# Super-Leadership: A People Centered Approach to Leadership in Organisation

By

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## Abstract

Essential to leadership metaphor by super-leaders is just teamwork and team spirit. One quality that can be developed by studies reflections and practice is the leadership of men! Here, the idea is to get people working together... because they instinctively want to do so for themselves and the organisation. The self-management principle or concept of guided participation enters into play here, as the super-leader must first and foremost, mentored, guided, teach, direct, prepare teamwork behaviours in the people and as they develop the skills and needed attitude and behaviours, he eventually allow them to control their own actions in the competitive arena of work. The modest aims of the study was to carefully and critically examine through detail contents analysis of how super-leaders guide subordinates to discover their potentials and self-worth by leading themselves; how they create self-leadership capacity and ability through setting goals and performance targets; and how getting subordinates involved gives them sense of belonging and thus they are committed and willingly being ready at all times to contribute to the effective performance of the organisation, through efficient use of their talents, creativity and resourcefulness. According to Charles and Henry (1986), today's most accomplished leaders are self-leaders; that is, those who use their skills to teach others to lead themselves. In other words, 'give a man a fish, and he will be fed for a day; teach him to fish, and he will be knowledgeable and understandable of the fishing seasons and thus be fed for his lifetime. Be a leader that guides and lightens the path of subordinates; and they will know where to go as long as you have lightened their way; and they will illuminate through discovery new paths of amazing growth and opportunity that you might never have imagined. One of the contribution to knowledge is that navigating the tidal and

complex working environment is much more bigger than few selected or appointed or promoted management staff, hence identifying the 'high fliers' among the subordinate staff and gives them required management and development training timely, will be more beneficial to the organisation than hiring 'supposedly high fliers' from outside to do the same work that, if given the opportunity from the right time, people to do it, abound within, without recognition.

**Keywords:** Super-Leaders, Leadership, People Centred, Approach, Organisation

## Introduction

Super-leaders marshal out the strength of others for their strength does not lie solely in their own abilities, but, in the vast, multiple talents of those that surround them, depend on them and look up to them. In this sense, the word super has a totally different meaning than it does in comic books or in terms like superman or supermon. In its strategic sense, it does directly concern with bringing out the best of performance, skills and talents, etc. mainly in others. Super-leadership also connotes facilitating positive organisational cultures that support the practice of self-leadership by putting in place initiative and means that lay foundation for such by the leaders to the workers. For instance, a thriving organisation- the Wal-Mart stores Inc. attributes much of its success to an emphasis on employee initiative of proper but people oriented leadership style rather than too much of close but automated supervision (Charles & Henry, 1986; Marshall & Moly, 2004).

Innovative change in leaders' behaviour from the old traditional approach of command structure has led to increasing focus and attention to super-leadership. The main assumption underlying this principle is that, leaders' core value is the task of providing an avenue that makes or create room for self-leadership, promoting conducive environment that breed followers to be emergent leaders eventually themselves- that is, one who leads others to lead themselves (Manz & Suns, 2001). Super-leaders help out every follower to become a self-starter leader by imparting various behavioural and cognitive skills necessary of a leader to followers that are needed to get at full practice and implementation of ideal self-leadership approach. Super-leaders set up different standards and model them accordingly to the common understanding and knowledge of followers. They

encourage followers to learn by giving them the opportunity to be involved and not putting it in a robotic situation (Jahanzeb & Bakhtiar, 2012).

Neck & Manz (2010), remarked that to be reasonably effective is not enough for an individual to be intelligent, and to work hard or to be knowledgeable do not also ensure total effectiveness. Effectiveness is something separate, something different. Effectiveness as required of super-leaders demand doing fairly things to the understanding of those being led commonly. Now, the effectiveness of the leader and the followers depend increasingly on his or her ability and capability to lead the organisation and followers to successfully maximum end. Therefore, an effective super-leader is one that is able to, in the modern society and organisation harness the full potentials of the people working under him or her to the extent that, individual worker's accomplishment and achievement are possible and achievable following the leader's mechanisms (Drucker, 2006). Super-leadership is fundamentally different from traditional views of leadership. Its main objectives are to stimulate and facilitate self-leadership capability and practice and, further to that, is to make the self-leadership process the central target of external influence. Self-influence is viewed as a powerful opportunity for achieving excellence rather than as a threat to the external control and authority. In fact, if leaders really and truly want subordinates or followers to grow, develop and eventually lead and become high performers, providing them with the autonomy and responsibility to be more in charge of themselves and their work is most essential (Charles & Henry, 1986). One concrete example is, the increasing number of people working autonomously in their homes (telecommuters) with the aid of computer system terminals and other contemporary technologies suggests a significant trend toward increased reliance on self-leadership in organisation practice. In short, many organisations are beginning to increasingly emphasizing on employee involvement and participation at various levels and as well as granting certain levels of autonomy as a means to increasing the capability of the workers, while enabling them to showcase their full potential and performance (Robin, 2002).

