



STRATEGIC LEADERSHIP

The Platform For Political Success

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STRATEGIC LEADERSHIP: THE PLATFORM FOR POLITICAL SUCCESS

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THE ECONOMIC DEVELOPMENT INSTITUTE

"The essence of the knowledge is, having it, to apply it; not having it, to confess your ignorance. Ignorance is the night of the mind, but a night without moon or star".

Confucius.

"It is not the degree that makes a great man; it is the man that makes the degree great"

Nicoli Machiavelli.

The Economic Development Institute under the theme **Global Thinking Research** was established in 2001. We are group of past students of the University of the West Indies living in and outside Jamaica. We came to the realization from when we were on the Mona Campus that in the **Information Age** we live in, successful people are those who have access to information. We formed a group to share in this **New Way of Thinking** and found it fruitful to our endeavours . Unfortunately, we had to restrict our information bases in many cases as our lecturers and tutors deemed it fit to remain in a vacuum of limitation with regards to the evolution of the **New Information Paradigm**. We were clearly ahead of our time. We have developed this new product called the **Information Booklet Series (which there is a need for)**, the product provides **information on topical issues** in the areas of Management, Sports, Information Technology, Public Administration, Information and Communication, Economics, Economic Development, Social Development, Legal Education, Industrial Relations at competitive prices. We have kept it simple so that all can understand and appreciate. As such, we do not regard them as theses on the chosen areas and they do not seek academic recognition, however they do meet WIPO (World Intellectual Property Organization) Standards. We hope you will find

the following informative and instructive and as usual your comments would be appreciated.

Peter W. Jones
Executive Director

INTRODUCTION

“No enterprise is more likely to succeed than one concealed from the enemy until it is ripe for execution.”

—Machiavelli from The Art of War

Managers are people who do things right, while leaders are people who do the right thing. - Warren Bennis, Ph.D. "On Becoming a Leader"

If you are successful in business enterprise, those principles you have used to reach the commanding heights of success should be used in the political arena in which have a desire to be successful in, with adaptations as applies. There is a tendency in partisan politics to think that what we have learned generally, especially at the tertiary level, cannot be implemented. This is a mistake. In fact, this is the ideal situation to test and fine tune and implement.

Good leaders are **made** not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never-ending process of self-study, education, training, and experience.

To inspire your people into higher levels of teamwork, there are certain things you must *be*, *know*, and, *do*. These do not come naturally, but are acquired through

continual work and study. The best leaders are continually working and studying to improve their leadership skills.

LEADERSHIP DEFINED

Leadership is a complex process by which a person influences others to accomplish a mission, task, or objective and directs the organization in a way that makes it more cohesive and coherent. A person carries out this process by applying his or her leadership attributes (belief, values, ethics, character, knowledge, and skills). Although your position as a manager, supervisor, lead, etc. gives you the authority to accomplish certain tasks and objectives in the organization, this *power* does not make you a leader...it simply makes you the *boss*. Leadership makes people *want* to achieve high goals and objectives, while, on the other hand, bosses tell people to accomplish a task or objective.

THEORIES OF LEADERSHIP¹

Bass in his theory of leadership states that there are three basic ways to explain how people become leaders. The first two explain the leadership development for a small number of people. These theories are:

Some personality traits may lead people naturally into leadership roles. This is the Trait Theory.

¹ Bass, Bernard, *Stogdill's Handbook of Leadership: A Survey of Theory and Research*, New York: Free Press, 1989. and Bass, Bernard, *From Transactional to Transformational Leadership: Learning to Share the Vision*, *Organizational Dynamics*, Winter 1990

A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Events Theory.

People can choose to become leaders. People can learn leadership skills. This is the Transformational Leadership Theory. It is the most widely accepted theory today and the premise on which this guide is based.

When a person is deciding if he respects you as a leader, he does not think about your attributes. He observes what you *do* so that he can know who you really *are*. He uses this observation to tell if you are a honorable and trusted leader, or a self serving person who misuses authority to look good and get promoted.

