments of their leaders.

**Tourish (2014)** argues that *some* form of domination—among much else—is inherent to any leader–follower relationship, or indeed to any human relationship at all. It may therefore be difficult or even impossible to enact ideal speech acts as proposed by Habermas. Thus, Fryer (2011, p. 37), echoing Habermas, suggests that facilitative leadership should seek to promote situations in which, for example, “all are able to introduce any assertion whatsoever into organizational discourse.”

**Tourish (2014)** challenges the extent to which this is possible, arguing that most human interaction—from parenting, to work, to civil partnership, to marriage—might become problematic were this injunction to be indiscriminately applied.

**Kuhn, (2012)** found that leadership, when viewed as a never-ending communicative process rather than the formal position of an individual within an organizational hierarchy, is therefore not the resolution of difference and critique, since the potential for critique is embedded in the act of deciding. The quest for discursive closure, implied by the notion of absolute understanding between organizational actors, is arguably self-defeating.

**Morrison, (2014).** However, this reluctance is often a display of perceived self-interest. Deciding not to contest the validity claims of organizational actors who possess considerable powers of sanction can be a display of power and agency, albeit one that violates what Habermas would see as the conditions needed for an ideal speech act.

**Putnam, (2015)** This is often manifest in unequal power relations that are resistant to consensus. In this view, ideal speech acts as the foundation of more facilitative forms of leadership are therefore beside the point. While Habermas’s emphasis on the role of validity claims and his

criticism of any assumption that some communicative actors should have privileged rights in making such claims is useful, a dialectical approach problematizes his emphasis on agreement as a precondition for rationality or the basis for the construction of less contested forms of leadership. It sees the mutual contestation of validity claims as an enduring feature of leader–follower relations, rather than a prelude to resolution.

**Latour (2013, p. 42)** suggests, we should recognize that “to organise is always to *reorganize*,” and organization is thus viewed as an ongoing but never-completed process, it follows that leadership can be best understood as a temporally bounded communicative process of becoming and unbecoming, enacted in transient human interactions, during which differences between actors can be explored but will never be fully resolved.

**Burns (1978)** proposed that leadership could be conceptualized in two factor terms, as being either transactional or transformational. His work is considered seminal in the field. Within transactional models of the leadership process, the independence of both leaders’ and followers’ goals is a given (Flauto, 1999).

**Burns (1978, p. 425)** critically observed that the object of this transactional approach “is not a joint effort for persons with common aims acting for the collective interests of followers but a bargain to aid the individual interests of persons or groups going their separate ways.” The culture that results from a transactional approach to leadership is likely to be one characterized by dissent, which may be more or less tolerated, and reduced cohesion—outcomes which most leaders instinctively reject.

**Hartnell & Walumbwa,( 2011).** Such theorizing presumes that the goals leaders determine for followers reflect the unitarist interests of most or all organizational stakeholders (Bass, 1985; Bass & Riggio, 2006).

**Aryee, Walumbwa, Zhou, and Hartnell, (2012)** found that three transformational attributes have been consistently identified in this literature: charismatic leadership, individual consideration, and intellectual stimulation (Diaz-Saernz, 2011).

**Alvesson & Karreman,(2016)** is argued that they downplay the existence of asymmetrical power relationships in organizations. They therefore assume that whatever common interests exist between organizational actors are more important in shaping relationships than the interests they do not have in common.

**Tourish (2013)** argues that there is no a priori reason to presume that the goals proposed by a transformational leader represent a deeper mutual interest among organizational partners and hence express the best interests of all concerned. If a leader secures sufficient power to adjust the psyche of his or her followers, in the form of transforming their independently determined goals in a common direction, such power could be used for the sectional good of the designated leader. **Tourish (2013, 2014)**, and **Collinson and Tourish (2015)**. However, some of these issues have also been acknowledged in work that has largely promoted the idea of TL.

**Conger (1990, p. 44)**, acknowledges that “. . . though we tend to think of the positive outcomes associated with leaders, certain risks or liabilities are also entailed. The very behaviours that distinguish leaders from managers also have the potential to produce problematic or even disastrous outcomes for their organizations. For example, when a leader’s behaviours become exaggerated, lose touch with reality, or become vehicles for purely personal gain, they may harm the leader and the organization.”

**Collinson and Tourish (2015)** stress that the majority of leadership studies still focus on the positive benefits of leadership, with few of them looking at dysfunctional leadership.

