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LEADERSHIP AND AUTHORITY IN EDUCATION

Comfort Yemisi Afolabi (Ph.D.)
Department of Gender and Development Studies, Faculty of Multidisciplinary Studies Ekiti State University, Ado Ekiti, Nigeria
Tel: 08109393698
Emails: yemisi.afolabi@eksu.edu.ng, afolabicomfortyemisi@yahoo.com

ABSTRACT

The article discusses leadership in relation to authority. Relying on existing secondary data from books, journals, libraries and other relevant documents, the contents of the discussion are thematised into leadership styles and theories, power and authority, authority and responsibility, delegation of authority, span of control, administrative structure, mentoring and role modeling. The article established that good and effective leadership is highly related to authority. Leaders have a duty to grant subordinates the authority that comes with the responsibilities of the position they hold. In addition to facilitating task completion, delegation in leadership empowers workers by granting them more freedom. The amount of employees who report directly to the leader will have an impact on the potential quality of relationships between the leader and the subordinates. The functions of leadership and administrative structure are highly similar. It is important to remember that strong administrators frequently possess leadership traits, the capacity to persuade people, and an outlook on the direction of the workplace. Even while leadership and mentoring are very different from one another, they nevertheless share a lot of commonalities. Leaders set examples by being honest, persistent, optimistic, and self-assured. Good leadership leads to increased development, growth, efficiency, effectiveness and achievement.

Keywords: Leadership, authority, theories, responsibility, delegation, span of control

Introduction

Leadership can be defined as an influential power relationship in which the power of one party (the leader) drives movement/change in others (the followers) (Northouse, 2018). Leadership involves a process of social influence in which a person engages the help and support of others to accomplish a common and ethical task (Cano & Librado, 2010; Hakala, 2013 & Chin, 2015). Traditionally, leadership is seen (from a managerial view) as something that an individual owns or possesses because of their role or authority. However, this view has been questioned and scholars have raised issues on the complex nature of leadership found at all levels of institutions, both within formal as well as informal roles (Goleman, Boyatzis & McKee, 2003). Consequently, studies of leadership have produced theories dealing with traits, situational interaction, function, behavior, power, vision and values, charisma, and intelligence, among others (Chin, 2015 & Goldsmith, 2016).

People experience authority in relationships of varying degrees and levels of intimacy,

including from parents and other guardians, caregivers, teachers, doctors and religious leaders. The sense of satisfaction (personally oriented) derived from the varying levels of intimacy, especially in informal organization, may inform the kind of leadership that may emerge(Hakala, 2013; Western, 2013 and Pinar, 2017). Leaders emerge from the structure of the informal organization (Shaughnessy; Treadway; Breland & Perrew (2017). Their personal qualities, the demands of the situation, or a combination of these and other factors attract followers who accept their leadership within one or more overlay structures. It is important to note here that three concepts are central to the discussion on leadership: influence, authority and power. Influence is a person's ability to gain the cooperation of others through persuasion or control over rewards. Power is a stronger form of influence as it increases a person's ability in enforcing action through control of a means of punishment A leader is a person who influences a group of people to a certain outcome (Hakala, 2013 & Western, 2013). This article relates leadership to authority under the following sub headings: leadership styles and theories; power and authority; authority and responsibility; delegation of authority; span of control; administrative structure; mentoring and role modeling.

Leadership Styles and Theories

Leadership styles and theories are explanations of how and why certain people become leaders and how they behave when leading a group. Leadership theories are based on different assumptions and dimensions of leadership, such as characteristics, behaviors, processes, relationships and influence. Leadership styles are classifications of how a leader focuses on either human relationships or task completion, or how they balance authority and involvement. Some examples of leadership styles are visionary, serving, authoritarian, participatory, delegatory, transformative, transactional, and laissez-faire. Leadership theories and styles suggest that leadership is a flexible and developmental process that can be learned and improved by anyone. A leadership style is a leadership method for giving directions, implementing plans and motivating people. Various authors have suggested identifying many different leadership styles as exhibited by leaders in politics, business, or other fields (Cano & Librado, 2010; Pinar, 2017).

Under the general heading of leadership theory, there is a contrast between leadership theories and leadership styles. Stated differently, leadership theory texts include a wide range of topics, of which leadership styles are just one. A leader's approach to managing people is referred to as his/hers leadership style. It is the outcome of specific leadership theories and models combined with the person's principles and personality regarding how to handle the real-world scenario. Leadership ideas and styles are directly related to one another. Employee motivation increases with the effectiveness of management's leadership theories and styles. Maintaining the momentum and strong morale of the team inside an organization is a critical responsibility of the leader. When workers are more motivated, their output becomes better.