Super-leadership means developing self-leadership in others. A super-leader's own effectiveness depends on the self-leadership practices of subordinates. The important twist in the leadership process is that followers are now treated like,

and become, leaders. Since everyone is a self-leader, and frequently in need of improvement in his self-leadership patterns, super-leadership requires a great deal of power, although this power is often indirect and subtle. The major task of the super-leader is to help develop, encourage, improve, reinforce, and coordinate the self-leadership practices of others (Derek, Laura & Stephen, 2008; Charles & Henry, 1986). Super-leadership for effective control permits leaders to design situations in which followers can develop their own internal sense of control, build their self-worth and self-confidence. Super-leaders build followers' self-confidence by putting them in situations in which they can succeed through own through their efforts. It is about sharing power and influence with others, and not merely controlling them, who are his subordinates (Marshall & Molly, 2004). Japanese systems understand this better, hence emphasised on working environment is more on shared values and beliefs and the maintenance of a family like working environment. And since their leadership model in the working environment is that, that accommodates all, employees or subordinates do not unwilling comply with the directives of their leaders, but instead seem wholly and committed to the wellbeing of the organisation, by internalising the goals of the organisation to the degree that they require significantly less external control before they succeed (Charles & Henry, 1986; Stewart & Manz (1995). As organisations are moving towards a more participative style of managing employees, self-managed working groups or teams borne out of well innovative but accommodative super-leadership, work groups have been utilised as a management system particularly as a response to pressure from a highly competitive work environment where more responsibility are demanding, thus shared leadership served as a better response (David & Vivek, 2014).

According to Derek, Laura & Stephen (2008), super-leaders concern is desirous of change in such a way that employees or subordinates is the centre by given them greater opportunities and responsibilities that were hitherto denied them. They further went by reconceptualise change based on the metaphor of the organisation as a living system rather than a machine and as such, suggested that the super-leaders perspective should be adaptive to behavioural changes that incorporate workers in the thinking shift of their own accord in response to organisation demands and pressures from the environment; as self-organising and directing employees, to see to achieving equilibrium and as component and interdependent

part of the environment, they interact in a dynamic way that is suggestive of integrating whole (Binney & Williams, 2005). Super-leadership operates a system that characterised by a host of non-traditional organisational practices that allow people under him or her to 'work outside the boxes', in order to facilitate the advancement of new product innovations. Employees are mentored, tutored and guided to, where necessary; 'bootleg' the funding support that is needed to nurture the seeds that may spawn the backbone of tomorrow's profitable line of product (Rao & Narayana, 1993; Charles & Henry, 1986). Here, subordinates are given freedom in their careers that translate into a change of making mistakes on the way to tomorrow's great discoveries. One that emphasizes autonomy and guidance in creating and developing new ideas into useful, high quality and profitable outcome for the organisations and themselves. For the most part, super-leadership in organisation conceive of leadership as a practical set of strategies designed to bring out the self-leadership capabilities and capacities hiding in the subordinates. Accordingly, the most initial, and perhaps most important strategy of super-leaders is to set a personal self-leadership examples for subordinates. This means that the leaders will first be an effective self-leader in order to serve as a positive model; by teaching, encouraging, and reinforces effective self-leadership in subordinates (Isabell, 2020; Bum & Lee, 2018).

