WCES-2011

Developing leadership through education for friendship

Ana M. Romero-Iribas [a*], Consuelo Martínez-Priego [b]

[a] Centro Universitario Villanueva (Universidad Complutense de Madrid), Costa Brava 4, Madrid, 28034, Spain.
[b] Centro Universitario Villanueva (Universidad Complutense de Madrid), Costa Brava 4, Madrid, 28034, Spain.

Abstract

Education for leadership and from leadership is a task that cannot be waived for professionals in education. This paper tries to show how friendship and leadership share some defining elements and that education for friendship is an added value in leadership training.
Through an analysis of the nature of leadership and friendship, we can conclude that leadership involves a series of skills, attitudes and values that develop through friendship experiences, and that values found in friendship merge with those found in leadership.
© 2011 Published by Elsevier Ltd.

Keywords: Leadership, Friendship, Education, Ethics.

1. Introduction

The educational action is understood and justifies itself according to two variables: the needs and possibilities intrinsic to the person-who is called to grow, and the needs and possibilities of social and cultural context in each person; both are required since each personal nature is social in nature (Aristotle, 2002). More precisely, interpersonal relationships are at the core of human existence (Rof Carballo, 1987) and are the horizon within which it can reach its own fulfilment, thus, the ultimate goal of educational action looks, not the individual isolated, but above all its fullness in the intense interpersonal relationships within.

The maturity of a person and personality demands a specific type of interpersonal skill that forms part of an accomplish life. (Aristotle, 2002). We refer to the friendship that permits the growth of traits of men within a social group that has come to be known as "Leadership". Education for leadership and from leadership is a task that cannot be waived for professionals in education. A good educator's mission is a leadership mission.

* Ana M. Romero-Iribas. Tel.: +34-91-734-0413 fax: +34-91-734-0311.
E-mail address: aromero@villanueva.edu

Our objective is to specify the existing relationship between friendship and leadership: both demand the development of analogous abilities in an individual. We believe that it is possible to have an education that facilitates friendly relationship, and it's known that a leader is more than just born: the temperament is not destiny (Goleman, 2006). On the other hand, it seems appropriate a study of these characteristics -as a society like ours, marked by crisis in the most diverse walks of life- it is clear the need for leaders: individuals capable of changing contexts and creating new opportunities.

2. Leadership

An analysis of the personality of a leader (Álvarez de Mon, 2009), reveals in his/her profile 3 levels of a leader:
- Should be professionally capable: they require a series of techniques and skills to perform some of their most important functions, such as: strategy, vision, structure, mission, and managing change and conflict.
- Must have the ability to coordinate and join teams of people.
- Must have a principal of philosophical and practical that is, ethical.

Ultimately, these ethical principles involves the stable development of operational capabilities, i.e. virtues (MacIntyre, 2001) and discernment capabilities of external reality and the people around us; in other words, considered assessment of reality. It is not strange that the slope of ethics appear in the description of a leader. We provide four views of this reality.

a)   The psychologist Howard Gardner, after many years of describing with great acuteness the operations of the mind, writes we should also point out the way we should use our minds. In particular, he writes that there are five "minds" to be brown: the disciplined mind, the synthetic, creative, respectful and ethical (Gardner, 2008; Huete, 2010).

b)   When Goleman asks "What Makes a Leader?" (Goleman, 2004), he responds with two groups of abilities and attitudes, which are directly rooted in ethical provisions. The description is as follows:
- Self Management Skills:
    * Self-awareness
    * Self-regulation
    * Motivation
- The ability to relate to others:
    * Empathy
    * Social skill

c)   Similarly, the substrate moral of the leader surges in Hunter's view (Hunter, 1999). Leadership requires great effort because leaders must decide whether or not they are ready to give the best of themselves for the benefit of those they lead: one who is able to govern himself is only capable of governing others (Llano, 2004).

d)   Schwartz (2010) summarizes this in four points, the outstanding leaders skill set:
- Great leaders recognize strengths in us that we don't always yet fully see in ourselves.
- Rather than simply trying to get more out of us, great leaders seek to understand and meet our needs, above all a compelling mission beyond our immediate self-interest, or theirs.
- Great leaders take the time to clearly define what success looks like, and then empower and trust us to figure out the best way to achieve it.
- The best of all leaders -a tiny fraction- have the capacity to embrace their own opposites, most notably vulnerability alongside strength, and confidence balanced by humility.

In conclusion, if we look at the approaches from various perspectives that are made at the development of leadership, we can perceive it is important to the individual and social group. Likewise is important the need for development of virtues, skills, attitudes and values that explicit call for an intentional educational activity.

3. Education for friendship

This paper tries to show how friendship and leadership share some defining elements and therefore we suggest that education for friendship is an added value in leadership training.

Leadership involves a series of skills, attitudes and values that develops through friendship experiences, and values found in friendship merge with those of leadership. Because of this we can say friendship puts to work the fundamentals of leadership

Now, how does friendship put to work the fundamentals of leadership? Why does friendship contribute to the development of the qualities of a leader?

- Because there are distinctive features of friendship that are characteristic of good leaders such as seeking the well-being of friends over his own, the chance to see beyond their immediate reality, or confidence in their abilities.
- Because friendship is accompanied by virtue (Aristotle, 2002) and some virtues of friendship provide the leader development and strengthening of its qualities as discussed below.

Now, let's take a look at the pillars underpinning the friendship and noting how it educates. It is not intended to be an exhaustive statement, but rather an approach to the most relevant issue at hand. Following this description and what has been said about leadership is easy to see the relationship between friendship and leadership (see Table 1).