Leadership Styles

Leadership style relates to patterns of giving directions, implementing plans and motivating people. It is the result of the manager's philosophy, personality and experience. Rhetoricians have also developed models for understanding leadership. Different situations require different leadership styles. In an emergency, when there is little time to reach agreement and a particular authority has significantly more experience or expertise than the rest of the team, an autocratic leadership style can be most effective. However, in a highly motivated and coordinated team with homogenous expertise, a more democratic or laissez-faire style can be more effective. The style chosen should be one that most effectively achieves the group's goals while aligning the interests of the individual members (Robert, 1995). One area where leadership style has received significant attention is in military scholarship, which has recently expressed a holistic and integrated view of leadership, including how a leader's physical presence determines how others perceive him or her and accept authority of such a leader. The physical presence factors are military bearing, physical fitness, confidence and resilience. The leader's intellectual abilities help to conceive solutions and acquire the necessary knowledge to complete the task. A leader's conceptual skills include agility, judgment, innovation, interpersonal sensitivity, and domain knowledge. Domain knowledge for executives includes tactical and technical knowledge, as well as cultural and geopolitical awareness which give them authority (USA Department of the Army, 2018). There are different leadership styles.

Autocratic or authoritarian Style

In the autocratic leadership style, as in dictators, all decision-making powers are centralized with the leader. Autocratic leaders do not ask their subordinates for suggestions or initiatives. The autocratic leadership style has proven itself as it strongly motivates the manager. It allows for quick decision-making as only one person decides for the entire group and keeps each decision to them until they feel it needs to be shared with the rest of the group (Headquarters, Department of the Army, 2018). The autocratic leader exercises his/her authority on the workers.

Participative or democratic Style

The democratic style of leadership consists in the leader sharing decision-making abilities with group members by promoting the interests of group members and practicing social equality. This is also called shared leadership. In this case, group members share organizational authority. Even in the absence of the organization's leader, the other members are still able to make decisions about tasks.

Laissez-faire or Free-rein leadership Style

In laissez-faire or free-rein leadership, decision-making is passed on to the subordinates. This style of leadership is known as laissez faire which means no interference in the affairs of others. (The phrase laissez-faire is French and literally means let them do it). Subordinates are given the complete right and power to make decisions to establish goals and work out the problems or hurdles. The followers are given

a high degree of independence and freedom to formulate their own objectives and ways to achieve them (Headquarters, Department of the Army, 2018). The tasks at work are still the leader's job, though. Even though, the team is free to decide on their own assignments and timetables, the leader retains organizational power and leadership.

Task-oriented leadership style

Task-oriented leadership is a style in which the leader focuses on the tasks that needed to be performed to achieve a specific production goal. Task-oriented leaders are generally more concerned with finding a step-by-step solution to a specific problem or goal, while paying close attention to meeting those deadlines, getting results, and achieving intended outcomes. Task-oriented leaders are typically less concerned with responding to group members and more concerned with finding a specific solution to achieve a production goal. Because of this, they can usually ensure that deadlines are met, but the welfare of their group members can suffer. These leaders have absolute focus on the goal and tasks assigned to each member (Griffin & Ebert, 2010). When a leader employs this approach, they use their power to accomplish organizational or workplace tasks.

Relationship-oriented leadership style

Relationship-oriented leadership is a contrasting style to the task-oriented style. It is a style in which the leader is more focused on relationships within the group and generally more concerned with the overall well-being and happiness of group members. Relationship-oriented leaders value communication within the group, show trust in group members, and show appreciation for a job well done. Relationship-oriented leaders focus on developing the team and the relationships within it. The positive thing about such an environment is that team members are more motivated and receive support. Under this leadership style, team members also accept the leader's authority. However, emphasizing relationships rather than getting a job done might hamper productivity (Griffin & Ebert, 2010).

Paternalism Leadership Style

Paternalism leadership style often reflects a father-figure mindset. The structure of team is organized hierarchically where the leader is viewed above the followers. The leader also provides both professional and personal direction in the lives of the members. There is often a limitation on the choices that the members can choose from due to the heavy direction given by the leader. The term paternalism is from the Latin pater meaning "father". The leader is most often a male. This leadership style is often found in Russia, Africa, and Pacific Asian Societies (Griffin & Ebert, 2010). When leaders use this approach, followers and subordinates voluntarily submit to their authority.