Super-leaders involve followers according to Higgs (2003) by way of generating high level of commitment in them, due to the fact that super-leaders consider the needs of the followers and guide them to express their vision in such a way that it satisfies these needs. They communicate expectations to followers and also with the firm belief that followers will be able to achieve on their own. In this way, the super-leaders have been able to promote self-confidence in the followers and thus, they are motivated by the super-leaders approach that they can achieve more. In like manners, in the opinion of Goleman (2000) in terms of behaviour, super-leaders perhaps most important consideration is the vision of the organisation and the future and how these will be communicated and dramatized to the followers for their understanding, knowing that, some days they will be in position to lead. By so doing, such leaders have been able to make the followers have sense of what is going on in the organisation and around them and as well as what they need to do in the future. From the foreground, we have seen that super-leaders do not just give workers fish for their daily bread, but rather, he has taught them how to fish

and be fed for their tomorrow even without him. The objectives of this research therefore is among others to; find out how super-leaders guide followers or subordinates to discover their own potentials; how super-leaders can create self-managing team through goals setting; and how super-leaders get subordinates involved.

**How Super-Leadership Leads Others to Lead Themselves**

It is only few employees or subordinates that may be capable of being a 'perfect' self-leading the moment they get a job opportunity. Therefore, at this beginning stage, the super-leader owes a duty to provide orientation, guidance, and direction. The need for these specific tasks of directing and guidance at this beginning stems from two sources. Firstly, new employees are unfamiliar with the objectives, tasks and procedures of their positions. They will probably not yet have fully developed task abilities and more importantly, new employees may not yet have an adequate set of self-leadership skills (Charles & Henry, 1986; Bartram & Casimir, 2007; Manz & Sim, 2001). Accordingly, Stephen (1999) discussed what he termed as the 'Human Resource Paradigm', where super-leaders work not only with fairness and kindness to subordinates, but also with maximum level of efficiency. They care about other's contributions. They see and understand that subordinates have mind in addition to stomachs and hearts. In other words, people are cognitive, thinking beings and as such, with this larger understanding of human's nature, super-leaders therefore encourage subordinates of their talent; creativity, resourcefulness, ingenuity, and imagination. Chiaburu & Marinova (2004) realising that subordinates will do more if they are guided to goals, super-leaders see workers as the main resource and not merely capital assets, not only physical properties, but those with their hearts and minds, hence the need to explore ways to create an optimal environment for their self-development and growth to bring ups the leaderships potentials in them. Additionally, super-leaders create a culture that taps their talents and releases their creative energy to the accomplishment of worthwhile objectives by unbundling the latent talent as manifests of true guidance.

It is a principled driving factor that people or subordinates in the workplace will follow leaders David (2014) who inspires and motivates them to greatness by developing a compelling vision, setting that vision to them and thus focus on

developing right relationships with the followers or subordinates as a teacher, mentor and coach with the mind set of building people that will take-over and lead themselves. He engages subordinates by spending a great deal of time building trust around them and moulding them for capacity and capability readiness. This, the leader does by demonstrating a high level of personal integrity. The ultimate goal therefore is to see to transforming the goals, vision and having the subordinates purposeful sense of belongingness by moulding them into a cohesive team and force that will transit into a leadership position where they will eventually be led by themselves (Chrislip, 2002). A person's true character is revealed by what he does when no one else is watching. Few people would argue that most successful and effective leaders are those that strive constantly for excellence. Meanwhile, leaders do not command excellence, rather they build excellence for subordinates to see and learn thereof. Note, according to David (2014), 'excellence is being all you can be within the bounds of doing what is right for your subordinates to learn from and for the ultimate growth of the organisation.' A leader's character shapes the culture of his or her organisation and as well as the subordinates whom he is mentoring and leading. Certainty, if leaders are to be inspired and then inspire others, they must have a clear sense of their personal and professional self-values. Good leadership character that is built around relationship with subordinates, have strong positive mutual trust (Robin, 2002).