Two factors that must be taken into account to understand the relations of friendship from the perspective we are describing, are the following: (a) friendship is a kind of love and therefore desires the good of others as another, and (b) the friendship is based on sharing (Lewis, 2000).

From them we part 6 pillars that are fundamental to the relation of friendship.
- The recognition of the other as other, respecting what the friend is, how he or she is, and what they think. If there is no respect for freedom of the other and one takes over their will, cannot speak of friendship. Respect also has to do with how to deal with proper etiquette.
- Trust, loyalty, sincerity. Trust chairs the relationship of friendship. It shouldn't be imposed but won. Loyalty to the friend and sincerity are the foundations of that trust. For this reason, there are aspects of these virtues which are necessary to work on, such as: talk, not allowing criticism, discretion or saying things where necessary, and doing so face to face; taking into account that the virtual treatment (texting, social networks) does not replace "face to face".
- Selflessness, generosity, and benevolence are defining in friendship. Friendship is more about giving than receiving. Because one loves the friend, one gives without measure. It is not a "*do ut des*". It is about dedicating time, knowing how to listen, giving, self-sacrifice, overcoming comfort, always understanding, demanding wherever necessary.
- Accept mistakes and forgive. The type of friends that are like "dogs and cats" who spend their lives arguing about anything at all hours, they may be good comrades, but hard-mind will be real friends. Nor is it true a friend is a person who preaches all the time. In friendship there has to be failures and there will always be attempts to overcome difficulties. It is essential to learn to forgive and how to ask for forgiveness.
- Opening: friendship is not an exclusive love. Number two is not a number required by friendship, it's not even the best: in each of the friends there is something that can only be fully displayed by the other (Lewis, 2000). True friendship is never exclusive (though unique), or closed to others, and otherwise results in a condition of friendship which is possessiveness.
- Imagination (creativity), which is against the danger of boredom; it's necessary to understand, to get in the place of a friend. All true friendship is rich in ideas.

As seen before, virtues of friendship provide the leader development but also the friendly atmosphere makes the task of leadership: good leadership is best exercised in a friendly atmosphere. For Álvarez de Mon (2009), leadership can be summarized in educating in the Socratic style: take the talent from within the person. This requires a climate of friendship between master and disciple (Llano, 2010), which is a similar relationship to that between the leader and the people he or she leads.

Table 1. Relationship between friendship and leadership

Friendship	Leadership
Respect	- Rather than simply trying to get more out of us, great leaders seek to understand and meet our needs, above all a compelling mission beyond our immediate self-interest, or theirs (Schwartz, 2010). - Self-regulation: the ability to control or redirect disruptive impulses and moods. - Great leaders recognize strengths in us that we don't always yet fully see in ourselves (Schwartz, 2010). - The leader must clearly define the relationship between means-ends (Alvarez de Mon, 2009).
Loyalty-trust	- Trust is key: trusting people and their capabilities.
Disinterest	- Great leaders define what is expected of us and gets out of the way. - Great leaders seek to understand and meet our needs, beyond their self-interest. - Focuses on the relationship in the other (Huete, 2010).
Opening	- A leader needs vision, and for vision the adequate knowledge of reality (Huete, 2010).
Imagination- creativity	- Showing creative initiative: innovative and relevant ideas for introducing something or modifying it for the benefit of the company (Cardona, Wilkinson, 2010). - Empathy: the ability to understand emotional makeup of other people.
Motivation	- A passion to work for reasons that go beyond money or status (Goleman, 2004).

4. Conclusion: educating for friendship is to educate for leadership

Friendship is not only a necessary ingredient of life gained, but a channel for developing skills, attitudes, virtues and values that constitute the substrate for the formation of a leader. Leadership, on its part, is not only a quality of the individual enhanced, but a way of being and acting positively linking them with others, allows to establish cooperation, aid and growth other and themselves. Thus, the development of leadership skills themselves may be in close connection with those grown in the relations of friendship. In educational contexts, friendship and leadership appear as two mutually reinforcing realities. Therefore we suggest that it is essential to educate tomorrow's leaders in friendship values.

References

Álvarez de Mon, S. (2009). *El mito del líder.* Madrid: Prentice Hall.

Aristóteles. (2002). *Ética a Nicómaco*. Madrid: Centro de Estudios Políticos y Constitucionales.

Cardona, P. & Wilkinson, H. (2010). *Growing as a leader.* Pamplona: Eunsa.

Gardner, H. (2008). *Las cinco mentes del futuro*. Barcelona: Paidós.

Goleman, D. (2004). What makes a leader? *Harvard Business Review.* [Accessed on 12-2-2010]. Available at: http://hbr.org/2004/01/what-makes-a-leader/ar/1

Goleman, D. (2006). *Inteligencia Emocional*. Barcelona: Kairós.

Huete, L. (2010). *Construye tu sueño* (6ª ed.). Madrid: LID.

Hunter, J.C. (1999). *La paradoja*. Barcelona: Ediciones Urano.

Llano, A. (2010). *Segunda navegación*. Madrid: Encuentro.

Llano, C. (2004). *Humildad y liderazgo ¿Necesita el empresario ser humilde?* México: Ed. Ruz.

Lewis, C.S. (2000). *Los cuatro amores.* Madrid: Rialp.

MacIntyre, A. (2001). *Tras la virtud.* Barcelona: Crítica.

Rof Carballo, J. (1987). *Violencia y ternura*. Madrid: Austral.

Schwartz, T. (2010). The four capacities every great leader needs. *Harvard Business Review*. [Accessed on 20-2-2010]. Available at: http://blogs.hbr.org/schwartz/2010/10/the-four-capacities-every-grea.html.