Servant leadership Style

With the transformation to a knowledge society, the concept of servant leadership has become increasingly popular, particularly through modern technology management styles such as agile leadership. In this style, the leader acts as the custodian of the methodology and the servant or service provider of the team he leads. Team cohesion and alignment are driven by a shared culture, shared goals, and sometimes a specific methodology. This style differs from laissez-

faire in that the leader constantly works to achieve the common goals as a team, but without giving explicit instructions about the tasks (Griffin & Ebert, 2010). Under this style, the leader still has authority in the organization.

Transactional Leadership Style

Transactional leadership is an exchange relationship between a leader and his followers, in which both strive to serve their own interests. There are different forms of transactional leadership. The first is the conditional reward, where the leader sets out what the follower must do in order to be rewarded for the effort. The second form of transactional leadership is management-by-exception, in which the leader monitors the successor's performance and takes corrective action when standards are not met. Finally, transactional leaders may practice laissez-faire and take no action at all (Bass & Riggio, 2006). Either way, authority still lies with the leader.

Transformational Leadership Style

Transformational leadership refers to a leader who goes beyond immediate self-interest, using idealized influence (charisma), inspirational motivation, intellectual stimulation (creativity), or individual consideration. Idealized influence and inspirational motivation exist when a leader is able to envision and communicate a mutually desirable future state. Intellectual stimulation means that a leader helps their followers to become more creative and innovative. Individual consideration is when a leader listens to, supports, and coaches the development needs of their followers (Bass & Riggio, 2006). The leader using this style still exercises his or her authority in the workplace when need be.

Leadership Theories

The origin of managerial theory was based on the recognition of the fundamental fact that people of all intentions and purposes are capable of maximum growth and development. A look at the definition of theory is therefore essential. Most people think of theory as something impracticable, philosophical, axiological and unrealistic. For many, the term theory is often used as a synonym for speculation, conjecture, or a notion of the ideal. Meanwhile in theory, there is no speculation; it is about the practical behavior of the individual in the workplace.

Theory is a set of assumptions from which a larger set of empirical laws can be derived by purely logical mathematical procedures. Theory is a set of interrelated constructs (concepts), definitions, and propositions that provide a systematic view of phenomena by specifying relationships between variables to explain and predict the phenomena. We can also say that theory is a systematic presentation of interrelated principles and concepts that explain a specific set of observations. The theory in educational administration aims to describe, explain, relate and predict behaviors in social systems. Theories are sets of statements that others can understand that make predictions about empirical events. Theories are understandable statements. This means that they are shareable with the public and can be read, tested or discarded by other people. What matters is that they can see how and why you did what you did. They may not

agree with your theory, but the answer to the problem is a matter of empirical support. Theories make predictions; that is, they are in a sense system of anticipation. They can also interpret or unify established laws, or allow unexpected data to be incorporated into their formulations. A theory can be defined as a deductively connected set of laws (Pinar, 2017). Leadership theories are discussed below.

Trait theory: Successful leaders seem to defy classification from the trait perspective. Trait theory gave rise to the idea that leaders are born not made. This approach is better suited to selecting leaders than developing them (Scouller, 2011). This theory states that leaders have leadership quality in them from birth.

Attribute pattern approach Theory

The leadership attribute pattern approach is based on arguments that the influence of individual characteristics on outcomes can best be understood by considering the person as an integrated whole rather than the summation of individual variables. In other words, the leader attribute pattern approach argues that integrated combinations of individual differences can explain significant differences in both leader emergence and leader effectiveness, beyond what can be explained by individual attributes or by additive combinations of several attributes can be explained (Mumford, Zaccaro, Harding, Jacobs & Fleishman, 2000).

Behavioral leadership theories

In response to the early criticisms of the trait approach, theorists began to research leadership as a set of behaviors, evaluating the behavior of successful leaders, determining a behavior taxonomy, and identifying broad leadership styles. David McClelland, for example, posited that leadership takes a strong personality with a well-developed positive ego. To lead, self-confidence and high self-esteem are useful, perhaps even essential (Aamodt, 2010). There are two dimensions of behavior leadership style. The first dimension was identified as initiating structure, which described how a leader clearly and accurately communicates with the followers, defines goals, and determines how tasks are performed. These are considered task-oriented behaviors. The second dimension is consideration, which indicates the leader's ability to build an interpersonal relationship with their followers, to establish a form of mutual trust. These are considered social oriented behaviors (Aamodt, 2010; Stoker, 2016).