Self-serving leaders are not as effective because their employees only obey them, not follow them. They succeed in many areas because they present a good image to their seniors at the expense of their people.

The basis of good leadership is honorable character and selfless service to your organization. In your employees' eyes, your leadership is everything you do that affects the organization's objectives and their well being. A respected leader concentrates on what he *is [be]* (beliefs and character), what he *knows* (job, tasks, human nature), and what he *does* (implement, motivate, provide direction).

What makes a person want to follow a leader? People want to be guided by those they respect and who have a clear sense of direction. To gain respect, they must be ethical. A sense of direction is achieved by conveying a strong vision of the future.

TWO MOST IMPORTANT KEYS OF LEADERSHIP

A Hay's study examined over 75 key components of employee satisfaction. They found that:

- 1) Trust and confidence in top leadership was the single most reliable predictor of employee satisfaction in an organization.
- 2) Effective communication by leadership in three critical areas was the key to winning organizational trust and confidence:
 - a) Helping employees understand the company's overall business strategy.
 - b) Helping employees understand how they contribute to achieving key business objectives.
 - c) Sharing information with employees on both how the company is doing and how an employee's own division is doing - relative to strategic business objectives.

So basically, you must be **trustworthy** and you have to be able to **communicate a vision** of where you are going. Notice how the "Principles of Leadership" in the next section closely ties in with this.

PRINCIPLES OF LEADERSHIP²

To help you *be*, *know*, and *do*, follow these eleven principles of leadership:

² U.S. Army Handbook (1973). *Military Leadership*.

KNOW YOURSELF AND SEEK SELF IMPROVEMENT

In order to know yourself, you have to understand your *be*, *know*, and *do*, attributes. Seeking self-improvement means continually strengthening your attributes. This can be accomplished through reading, self-study, classes, etc.

BE TECHNICALLY PROFICIENT

As a leader, you must know your job and have a solid familiarity with your employees' jobs.

SEEK RESPONSIBILITY AND TAKE RESPONSIBILITY FOR YOUR ACTIONS.

Search for ways to guide your organization to new heights. And when things go wrong, they will sooner or later, do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.

MAKE SOUND AND TIMELY DECISIONS

Use good problem solving, decision-making, and planning tools.

SET THE EXAMPLE

Be a good role model for you employees. They must not only hear what they are expected to do, but also see.

KNOW YOUR PEOPLE AND LOOK OUT FOR THEIR WELL-BEING.

Know human nature and the importance of sincerely caring for your workers.

KEEP YOUR PEOPLE INFORMED

Know how to communicate with your people, seniors, and other key people within the organization.

DEVELOP A SENSE OF RESPONSIBILITY IN YOUR PEOPLE

Develop good character traits within your people that will help them carry out their professional responsibilities.

ENSURE THAT TASKS ARE UNDERSTOOD, SUPERVISED AND ACCOMPLISHED.

Communication is the key to this responsibility.

TRAIN YOUR PEOPLE AS A TEAM

Although many so called leaders call their organization, department, section, etc. a team; they are not really teams...they are just a group of people doing their jobs.

USE THE FULL CAPABILITIES OF YOUR ORGANIZATION

By developing a team spirit, you will be able to employ your organization, department, section, etc. to its fullest capabilities.

FACTORS OF LEADERSHIP ³

The four major factors of leadership are the:

FOLLOWER

Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee. A person with a poor attitude requires a different approach than one with a high degree of motivation. You must know your people! The fundamental starting point is having a good understanding of human nature: needs, emotions, and motivation. You must know your employees' *be*, *know*, and *do* attributes.

LEADER

You must have an honest understanding of who you are, what you know, and what you can do. Also, note that it is the followers, not the leader who determines if a leader is successful. If a follower does not trust or lacks confidence in her leader, then she will be uninspired. To be successful you have to convince your followers, not yourself or your superiors, that you are worthy of being followed.

COMMUNICATION

You lead through two-way communication. Much of it is nonverbal. For instance, when you "set the example," that communicates to your people that you would not ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship between you and your employees.

³ Ibid

SITUATION

All situations are different. What you do in one leadership situation will not always work in another situation. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective.