Super-leaders are best mentors who lead subordinates beyond their practical needs but look up for next step up the ladder for them. They help subordinates navigate the unspoken rules of the organisation. They remain savvy analysts of organisational culture and personalities therein to subordinates with the mind to preparing them for the tasks ahead. They are willing at all times, to bring subordinates into their networks, and this help them move the organisational ladder, they give honest and effective criticism that guide subordinates in their career paths and development. Super-leaders are great mentors who from the perspective of Hickman (1998) see deeper and are ready to give advice and directives that subordinates need to know. They take a deep interest in them because giving others the benefit of their knowledge and insight gives them satisfaction and self-fulfilment. They are unselfish with time spent moulding subordinates for tomorrow's leadership positions. Super-leaders' mentorship job

is to challenge subordinates to grow and change, to tell them things they may not want to hear. In mentorship theory, is just that you are hiring your replacement tomorrow and in future. Every positive mentorship relationship has some elements reciprocal experience. It is never a one way thing. Older mentors often benefit by gaining insight into a younger generation's culture, wherein; in today's rapid transition to a new levels of technology mean younger people (subordinates then) can help older mentors discover useful information and innovations. Finally, mentorships can turn into friendships when those who were mentored take their place in leadership and the exchange becomes mutually equal (Kouzes & Posner, 2007; Maxwell, 2011).

Enabling leaders know they cannot at all achieve organisational excellence on their own hence they have come to the conclusion that, according to John (2007), sharing leadership in an organisation improves their own capacity to lead. Time can be freed up to do more important things, such as strategic thinking, envisioning, and creating innovative solutions. Thus sharing leadership enables the empowering of others by fostering collaboration, promoting cooperative goals, and building capacity to lead in later dates for subordinates. By fostering collaboration, they have built spirited teams. Everyone is actively involved and they will strive to create an atmosphere that strengthens all, by making each person feels capable and sustaining extraordinary efforts based on mutual respect and understanding of being in charge (Kouzes & Posner, 1987). The fact is that effective and productive leaders see their greatest successes through the successes of their subordinates. Super-leaders see empowerment to mean letting people (subordinates) bring their knowledge and experience to bear, and thus fostering their motivation in line of the organisational goals and tasks. It also means, encouraging them, giving them power, and helping them to grow and succeed while preparing to take over mantle of leadership in due course (John, 2007). In a culture of empowerment, subordinates must be put in position of leadership development with appropriate training and resources, because when they are enabled properly, they get involved in making operational decisions as they become more comfortable assuming the risks associated with their decisions. And as subordinates gradually begin to assume responsibility for decisions and their consequences, leaders too, gradually pull back on their involvement in leadership.

This process actually is a transforming leadership roles avenue to the subordinates (Ken, 2010).

As expected and known, the traditional model of leadership was more of the 'horse and buggy' style (David, 2014). As modern organisation is becoming increasingly knowledge-based, then it becomes and behoves on leaders that knowledge and information sharing is very key, because workers or subordinates are knowledgeable ones and not merely those receiving orders and implementing them. As operational employees, leaders therefore need to focus on communicating an inspiring vision and clarifying core values while demonstrating real care for the subordinates in the organisation. The idea is to foster the feeling among subordinates of being part of a community with the organisation. Where leaders create the enabling environment and the subordinates so feel that they are part of this community and being cared for and about, it will be more likely that they (subordinates) would seek for opportunities to assume leadership roles. By so doing, super-leaders would have succeeded in creating a community and environment of trust in which subordinates will eventually turn leaders themselves (David, 2014; David & Vivek, 2014). Super-leaders can help subordinates learn and effectively practice self-leadership by firstly, he must recognize what self-leadership is all about, by setting behavioural-focused self-leadership strategies such as; self-set goals and self-administered rewards, and by so doing, Charles & Henry (1986) opined they can work through difficulty and sometimes unattractive tasks with the motivation of getting rewarded. In addition, by building in the natural rewards of works that promote feelings of competence, self-control and purpose, subordinates can thus motivate themselves to achieve higher performance through natural enjoyment. Furthermore, the establishment of effective thought patterns through the management of beliefs, imagined experience and self-talk can equally contribute to progress towards being in leadership position. And it is to be added that by modelling, encouraging, reinforcing, and otherwise facilitating these self-leadership processes and preparations, subordinates will eventually grow to be leaders (Edward, 1975).