Positive reinforcement theory

B.F. Skinner is the father of behavior change and developed the concept of positive reinforcement. Positive reinforcement is when a positive stimulus is presented in response to a behavior that increases the likelihood of that behavior in the future. The following is an example of how positive reinforcement can be used in a business setting. Assume that praise is a positive reinforcer for a particular employee. This employee does not show up for work on time every day. The manager decides to praise the employee every day for showing up to work on time. As a result, the employee comes to work on time more often because he likes to be praised. In this example, praise (the incentive) is a positive reinforcer for this employee because the employee is more

likely to be on time for work (the behavior) after being praised for being on time for work. Skinner's positive reinforcement allows a behavior to be repeated in a positive way, and on the other hand, a negative reinforcer is repeated in a way that isn't as plausible as the positive one. The use of positive reinforcement is a successful and growing technique used by leaders to motivate subordinates and achieve desired behaviors (Lussier & Achua, 2010).

Situational theory

Situational theory, otherwise known as the contingency theory, also appeared as a reaction to the trait theory of leadership. This theory assumes that different situations call for different characteristics. No single optimal psychographic profile of a leader exists. According to the theory, what an individual actually does when acting as a leader is in large part dependent upon characteristics of the situation in which he functions. For example, the authoritarian leadership style, for example, is approved in periods of crisis but fails to win the hearts and minds of followers in day-to-day management. The democratic leadership style is more adequate in situations that require consensus building. However, the laissez-faire leadership style is appreciated for the degree of freedom it provides, but as the leaders do not take charge, they can be perceived as a failure in protracted or thorny organizational problems (Scouller, 2011 & Pinar, 2017).

Functional Leadership Theory

Functional leadership theory is a particularly useful theory for addressing specific behaviors of leaders that are expected to contribute to the effectiveness of organizations or units. This theory states that the leader's primary job is to ensure that everything necessary is taken care of to meet the needs of the group. Therefore, a leader can be said to have done their job well when they have contributed to the effectiveness and cohesion of the group. There are five general roles a leader performs in promoting organizational effectiveness. These functions include monitoring the environment, organizing subordinate activities, teaching and coaching subordinates, motivating others, and actively interfering in group work. Various leadership behaviors are expected to facilitate these functions. Subordinates judge their superiors' behavior against two broad categories known as considerateness and initiating structure. Consideration includes behaviors that help foster effective relationships. Examples of such behavior would be caring for a subordinate or being supportive of others. The initiation structure includes the leader's actions specifically directed toward task accomplishment. This might include clarifying roles, setting performance standards, and requiring subordinates to uphold those standards (Pinar, 2017).

Integrated psychological theory

The integrated psychological theory of leadership is an attempt to integrate the strengths of the older theories (traits, behaviors/styles, situational and functional) while considering their limitations, introducing a new element and clarifying the need for leaders to recognize their leadership presence and Develop leaders' attitudes towards others and behavioral flexibility through practicing psychological mastery. It

also provides a foundation for leaders who wish to apply the philosophies of servant leadership and authentic leadership (Scouller, 2011).

Transactional and transformational theories

Bernard Bass and colleagues developed the idea of two different types of leadership: transactional leadership, which involves exchanging work for reward, and transformative leadership, which is based on caring for employees, intellectual stimulation, and providing a group vision. The transaction leader is given the authority to carry out specific tasks and to reward or punish the team's performance. It gives the manager the power to lead the group, and the group agrees to follow his lead in order to achieve a predetermined goal in exchange for something else. The manager is given the authority to evaluate, correct and train subordinates when productivity does not reach the desired level and to reward effectiveness when the expected result is achieved (Pinar, 2017). Transactional leadership is important; the more workers felt that their leaders possessed this style, the more satisfied they were with their jobs, and the lower the percentage of unit turnover. Though to a lesser extent, transformational leadership style had comparable effects on workers' job satisfaction (McCutcheon, 2004).

Leader–member exchange theory

Leader-member Exchange Theory (LMX) addresses a specific aspect of the leadership process that evolved from an earlier theory called the Vertical Dyad Linkage (VDL) model. Both models focus on the interaction between leaders and individual followers. Similar to the transactional approach, this interaction is viewed as a fair exchange in which the leader offers specific benefits such as task leadership, advice, support, and/or meaningful rewards, and the followers reciprocate by showing the leader respect, collaboration, and commitment to the task and good performance. However, LMX recognizes that leaders and individual followers differ in the types of exchanges that take place between them. LMX posits that the nature of exchanges between the leader and certain followers can lead to the formation of in-groups and out-groups. It is said that members within the group have high-quality exchanges with the leader, while members outside the group have low-quality exchanges with the leader (Howell, 2012).