**Bales (1953)** believed that the requirements of the task and maintenance functions in a group are opposed and that too much attention to either causes problems for the other. What the group needs to do is create equilibrium, or balance, between task and maintenance functions. A second property that can help is a division of the major leadership responsibilities. A group with this property will have one person responsible for performing the task leadership functions and another person responsible for the maintenance leadership behaviors. In such a group, one person will assume the role of task leader and will be responsible for making the group work on its task

**Bales and Slater (1955)** revealed, the person judged to be the "group leader" was the same person as the "guidance" specialist 78.6% of the time and the "idea" specialist 59.3% of the time. In either case, these task leaders tended to be the most talkative members of the group. However, in more than 70 percent of the cases, the "best liked" group member was someone other than the "idea" or "guidance" leader. This member was usually the second or third most talkative member. Further, the "group leader" was also chosen as "best liked" only 14.3% of the time. After the first meeting, members chose the same member as both the "best liked" and as the "idea" leader 64.4% of the time. Thus, in their view, both task and maintenance leadership functions were performed by the same person. However, in subsequent meetings, the functions



of task and maintenance became progressively more divided. By the fourth meeting, the same person was evaluated as both "best liked" and best on "ideas" only 10.7% of the time. Similarly, the odds that a group member was chosen as both the "best liked" and as the "guidance" leader fell from 40.6% after the first meeting to 17.9% after the fourth.

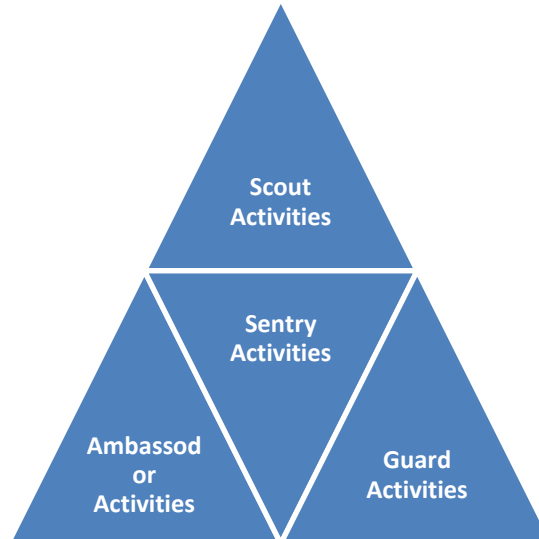
**Turk (1961)** conducted a study does not invalidate the distinction between task and maintenance functions. It also does not discredit the further distinction between two types of task functions, substantive (generating and evaluating ideas) and procedural (moving the group along the decision-making process).

**Benne and Sheats's (1948)** essay listing the functional roles that group members can perform during discussion. This is perhaps the clearest statement of the functional approach to leadership. At that time, as described earlier, most researchers concentrated on the position of "group leader." Similarly, a group member is performing maintenance leadership when he or she performs roles such as the encourager, harmonizer, and compromiser.

**Rauch and Behling (1984)** argued that when a group's task is very clear, the group does not need very much task leadership and gets upset if their leader is too task-oriented. Task performance suffers as a result. Further, they felt that while a moderate amount of maintenance leadership encourages group members and helps them perform their tasks better, a lot of maintenance leadership can be too much of a good thing.

**Ancona and Caldwell (1988)** claimed that groups within formal organizations also have to be concerned with their relationships with other groups and individuals outside of the group. These other groups and individuals may be part of the organization, or they may be outside of it. In either case, there are leadership functions involved in maintaining these relationships. Ancona and Caldwell called these "external functions." Based on extensive interviews with members of organizational groups, Ancona and Caldwell found four basic types of external functions:





**Figure;6; Effective Communication in External Activities of a Leader; Concept Source; Ancona and Cladwell; Graphic Source; Dr.C.Karthikeyan**

1- *Scout activities*. These are involved in bringing into the group both the information and resources that the group needs to perform its task. Scout functions include learning about the environment in which the group does its work, getting information that is relevant either to the group's current task or possible later tasks, and getting feedback about the group's performance.

2 - *Ambassador activities*. These are involved in getting information and resources from the group out to other groups or individuals. Ambassador functions include opening up channels with these outside parties, informing them about the group's progress on its tasks, coordinating with the outside parties when a task is being performed together with them, and persuading or motivating the other parties to do what the group wants them to do.

3 - *Sentry activities*. These are involved in controlling the amount or type of information and resources that come into the group. The group can either let information and resources enter the group as is, modify it in some way, or keep all or part of it out of the group.

4 - *Guard activities*. These are involved in controlling the amount or type of information and resources that leave the group. The group can either deliver it immediately, decide to wait to deliver it until some later time, or refuse to deliver it at all.

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