Various forces will affect these factors. Examples of forces are your relationship with your seniors, the skill of your people, the informal leaders within your organization, and how your company is organized.

ATTRIBUTES ⁴

If you are a leader that can be trusted, then the people around you will learn to respect you. To be a good leader, there are things that you must *be*, *know*, and *do*.

These fall under the **Leadership Framework**:

BE a professional. Examples: Be loyal to the organization, perform selfless service, and take personal responsibility.

BE a professional who possess good character traits. Examples: Honesty, competence, candour, commitment, integrity, courage, straightforward, imagination.

KNOW the four factors of leadership - follower, leader, communication, situation.

KNOW yourself. Examples: strengths and weakness of your character, knowledge, and skills.

⁴ *ibid*

KNOW human nature. Examples: Human needs and emotions, and how people respond to stress.

KNOW your job. Examples: be proficient and be able to train others in their tasks.

KNOW your organization. Examples: where to go for help, its climate and culture, who the unofficial leaders are.

DO provide direction. Examples: goal setting, problem solving, decision making, planning.

DO implement. Examples: communicating, coordinating, supervising, evaluating.

DO motivate. Examples: develop moral and esprit in the organization, train, coach, and counsel.

ENVIRONMENT⁵

Every organization has a particular work environment that dictates to a considerable degree how its leaders respond to problems and opportunities. This is brought about by a heritage of its past leaders and its present leaders. Leaders exert influence on the environment by three types of actions:

- 1) The goals and performance standards they establish.
- 2) The values they establish for the organization.
- 3) The business and people concepts they establish.

Successful organizations have good leaders who set high standards and goals across the entire spectrum such as strategies, market leadership, plans, presentations, productivity, quality, and reliability.

Values reflect the concern the organization has for its employees, customers, investors, vendors, and surrounding community. These values define the manner in

⁵ Ibid

how business will be conducted and what type of business the organization will engage in.

Concepts define what products or services the organization will offer and the methods and processes for conducting business.

These goals, values, and concepts make up the organization's "personality" or how the organization is observed by both outsiders and insiders. This personality defines the roles, relationships, rewards, and rites that take place.

Roles are the positions that are defined by a set of expectations about behavior of any job incumbent. Each role has a set of tasks and responsibilities that may or may not be spelled out. Roles have a powerful effect on behavior because money is paid for the performance of the role, there is prestige attached to a role, there is a sense of accomplishment or challenge, etc.

Relationships are determined by a role's tasks. Some tasks are performed alone, but most are carried out in relationship with others. The tasks will determine who the role-holder is required to interact with, how often, and towards what end. Also, the greater the interaction, the greater the liking. This in turn leads to more frequent interaction. In human behavior, it's hard to like someone whom we have no contact with, and we tend to seek out those we like. People tend to do what they are rewarded for, and friendship is a powerful reward. Many tasks and behaviors that are associated with a role are brought about by these relationships. That is, new tasks and behaviors are expected of the present role holder because a strong relationship was developed in the past, either by that role holder or a prior role holder.

There are two distinct forces that dictate how to act within an organization: **culture and climate**.

Each organization has its own distinctive culture. It is a combination of the founders, past leadership, current leadership, crises, events, history, and size. This results in rites: the routines, rituals, and the "way we do things." These rites impact individual behavior on what it takes to be in good standing (the norm) and directs the appropriate behavior for each circumstance.

The climate is the feel of the organization, the individual and shared perceptions and attitudes of the organization's members. While the culture is the deeply rooted nature of the organization that is a result of long-held formal and informal systems, rules, traditions, and customs; climate is a short-term phenomenon created by the current leadership. Climate represents the beliefs about the "feel of the organization" by its members. This individual perception of the "feel of the organization" comes from what the people believe about the activities that occur in the organization. These activities influence both individual and team motivation and satisfaction. Such activities include:

- 1) How well does the leader clarify the priorities and goals of the organization?
What is expected of us?
- 2) What is the system of recognition, rewards, and punishments in the organization?
- 3) How competent are the leaders?
- 4) Are leaders free to make decision?
- 5) What will happen if I make a mistake?