Power and Authority

Power means a person's ability or potential to influence others and control their actions. Power is a person's ability to influence the will or behavior of others. By the term power we mean an individual's personal ability to influence others to perform an action or not. It is independent and informal in nature, derived from charisma and status. It is an acquired skill resulting from knowledge and expertise. It is the right to control the decisions and performance of others. Power is non-hierarchical, meaning it can flow in any direction, just as it can flow from superior to subordinate (down) or from subordinate to superior (up), or between people who are at the same level but in different departments in the same organization (horizontal) or between people working at different levels and departments of the same organization (diagonal). In this way, there are no limits.

Furthermore, the element of politics is commonly associated with power (Leitch & Leitch, 2014).

Authority is a person's right to give orders to others. The legal and formal right to give orders and make decisions is called authority. It's a personal trait. It is a formal right granted to high officials. Authority is the right of a person who can issue commands to others to perform a specific task. Officers are empowered to achieve the goals set by the organization. It is hierarchical in nature, it flows downwards, that is, it is delegated from superior to subordinate. In general, authority is exercised to get things done by others. It is associated with the position, that is, each person who receives the position enjoys the authority associated with it. The higher the position, the higher would be his/her authority. Since authority resides in appointment, without authority the position offered to the person would be useless. Furthermore, it is confined to one organization (Leitch & Leitch, 2014). There are two kinds of authority. The first is official authority, which gives the manager the power to command his subordinates by virtue of his appointment in the organization. The second type is personal authority, which indicates the ability with which an individual influences the behavior of others in an organization (Leich & Leitch, 2014).

In a strictly physical sense, power is a rate of transferring energy over a set period of time. In terms of human relationships, it is an ability of a leader to force subordinates to do what the leader wants, even if they do not want to because of the leader's might. Power is necessary for role of leadership, but it must not be abused. Authority is more analogous. In terms of leadership, authority is the glue that holds together the many promises of leadership. It has key attributes like decisive, accomplishment-oriented, influential, courageous and it inspires. Leaders need both power and authority.

Leaders have the ability to shape the values that shape behavior. Power that people consent to obey is known as authority. Because they believe these people are respectable, they listen to those in positions of power. People generally view the goals and demands of an authority as justifiable, desirable, or accurate. To have authority, one does not have to hold a leadership role. The ability to influence and change the actions, opinions, and behaviors of others is known as power. But it's crucial to understand that influence and power are not the same thing. Within an organization, authority refers to the rightful power bestowed upon an individual or group to exercise control over and guidance over others. Within leadership, the concepts of authority and power are crucial. A lot of leadership development courses cover the delicate balancing act that leaders frequently need to perform. Although they have authority, leaders also have responsibilities.

Authority and Responsibility

Authority has been described as the legal right of the leader to give orders or directions, compelling those under them to act. It is the legal and formal right of the manager or supervisor, or one of the senior officers of the organization, to give commands and directions to subordinates, and to see to

obedience. The manager is empowered to make decisions about completing or not completing a task in a specific manner in order to achieve the organization's goals. It includes some permissions and the right to act in a specific area for the organization. Authority comes from a person's position in the organization. The level of authority is highest at the top level and correspondingly decreases as we go down the corporate hierarchy. Therefore, it flows from top to bottom, giving the superior, authority over the subordinate. One who does not have authority cannot hold a higher position in an organization. It is the authority that distinguishes one position from another and gives the individual the power to give orders to his subordinates and to obtain the required compliance (Leitch & Leitch, 2014).

On the other hand, responsibility is the result of authority. It involves the obligation of the subordinate to whom his superior assigned the task. Therefore, these two terms are synonymous and are often misinterpreted by people. However, authority and responsibility are different. Responsibility is the obligation of a person, be it a manager or another employee of the organization, to carry out the task or duty assigned to them by their manager. The person who takes on the task is made responsible for its execution, which means that when an employee takes responsibility for an action, he also becomes responsible for its consequences. Commitment is at the core of responsibility. It arises from the superior-subordinate relationship that arises in an organization. Therefore, the manager can have the tasks performed by his subordinates because of their relationship, since the subordinate has an obligation to carry out the tasks assigned to him (Leitch & Leitch, 2014).