Organisational leadership is a complex one, and it is only super-leaders who understand the needs to build leadership from within that can set the modelling processes. Unfortunately or fortunately, leadership development in most

organisations have tended to operational laid down focus on a narrow segment of the workforce, such as the middle-managers who are to be promoted, high-potential recruits to the organisation, or new top management. As a result, the leadership pipeline is short and relatively narrow, since it has been built for limited capacity. In this scenario, leaders are developed as they are needed, right before they move into leadership positions or soon afterward (Mary, 2005; Charles & Henry, 1986). On the contrary, super-leaders see leadership from an angle of opening the space for developing leaders internally with outright believe that they will achieve maximum productivity faster than new hires. To the super-leaders, this is particularly true for organisations in which knowledge of the internal politics and structures are required to get the job done. Additionally, promoting leader development plans to lower levels of the organisations, that is having the subordinates to takeover has positive impact on morale and therefore assists in employees accepting new tasks and be ready to spend more times on their duty posts (Holton & Naquin, 2000). Unfortunately, most organisations do not have leaders who reach the executive cadre, and this inhibits the ability of these organisations to facilitate the growth of leadership through the chains in the organisation. Failure therefore, as it were to grow internal leaders to take tomorrow will only result in lower levels of productivity, innovation, and customer service on the parts of the subordinate employees. For these reasons therefore, super-leadership is advocating the needs to give their employees the appropriate training, provide learning opportunities, and create an environment that foster their development and prospects of being future organisational leadership.

Super-leaders provide avenues that guarantees positive self-regard (or self-confidence) and willingness to risk success (as opposed to fearing failure). Empowerment is the central focus and aim of super-leaders/transformational ones. That is, to empower subordinates to realize the vision,, through designing and constructing 'social architecture'. This simply means, designing strategies that enables subordinates to give attention to organisational successes through focusing on the vision ahead; meaning seeing/acting through communication; trust through positioning (actions that implement the vision); and deployment of self (knowing and nurturing one's strengths and making sure they fit with the organisation's needs).

**Developing Self-Leadership through Goal Setting and Performance**

Goal setting in general has been one of the most actively investigate aspects of employee behaviour and performance. The best summary of this was by Gary and Edwin (1979) wherein the purpose has been to acquire knowledge of how goal setting can be more effectively used to enhance employee performance. Self-leadership play a critical role during organisation's attempt to embrace change. Leadership self-ability is critical from the point of announcement of change to the implementation of same. And during this period of in-between, organisation is found in the most unstable, often characterised by confusion, fear, loss of direction, reduced productivity, and lack of clarity about direction and expectations (Ken Blanchard, 2010). While this is going on, self-leadership employee creates new vision and goals out of the altered workplace by focusing on the direction of the future by avoiding thinking around the feelings of the moments and situation, but rather concentrates on strategies and approaches that will enhance performance (David, 2014). Therefore, an effective self-developed leadership knows when to, and how to incorporate the reality of change into the organisation as part and parcel of showing competences enhanced deriving goals thereto. With any change, it is just as possible to experience important reversals of achievement and perhaps, losses of sustainability as it to discover new opportunities and goals, which it only takes committed and knowledgeable self-leaders to help organisation gain the benefit of such through identifiable opportunities created by the change and the new goals to be accomplished by keying into the change realities (Carol, 2000).

Emphasising on the effect of self-leadership, Thomas & Rahschulte (2018) are of the opinion that high level of cultural intelligence can stimulate and as well facilitate positive work outcomes or performance and goals attainment, especially in a multicultural organisations. Supporting this, Vann, Sparks & Baker (2017) has reinforced the idea that self-leadership have serious impact on leadership success particularly in a multi-ethnic organisations. Going further, a positive correlation between self-leadership and mindfulness has been established, where, Tutzer & Sachse (2018) have pointed out that applied self-leadership and mindfulness can lead to reduction in work stress and thus amplified performance derivable from set goals. Also, the work of Elloy (2008); Panagopoulos & Ogilvie (2015) revealed that increased performance within the actions of salespeople through self-leadership is mainly by conscience thought, self-monitoring behaviours and

organisational based self-esteemed which all put together will culminate into higher self-efficacy and performance.