Organizational climate is directly related to the leadership and management style of the leader, based on the values, attributes, skills, and actions, as well as the priorities of the leader. The ethical climate then is the "feel of the organization" about the activities that have ethical content or those aspects of the work environment that constitute ethical behavior. The ethical climate is the feel about whether we do things right; or the feel of whether we behave the way we ought to behave. The behavior (character) of the leader is the most important factor that impacts the climate.

On the other hand, culture is a long-term, complex phenomenon. Culture represents the shared expectations and self-image of the organization. The mature values that create "tradition" or the "way we do things here." Things are done differently in every organization. The collective vision and common folklore that define the institution are a reflection of culture. Individual leaders, cannot easily create or change culture because culture is a part of the organization. Culture influences the characteristics of the climate by its effect on the actions and thought

processes of the leader. But, everything you do as a leader will effect the climate of the organization.

LEADERSHIP MODELS

Leadership models help us to understand what makes leaders act the way they do in certain situations. The ideal is not to lock yourself in to a type of behavior discussed in the model, but to realize that every situation calls for a different approach or behavior to be taken. Two models will be discussed, the *Four Framework Approach* and the *Managerial Grid*.

In the *Four Framework Approach*, Bolman and Deal ⁶ suggest that leaders display leadership behaviors in one of four types of frameworks: Structural, Human Resource, Political, or Symbolic. The style can either be effective or ineffective, depending upon the chosen behavior in certain situations.

FOUR FRAMEWORK APPROACH

STRUCTURAL FRAMEWORK

In an effective leadership situation the leader is a social architect whose leadership style is analysis and design. In an ineffective leadership situation the leader is a petty tyrant whose leadership style is details. Structural Leaders focus on structure, strategy, environment, implementation, experimentation, and adaptation.

HUMAN RESOURCE FRAMEWORK

In an effective leadership situation the leader is a catalyst and servant whose leadership style is support, advocate, and empowerment. In an ineffective leadership situation the leader is a pushover, whose leadership style is abdication and fraud. Human Resource Leaders believe in people and communicate that belief; they are visible and accessible; they empower, increase participation, support, share information, and move decision-making down into the organization.

POLITICAL FRAMEWORK

In an effective leadership situation the leader is an advocate, whose leadership style is coalition and building. In an ineffective leadership situation the leader is a

⁶ Bolman, Lee and T. Deal (1991). *Reframing Organizations*. San Francisco: Jossey-Bass.

hustler, whose leadership style is manipulation. Political leaders clarify what they want and what they can get; they assess the distribution of power and interests; they build linkages to other stakeholders; use persuasion first, then use negotiation and coercion only if necessary.

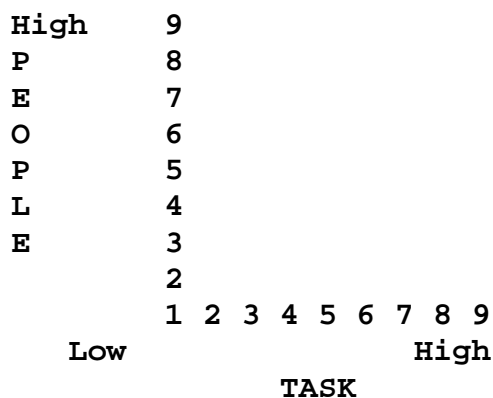
SYMBOLIC FRAMEWORK

In an effective leadership situation the leader is a prophet, whose leadership style is inspiration. In an ineffective leadership situation the leader is a fanatic or fool, whose leadership style is smoke and mirrors. Symbolic leaders view organizations as a stage or theater to play certain roles and give impressions; these leaders use symbols to capture attention; they try to frame experience by providing plausible interpretations of experiences; they discover and communicate a vision.