In organizations with unequal, inconsistent management, responsibility without authority is a common issue. Workers who are given responsibility without the corresponding authority will always struggle more to succeed or finish duties as allocated. As a result, a leader bears the duty for which they have been bestowed. The commitment of a subordinate to carry out the task assigned is the fundamental component of responsibility in leadership. In most cases, accountability flows upward and authority flows below. The power that comes with the duty of the position that leaders are performing must be granted to their followers. The application of responsibilities and tasks usually lapses when there is a lack of authority and accountability, and employee efforts stray from the path of advancement or task completion. Similarly, this discourages workers, which has a detrimental effect on worker motivation, contentment, and output. An employee will probably not perform to the best of their abilities or may not complete the assignment at all if they are given a level of responsibility they are not authorized to carry out.

Delegation of Authority

Delegation is the transfer of authority to another person (usually from a manager to a subordinate) to carry out specific activities. It is the process of distributing and delegating work to another person and is one of the core concepts of managerial leadership. Typically, a manager delegates responsibility to one of their direct team members. That employee can then decide to delegate some of those

responsibilities to their team member if needed. Knowing how and when to delegate or assign tasks to the right subordinate is a valuable skill. An effective manager can delegate authority to team members and conduct appropriate follow-up to ensure they complete each task as expected. The purpose of delegating authority is to ensure a productive and well-functioning workplace. When delegation of authority is done wisely, the process benefits the manager, employees and the organization as a whole and increases productivity, continuity; employee development; employee motivation and career opportunities for employees (Leitch & Leitch, 2014).

The delegation of powers is carried out by the departments in projects; decision making; analysis and management process. In addition to facilitating task completion, delegation in leadership empowers workers by granting them more freedom. Since no leader is able to do everything all the time, delegation of power is a critical strategy for increasing the productivity and efficiency of teams and organizations. Delegation is a key component of great leadership, as it helps maximize employee contributions and boost team productivity for all members.

How to delegate authority

Successful delegation of authority requires clearly defined expectations, progress monitoring and evaluation of results. The following steps are appropriate for effective delegation of authority.

Assign Tasks - Choose carefully, the staff whom the task will be assigned to in order to align with the scope of the assignment. The staff or team of staff must have the experience required to complete the assignment.

Setting clear expectations - Communicate the duties that you are assigning to the staff to him or her. Give the detailed expectations and set deadlines for any time sensitive tasks. Clarify expectations at the beginning by providing the guidance that the staff need to do the job right away, complete it correctly and efficiently.

Monitor progress regularly - Periodically request updates from your staff to monitor the progress of each of the delegated tasks. You may want to schedule regular meetings with your staff to get further details on the tasks that they are responsible for. By monitoring progress along the way, you can provide corrections or guidance needed to ensure timely completion of each task. This step will allow you to remain available should questions or concerns arise.

Practice accountability - Evaluate the quality of the assignment delegated to ensure that your staff complete it correctly. In the case of an ongoing delegation of authority, this step may involve a one-time post-task analysis. With ongoing delegation of authority, you may wish to conduct occasional performance reviews to assess staff work. Whether positive or negative, your feedback should be constructive to help them improve their work and develop their skills.

If the above steps are taken, they can help set clear expectations when empowering people in the workplace. Each of your employees should understand exactly how much control they have over the project and what you

expect from them. In return, you should provide honest feedback on their performance so employees can identify their strengths and improve on future projects. Using this method of delegating authority creates a mutually beneficial relationship between the boss, the dean, and the department head and staff members of the staff team. While you can save time by delegating a task to someone else, your employees can also take on new responsibilities, which can increase their value in the workplace.

Span of Control

The term "span of control", refers to the management and control of employees, is often used in corporate governance and human resource management. Span of control is the total number of subordinates that a manager or supervisor can manage. Throughout the 20th century, many organizations have explored the idea of finding and using an ideal Universal Span of Control (SOC). This is the magic number of employees a manager could oversee to achieve optimal effectiveness and efficiency. However, over the decades of helping the world's leading organizations transform them, McKinsey has found that there is no single magic number that fits all types of managers and the work they do. In fact, tracking a single number can reduce effectiveness (Reagle & Lessig, 2012).

Control is a management function that helps to review errors in order to take corrective action. This is done to minimize deviations from standards and to ensure that the organization's stated goals are achieved in the desired manner. According to modern ideas, control is a forward-looking action, previous control concepts were only used when errors were detected. Management control involves setting standards, measuring actual performance and taking corrective action in decision-making. Controlling a organizations consists in making sure that everything is carried out in accordance with the plan adopted, the instructions given and the principles laid down. The aim is to identify errors so that they can be corrected and their recurrence prevented (Reagle & Lessig, 2012).