Self-leadership is seen as a process through which an individual influences self by way of setting specific sets of empirical and cognitive approaches to control ones actions, emotions and to achieving desired end (Manz, 1986; Manz & Neck, 2004). A tool for developing an understanding of who truly one is (self), what one can do, i.e. one's capability and ability to act under desire and right actions, knowing and understanding when to influence oneself to communicate and be in the control of the emotional state of mind, and to see how his behaviour will be in tune and paths to reaching the set goals and performance (Bryant & Kazan, 2012). Self-leadership is the process by which you influence yourself to achieve your goals. The practice of self-leadership therefore provides the leader with necessary self-direction and self-motivation to achieve the objectives of personal and organisational performance. Self-leadership therefore correspondence to the leadership capabilities of self-observation and self-management, and most importantly, self-leadership is that, that affect your career and goals setting strategies; that motivates self to take right and determined actions towards achieving goals (Manshi & Sunil, 2019).

Higher performance and goals attainment according to Claessens, Wendelien, Christel (2007); Michael, Elizabeth, Christopher (2021) is linking to behaviours that is self-directed and aimed at achieving or making effective use of time while performing certain goal-directed activities. And since the focus is on goal directed and performance activities that are to be accomplished in a manner that implies successful use of time, it is therefore, to say, that self-leadership involves; (1) Time Assessment behaviours focussing on mindfulness of the past, present and the future with self-awareness of time handling which is to aid on meeting up tasks or assigned job suitable for one's ability; (2) Planning behaviours with goal of effective use of time that include goal setting, development prioritise formulating a to-do-list and arranging tasks; and (3) Monitoring behaviours- with objective of attending to how time is allotted to engaging undertakings and formulating a feedback loop that limits the impact of disturbances by others, are all well component parts of who a self-leaders' and is the strategies he put in place to achieving performance and set goals (Fox and Dwyer, 1996).

Self-leadership through proper observation of modelling behaviours or better still, imitating, copying, matching are fundamental characteristic in which self-leadership also takes place, not by actually experiencing the target behaviour, but by observing or imagining another's positive behaviour over time. Generally, modelling can be considered a positive or constructive form of learning. Robert Waterman (in Charles & Henry, 1986:82), co-author of 'In Search of Excellence' has this to say:

> As humans, we seem to learn in two ways: First, by analysing our shortcomings and trying to correct them and, second, by observing those who do things best and trying to imitate them. Our perspective is that for too length teaching of business has focussed on the problem-solving side: What is wrong, how do we fix it? Recalling dimly my days as a ski instructor, I would look at it like this: when I took my class on the hill and said, 'you are falling down too much and here is why', they would learn something. But they would learn only half the lesson. They had learn the rest when I showed them what it looks like when it is done right. It is that second half that we are searching for in management (Gary & Locke, 1979).

The point to note from the above is simply that, being a good self-leader starts from the very self in question by accepting one's mistakes, corrections and necessary adjustments to fit things properly and, also to emulate those aspects of our mentors that are worth copying and form a core thereto, to make a wholesome of a leader in making under the guidance and tutorship of a trustworthy leader. Need to say, modelling is an essential part of super-leadership and as teacher and coach, this can be carried out in several ways including but not limited to; providing task direction and goal setting, reinforcement, and criticism, but perhaps the most is the use of it in two ways: at first establishing new behaviours, especially self-leadership behaviours in the subordinates, and secondly, involves in strengthening the probability that employees will continue to use previously learned positive behaviours to work towards desired results.

The apparent contradictions inherent in leading other to lead themselves require some mental adjustment. For instance, if subordinates lead themselves, then is the leader really leading at all? And our answer is an emphatic yes, although the specific leader behaviours are quite different. The leader is leading subordinates to be the best self-leaders they can be. The core of the difference is much less emphasis on command and instructions, but on the contrary, the super-leader gets others to command and instruct themselves through behavioural strategies applied in leading them (Charles & Henry, 1986). This approach certainly challenge leaders to rethink their fundamental assumptions about leadership practices and authority relationships structures. In the long run, however, this effort produces important benefits in terms of increased performance, innovation, and fulfilment for leaders and followers (self-leaders) alike. Self-leadership is the engine that provides much of the energy required for success. Super-leadership being the nucleus for self-leadership, provides a context for self-leadership; but a means of coordinating is among the individuals, and a support mechanism for its development. In short, super-leadership inspires and facilitates self-leadership in subordinate employees (IHO & Nesbit, 2014).