This model suggests that leaders can be put into one of these four categories and there are times when one approach is appropriate and times when it would not be. Any one of these approaches alone would be inadequate. We should be conscious of all four approaches and not just rely on one. For example, during a major organization change, a structural leadership style may be more effective than a visionary leadership style; while during a period when strong growth is needed, the visionary approach may be better. We also need to understand ourselves as each of us tends to have a preferred approach. We need to be conscious of this at all times and be aware of the limitations of our favored approach.

MANAGERIAL GRID

The Blake and Mouton *Managerial Grid*⁷ uses two axis. "Concern for people" is plotted using the vertical axis and "Concern for task" is along the horizontal axis. They both have a range of 1 to 9. The notion that just two dimensions can describe a managerial behavior has the attraction of simplicity. These two dimensions can be drawn as a graph or grid:



Most people would fall somewhere near the middle of the two axis. But, by going to the extremes, that is, people who score on the far end of the scales, we come up with four types of leaders: **Authoritarian** (9 on task, 1 on people), **Team Leader** (9 on task, 9 on people), **Country Club** (1 on task, 9 on people), and **Impoverished** (1 on task, 1 on people).

AUTHORITARIAN LEADER

High task, low relationship 9,1: People who get this rating are very much task oriented and are hard on their workers (autocratic). There is little or no

⁷ Blake, Robert R. and Jane S. Mouton (1985). *The Managerial Grid III: The Key to Leadership Excellence*. Houston: Gulf Publishing Co.

allowance for cooperation or collaboration. Heavily task oriented people display these characteristics: they are very strong on schedules; they expect people to do what they are told without question or debate; when something goes wrong they tend to focus on who is to blame rather than concentrate on exactly what **is** wrong and how to prevent it; they are intolerant of what they see as dissent (it may just be someone's creativity) so it is difficult for their subordinates to contribute or develop.

TEAM LEADER

High task, high relationship - 9,9: This type of leader leads by positive example. He or She endeavors to foster a team environment in which all team members can reach their highest potential, both as team members and as people. He or She encourages the team to reach team goals as effectively as possible, while also working tirelessly to strengthen the bonds among the various members. They form and lead the most productive teams.

COUNTRY CLUB LEADER

Low task, high relationship - 1,9: This leader uses predominantly reward power to maintain discipline and to encourage the team to accomplish its goals. Conversely, he or she is almost incapable of employing the more punitive coercive and legitimate powers. This inability results from the leaders' fear that using such powers could jeopardize her relationships with the team members.

IMPOVERISHED LEADER

Low task, low relationship-1,1. This person uses a "delegate and disappear"

management style. Since he is not committed to either task accomplishment or maintenance; he essentially allows the team to do what ever it wishes and prefers to detach himself from the team process by allowing the team to suffer from a series of power struggles.

The most desirable place for a leader to be along the two axis at most times would be a 9 on task and a 9 on people, the Team Leader. However, do not entirely dismiss the other three. Certain situations might call for one of the other three to be used at times. For example, by playing the Impoverished Leader, you allow your team to gain self-reliance. Be an Authoritarian Leader to instill a sense of discipline in an unmotivated worker. By carefully studying the situation and the forces affecting it, you will know at what points along the axis you need to be in order to achieve the desired result.

THE PROCESS OF GREAT LEADERSHIP⁸

The road to great leadership (common to successful leaders):

- 1) Challenge the process - First, find a process that you believe needs to be improved the most.

- 2) Inspire a shared vision - Next, share you vision in words that can be understood by your followers.

- 3) Enable others to act - Give them the tools and methods to solve the problem.

⁸ James M. Kouzes & Barry Z. Posner (1987). *The Leadership Challenge*. San Francisco: Jossey-Bass.

4) Model the way - When the process gets tough, get your hands dirty. A boss tells others what to do...a leader shows it can be done.

5) Encourage the heart - Share the glory with your followers' heart; keep the pains in your heart.

POLITICAL LEADERSHIP CASE STUDIES⁹

In order to see how the latter theoretical concepts are applicable we will look at case studies in the following areas 1) Northern Ireland 2) Israel/Palestine 3) South Africa.

The specific aims were to: 1) highlight the role that political leaders play.

2) Examine how leaders' roles change in societies in transition.