The review will review current performance against the pre-established standards set out in the plans to ensure appropriate progress and satisfactory performance. Control is a continuous process, a management process closely linked to planning. It is a tool for achieving organizational activities, an end-to-end process that compares actual performance with planned performance. It reveals the error in the execution process, minimizes costs and achieves standards, saves time, helps management monitor performance, benchmarks performance against standards, and is action-oriented.

The amount of workers who directly report to a leader will have an impact on the potential quality of relationships between the leader and the led. Fewer employees under a leader means a taller organizational structure with greater management direction and involvement, whereas more employees under a leader means a flatter organizational structure and fewer prospects for promotion. Within the context of a chain of control, this idea states that the quantity of employees under a leader's supervision is actually

specified and this can make the leader to be vigilant all the time.

Administrative Structure

An administrative organizational structure is a typically hierarchical arrangement of lines of authority. It defines how the roles, powers and responsibilities are distributed and how the work process between the different management levels works. Administrative organizational structures provide a visual representation of how an organization, corporation, or government is organized. This allows them to map the precise relationships between roles and groups in an organization. They are commonly presented in organizational charts and can be applied in a variety of ways. Types of organizational structures are hierarchical structures; functional structure; matrix structure; flat structure; departmental structure; network structure; line structure; team-based structure; circular structure; and process-based structure. Administrative management is the process of running and maintaining a business or organization. The main goal of administrative management is to create a formal structure that facilitates the success of a particular business or organization.

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The administrative organizational structure can help the organization to manage resources and employees more efficiently. Using the administrative organizational structure can be very helpful. With ready-made organisational chart templates, it becomes easier for the leader of an organization to create its chart of the administrative structure in minutes. For example, political administrative structure represents the organizational structure of government or major departments such as

police, colleges, primary and secondary schools. The organizational structure of workplace administration is also easily seen in different organizations and departments like human resources department, marketing department, finance department and others (Edrawsoft, 2023). Many organizational structures control social interactions within an organization. Centralization, formalization, and specialization have been shown to impact individuals' attitudes and behaviors, as well as organizational stability, growth, and adaptability.

While administration focuses on making sure your team has all the tools necessary to achieve its goals, leadership is concerned with the welfare and inspiration of the work group. To resolve conflicts, administrators and leaders alike need a wide range of abilities, tolerance, and empathy. Achieving organizational goals requires both administrative structure and leadership positions, which call for strong decision-making, people-management, and problem-solving abilities. Both require effective communication as well as the capacity to collaborate with others to achieve goals. The functions of leadership and administrative structure are highly similar. Strong administrators frequently possess leadership traits, such as the capacity to motivate others and foresee the organization's future. In a similar vein, in order to guarantee that their goals are feasible and within the parameters of the organization, executives must be aware of the administrative facets.

Mentoring and Role Modeling

Mentors and role models empower people to live a certain way and influence the important decisions they make in their lives. Although the two terms role models and mentors are used interchangeably, there are clear differences and similarities. The explicit definition of a mentor is someone who is usually known to the other person, has more experience and knowledge, and provides face-to-face guidance and instruction to that person. A role model, on the other hand, is usually someone the person does not know but looks up to and who influences the way they live and act (Pretorius, 2022). Role models and mentors play an important role in helping new and prospective members develop and manage their entry into the workforce. In fact, one could argue that the influence of role models and mentors extends well before the start of professional studies and into professional life. There are clearly articulated differences between the roles and processes of mentor and role model. However, they are related functions that may emerge from similar philosophical positions. Both processes are dynamic and reciprocal and involve interactions and adaptive changes that occur in the evolving professions. Learning from role models and mentors can be understood from different theoretical and conceptual perspectives. In line with our constructivist view, these can be divided into theories that address the ways in which individuals learn and develop while making meaning of their experiences, and those that examine the importance of social, cultural, and environmental influences the emphasize learning and development (Daloz, 2012; Benbassat, 2014). Mentoring provides a positive role model for the mentee, particularly in youth mentoring programs.

In a mentoring relationship, the mentor typically acts as a role model for the mentee, showing what it means to be successful and helping to define what success might even mean for the mentee. This positive role model function can help the mentee to set achievable goals and strive for success. Mentoring also provides a sense of encouragement and support that can help mentees develop the confidence and skills needed to achieve those goals. For example, a mentor may provide constructive feedback on the mentee's work or offer advice on how to be successful in a particular task or situation.