Most times, top management in an organisation is often more interested in business successes than in the staff, who are carrying out duties/assigned jobs enabling the successes. The question of efficient leadership is simply not given enough priority. Then, as an employee or subordinate, you will have to think about funding motivation and knowledge and perhaps ways to get information and guidance you need yourself around what you have at hand and you see yourself liberating to have the solution in your own hands. What this means is that, keeping an open mind and have an imaginative mind about peoples' understanding of things and not what you think it is right or wrong, then will be able to find an answer/solution and not having a quick fixes as an enabler to a goal (Thomas, 2021). For one to succeed on goals attainment, you need instruction, training, inspiration, ideas and thoughts from people with more experience than oneself to figure out the means to achieving set goals. We need something to use as a starting point. You need to meet others, talk about every day challenges, share experiences, and learn from one another. Above all, you also need, as an achiever or a goal getter, to solve a number of scenarios, to contemplate situations from different angles, and to listen to the views and ideas of different shade of opinions.

Simply put, you need to have an understanding that after all, there is more than one way to/of solving a problem or at getting to a set target (Thomas, 2021).

**Super-Leaders Gets People Involved**

Involvement is the key to implementing change, solving problems and increasing commitment. We tend to be more interested in our own ideas than in those of others. Bringing about changes in people and in organisation is not simple; or if it is, it is not easy. Here, we are dealing with momentum, with attitudes, with skill levels, with perceptions, and with established patterns. And to make them get involved takes great deal of commitment and commitment comes from involvement- it acts as a catalyst in the change process (Stephen, 1991). Of course, the downside of involvement is risky from the point of view of command and control, because when you involve people, you are at risk of losing control. It is therefore, so much easier, simpler, and safer- and seemingly so, much more efficient to not involve others, but simply to tell them, to direct them, to advise them. Most often than not, leaders hesitate to involve people in decision making for fear of opening up other options, contaminating their own thinking, or compromising their position (Colifton & Tim, 2019). On the contrary, super leadership believes that through experience and learning, effectiveness of one's decisions is dependent evidently on commitment and that committed staff or subordinates comes through their involvement which eventually lead to willingness assuming ownership and willingness for risk taking (Stephen, 1991).

Getting people involved build their trust and serve as the driving force motivating them; that encourages them and creates the spirit of patriotism. As the people are getting along in organisational matters, they are gradually loosened up; unfrozen their perceptions, broadened their thinking, and seriously considered alternatives and since they are involved, they become significantly and sincerely committed to coming up with solutions when problems arises. When people are meaningfully involved, they willingly commit the best that is in them. Moreover, when people that are involved identify their personal goals with the goals of the organisation, they release an enormous amount of energy, creativity and loyalty (Stephen, 1991; Drucker, 2006).

Stephen (1991) uses the human resource paradigm where he talks about working not only with fairness and kindness, but also with efficiency; where we care about contribution because people have minds in addition to their stomachs and hearts. In other words, people are cognitive thinking beings. With this understanding of human nature, super-leader says, getting them more closer by involving them will make better use of their talent, creativity, resourcefulness, ingenuity and imagination. Therefore, we begin to delegate more, realising that people still do what is necessary if they are committed to a particular goal, since evidently they are the main resource; not just capital assets, not just physical properties, but those with thinking capacities (Vann, Sparks, Baker, 2017). In addition, people do not just need economic security and social belonging, but need to grow and develop and to contribute effectively and creatively to the accomplishment of worthwhile objectives, they are to be seen as people with bundles of latent talent and capacity. So identifying peoples' potentials and creating avenues and means of proper synergy coupled with harmonious working relationships in an environment that recognises contributions and initiatives, people will come out full range to ensure accomplishment of organisational and individual goals (Thomas, 2021).

Super-leaders are principled centred in their leading role. Using this paradigm, they manage by a set of proven principles. These principles are the natural laws that governing social values that have characterised every great society, every responsible organisation. They surface in the form of values, ideas, ideals, norms and teachings that uplift, enable, fulfil, empower and inspires others. They see that people have more creative energy being resourceful, and initiative than their jobs may presently allow or require of them (Neck & Manze). Seeing that people spend their creativity on their own goals and dreams, foundation for positive synergy to actualisation which is involvement plus patience that gives commitment. Therefore, the employee behind the desk should be treated like the customer in front of the desk. Tom Peters said, as the centre of power shifts away from the elite authoritarian group, however benevolent it may have been, every person in the organisation will feel more empowered (Drucker, 2001). Suffice is to say, people will have their freedom, ideas will flow and room for discussion and innovativeness devoid of centredness but that of oneness and opportunity for all will be created.