3) Analyse their adaptations, perceived problems and perspectives for the future.

While the main interest of the research was *political* leadership, one should be fully cognizant of the important role other leaders play in divided societies and societies in transition, whether they are cultural, religious, community or business leaders. However, political leadership is especially important because:

1) Many political processes and peace processes are essentially elite driven, with a relatively small number of people responsible for making final decisions and implementing policy,

⁹ From Protagonist to Pragmatist: Political Leadership in Societies in Transition
by *Cathy Gormley-Heenan INCORE, University of Ulster/United Nations University*
March 2001

2) Many violent societies are prone to political leaders who are willing to manipulate a delicate situation, who do not necessarily behave in an altruistic fashion and who actively canvass against a peaceful settlement of conflict if such a settlement collides with their own interests,

3) Many other variables are dependent on political leadership in the transformation of a conflict. For example, structural and issue transformations in a conflict can really only occur when promoted by the leadership of conflictual positions.

Based upon this rationale, the research sought to examine how political leadership has been directly related to the conflicts, the peace processes and the transitions in the each of the three case studies.

CASE STUDY: NORTHERN IRELAND

SUMMARY

In an overview of the peace process thus far, the question is whether the pragmatic attitudes, behaviours and actions espoused by the political leadership in Northern Ireland through the Agreement will become reflected in more permanent pragmatic principles. To date, the research results show some its core has, in many cases, been replaced by court cases, judicial reviews, and legal wrangling. This is more than just the nature of adversarial politics at work and does not reflect a concretisation of pragmatic principles among the leadership. Conversely though, a sense of pragmatism has continued to prevail in committees and on the Assembly Executive with individuals consistently seen as working across party lines rather than to their party agendas. The contradiction is only to be expected since the public persona rarely reflects the private in politics.

An analysis of political leadership in Northern Ireland shows that its main success during the peace process has been the 1998 Agreement. It has had numerous

failings since then. A failure to manage expectations among constituents has contributed to the continuing unease with certain issues in the Agreement. A failure to recognise and acknowledge the changes that have taken place, both internally and on the part of others, has accentuated the problem of trust among the key players. Dealing with constituents and dealing with other party leaders are two key dimensions of leadership in this society as it transcends from violence to politics. Attention will need to be given to this to ensure that previous failings are not repeated.

CASE STUDY: ISRAEL/PALESTINE

SUMMARY

A number of conclusions have already been made about the relationship between political leadership and the stalling peace process in the region. Firstly, the views of the political leaders have not always corresponded with the views of the constituency when making agreements. Indeed, while the leaders were ready for agreement, constituents were sometimes not. The result has been that political leaders have found it increasingly difficult to mobilize support for the continuing process. Secondly, the political leadership has failed in conveying to its own constituency the significance of the concessions made by the other side to date. Rather, each side has actually minimised the significance of the concessions made by the other. Thirdly, failing to understand the constituency and failing to convey the concessions made has played into the hands of antipeace elites who have then manipulated the constituents for their own purposes.

An analysis of the role of leadership in Israel/Palestine thus far suggests that the main success has been that the peace process has been on a continuum since Oslo,

despite many setbacks. The pace of the process has been very varied but the process itself has always continued, albeit with changes in leadership on the Israeli side and increasing internal dissent on the Palestinian side. The key transformation has been that both sides did, in fact, recognise each other as legitimate partners for peace, and despite current tensions continue to work on the basis of that recognition. A failure to manage views of constituents has continued to hamper the process, and it will be a reworking of this vital issue, which may hold the key to a successful implementation of the agreements made in the future.

CASE STUDY: SOUTH AFRICA

SUMMARY

The initial pragmatic attitudes, behaviours and actions espoused by the political leadership in South Africa continue to be reflected. Some have argued that the transition from Mandela to Mbeki has been difficult and has changed the political dynamic in South Africa. Others have complained that the new government has been very quick to take on the bad habits of the old. In rationalising such despondence, one could argue that the 'transition' itself is essentially over and South Africa, as a state, is now facing the cold and hard realities of adversarial politics rather than a much hoped for 'rainbow coalition'.