Mentors are not only a role model, but can also provide their mentees with valuable resources. These resources may include access to books and other educational materials, and guidance on career planning and exploration. By playing an active role in their mentee's development, mentors can help the mentee gain insight into their interests and abilities and gain confidence in their own abilities. Mentoring can also give mentees a sense of belonging and a connection to a larger community. Mentors can help mentees build relationships with other professionals in their field, which can open up new opportunities for growth and development. Mentors can also provide mentees with a safe space in which to explore their ideas and feelings, which can help them develop a sense of self-awareness and self-esteem (Ryan, 2023).

Mentoring is the key to personal and professional development. Mentors offer advice, guidance and support, and foster qualities that enable a successful and fruitful career, but also have a significant impact on an individual's personal development. For this reason, we often need several mentors. We may admire a person's career development, but disagree with how they sustain other areas of their life. Even when there are differences of opinion, mutual respect remains a crucial part of any successful mentoring relationship. Without this, the transfer of knowledge and values between mentor and mentee is severely hampered or impossible (Ramanadham & Rohrich, 2019). It is not uncommon for someone's role model to be a character from history or someone he/she never met. This is in contrast to mentoring, which is an active process that supports and facilitates the growth and development of the mentee. Neither role model nor mentor needed to be a leader, but they often are.

Anyone can be a role model, but not everyone can be a mentor. Mentoring is effective. Mentoring can make someone a better person and develop their skills and abilities. Mentors and role models are both cheerleaders and support system for the mentees. They lead by example in everything they do and in dealing with situations. They always have positive attitude; motivate and inspire; have morals and are ethical; tolerant and show patience. They practice inclusiveness and make mentees feel safe around mentors for who they are and communicate effectively.

The primary distinction between mentorship and leadership is the emphasis. While mentoring is concerned with the personal growth of the mentor, leadership is concerned with the attainment of the organization's

objectives. Despite their apparent opposition, these two strategies work best together. A competent mentor can be an effective leader, and vice versa. One important advantage of membership is that it can foster a culture of growth and learning inside an organization. Employee engagement and motivation are higher when they see support and worth. Higher performance, greater productivity, and greater job satisfaction can result from this. Depending on workplace objectives and the demands of the team, the leader may decide to combine mentoring and leadership roles. It is important to remember that both strategies have merit and can support organization's success in various ways. It is the duty of a leader to weigh the advantages and disadvantages of each strategy and select the one that best fits the needs of the workplace.

The mentee's learning process is expedited by mentoring, which also improves the mentee's emotional intelligence, self-awareness, and decision-making skills. Through mentoring, mentees can develop into capable, well-liked leaders who can promote change inside their organizations. A leader is primarily concerned with inspiring and bringing a team together to realize a goal. Mentors assist their team members grow and realize their full potential while elevating leadership to a new level.

A competent mentor is able to provide constructive, compassionate, and straightforward comments without holding back because they do not want to offend mentees. Although leadership and mentoring are very different from one another, they are also very similar. Both entail helping others realize their potential and assisting them in doing so. Strong communication abilities, empathy, and a readiness to change and grow are necessary for both.

Conclusion

The article relates leadership with power and authority, authority and responsibility, authority delegation, breadth of control, leadership styles and theories, mentoring, and the role of a role model. It points out that leadership theories are related with leadership style. Leadership ideas and styles are directly related to one another. The rightful ability bestowed to an individual or a group to supervise and guide subordinates is known as authority. Within leadership, the concepts of authority and power are crucial. One common issue with leadership in organizations with uneven, inconsistent management is responsibility without authority. A leader has power over others and is accountable for their actions.

Leaders have a duty to grant subordinates the authority that comes with the responsibilities of the position they hold. In addition to facilitating task completion, delegation in leadership empowers workers by granting them more freedom. The amount of employees who report directly to the leader will have an impact on the potential quality of relationships between the leader and the subordinates. The functions of leadership and administrative structure are highly similar. It is important to remember that strong administrators frequently possess leadership traits, the capacity to persuade people, and an outlook on the direction of the workplace. Even while leadership and mentoring are

very different from one another, they nevertheless share a lot of commonalities. Leaders set examples by being honest, persistent, optimistic, and self-assured. Good leadership leads to increased development, growth, efficiency, effectiveness and achievement.

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