Clifton & Tom (2019) remarked that the models and the metaphors of the past have been the manager (leader) as a cop, as a referee, as a devil's advocate, as a naysayer, as a pronouncer; as a facilitator, as a nurturer, as a coach, as a conveyor belt of the organisation. In this scenario, people were only seeing not heard. They only wait for directives and instructions to act; they were not in any way contributing, but like an automated machines waiting to be put to work. But super-leaders understand that people want to contribute to the accomplishment of worthwhile objectives. They want to be part of a mission that transcends their individual tasks. They want purposes and principles that lift them, enable them, inspire them, empower them, and encourage them to their best selves. This understanding view of human nature underscores the need to make work challenging and fulfilling. Therefore, the principles-centred approach adopted see to making work and tasks competitive, repetitive and sometimes boring and allow people a chance to take pride in their jobs. They encourage participation in decision making process as well as other matters that concern all. In fact, the more important the decision, the more challenging the problem, the more they attempt to tap the talents of their human resources. They continually therefore seek to expand the areas over which their people could exercise self-direction and self-control as they develop and demonstrate better insight and ability (David & Vivek, 2014).

Finally, people want meaning and purpose in their lives, they want their bosses to treat them as whole people. In other words, I want you (up there) to ask for my opinion, in as much as you want me (down there) to go along and be cooperative and helpful. Like this scientific management (stomach) paradigm says, 'pay me well'; the human relations (heart) paradigm says, 'treat me well'; the human resource (mind) paradigm says, 'use me well'; the principle-centred leadership (whole person) paradigm says, 'let's talk about vision and mission, roles and goals because I want to make a meaningful contribution'. It is suggestive to say, principle-centred leadership paradigm, which embraces fairness and kindness makes better use of the people's talents for increased effectiveness and efficiency, which also brings about quantum leaps in personal and organisational optimum and effective performance, hence adopted to get people involved (Ken, 2010; Isabell, 2020; Stephen, 1991).

**Contribution to Knowledge**

1. Not only that super-leaders believe on collaborative efforts from all concern, but also being tactful and trustworthy endears those in leadership more to the followers, hence, consistencies, sincerities and unwavering behaviours are keys that attract subordinates.
2. From the available literature, it is to our believe that everyone is a potential leader, but what makes the difference is how to create the avenue that will aid in the manifestations of the hidden talents and leadership qualities in the subordinates, therefore big or small in size does not matter in leadership, but opportunity to prove worthiness is, in most cases, lacking.
3. Navigating the tidal and complex working environment is much more bigger than few selected or appointed or promoted management staff, hence identifying the 'high fliers' among the subordinate staff and gives them required management and development training timely, will be more beneficial to the organisation than hiring 'supposedly high fliers' from outside to do the same work that, if given the opportunity from the right time, people to do it, abound within, without recognition.

**Conclusion**

The author's insightful analysis has truly added to the existing literature on the current super-leaders notion. This study has shown that super-leadership behaviour laid the foundation for creative culture, mentorship culture, and an avenue that teaches the subordinates to develop the skills and talents they are made of. Super-leaders use their skills and thoughtful ability to teach others to lead themselves through the turbulent work environment and the society at large. It is a leadership strategy that believes in innovations and giving the subordinates sense of belonging in the affairs of the organisations and thus spurs them to be more committed and effective through their own contributions, knowing that their existence matters. It is a collaborative leadership style and not in any way driven by competiveness non a chain and command structures model.

Super-leaders build trust in the subordinates by being consistent in what they do and say and therefore reduce uncertainty from the people's mind. They demonstrate credibility by valuing those around them in their skills and abilities. In fact, achieving/or gaining commitment and enthusiasm necessary for excellence

performance in organisation, it is, according to the super-leaders model is to unleash the self-leadership potentials within the employees and not by a tight control structure system that may end up only producing compliance without commensurate performance outputs.

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