In a final analysis of political leadership in South Africa, a change in leadership was one of the main catalysts for reform. Had P.W Botha not fallen ill in 1989 and been succeeded by de Klerk, the apartheid system may have continued for at least another decade.

The main success of political leadership has been with the cultivation of relationships between some key players which led to the new constitutional arrangements.

What the future of political leadership in South Africa will be remains unknown. The existing opposition parties pose no real threat to the ANC's control of government nor are they likely to in the near future.

The opposition's only option is to become masters of policy issues and mobilise people around such issues. However, it is certain that a fragmented opposition is a major weakness for South Africa's new situation.

CASE STUDIES CONCLUSIONS:

Although the case studies of Northern Ireland, Israel/Palestine and South Africa present societies at different stages in their various transitions, there are a number of key issues which are common to all and which highlight the changing nature and challenges facing political leaders in such societies. Most of these were highlighted during research interviews with senior political leaders in the three regions. The research suggests that, unless dealt with adequately, these key issues may present potential pitfalls for transition processes.

THE USE AND ABUSE OF POLITICAL POWER

The use of political power and the sensitivities which surround the use of power are important issues. If a leader acts with an awareness of such sensitivities, and uses the newfound political power to further the rights of all constituents, it suggests that the pragmatism of peace accords is upheld. When a leader fails to acknowledge the sensitivities of power and acts only in the interest of one or other community, it suggests that a change towards pragmatism may have occurred in principle only, and not in practice.

LEADING ONE'S OWN PARTY

A clear lesson that emerges from the case studies is that leadership skills are needed more *within* parties than between parties. This is as important in the post violent phase of the process as it is during the negotiations themselves. Finding a definitive balance between 'executive leadership' and 'collective leadership' continues to prove difficult.

DELIVERING CONSTITUENTS

While leadership skills are important within the parties they are also a vital part of dealing with one's constituents. The concept of 'elastic-band leadership' perhaps explains this best.

The leadership is expected to 'stretch' its constituents in the interests of peace, all the while remembering that if the elastic is stretched just a little too far there is always the danger of the elastic snapping. The subsequent dislocation between the leadership and constituents could have long-term implications for the process, perhaps leaving the leadership without a mandate.

RELATING TO OTHER PARTY LEADERS

Some leaders acknowledged that political leadership in societies in transition ‘is like the poles of a wigwam – take one leader away and they all fall down’. Since leadership is dependent on others within the process, dealing with other party leaders in all case studies appears to have been a necessary but difficult task. Adding to such difficulties is the fact that most relationship building opportunities and peer-learning sessions between leaders either stop or suffer from a lack of coherence immediately after an agreement has been reached.

WORKING WITH THE CIVIL SERVICE

The cultivation of relationships between the top echelons of the civil service and the political leadership is important. While the notion exists that the civil service will work under whatever political entity is agreed upon, there were fears within some political circles that the civil service would not want to relinquish the control which it had maintained over certain departments and areas.

IMMINENT ELECTIONS

Leadership challenges, by-elections and votes of no confidence are common in societies in transition. They have a tendency to promote political inter-group tensions and even the threat of an election can force the leadership to take a less conciliatory approach than sometimes expected.

REALIGNMENT OF PARTY POLITICS

While this particular issue holds little importance in the early stages of the transition from violence to politics, it can take on more validity as the process continues. Nearly all of the political parties studied have been formed with policies and ideals based on the conflict and not on general social or economic issues. The leadership has to prepare itself for a possible realignment of party politics in the post violent phase of the process.

DEALING WITH CHANGE

Political change involves risks and leaders may be reticent to admit to changes in their own position lest it be interpreted as weakness among their core support. Leaders may also deny the changes undertaken by others. While change is a much less easily defined issue than some of the others, it is perhaps one of the most crucial.

PROCESS MANAGEMENT

Process management is an essential element of any agreement to ensure that the responsibilities, challenges, and relationships are not forgotten or damaged during crises. In reasoning why there have been transition difficulties, some have pointed to a lack of 'process management' at leadership level during crises.