

## Summary Chart of Leadership Perspectives/Theories/Models

Prepared by: Virginia Harwood

The intent of this summary chart is to keep me organized during the course so I can easily consolidate my learning of new theories and models as they are reviewed and discussed in the course. Entries are made over the semester. These are highlights of key theories and models reviewed over the course; however, there are many more theories and models that exist related to leadership studies.

Great Man Theory		
Key concepts:		
<ul style="list-style-type: none"> <li>• belief that leaders are exceptional people</li> <li>• born with certain unique attributes/qualities</li> <li>• destined to be leaders</li> <li>• leaders were studied through their innate qualities/traits</li> <li>• leaders are born not developed</li> <li>• lead into the development of trait theory</li> </ul>		
<b>Contributor</b> Carlyle <i>On heroes, hero-worship, and the heroic in history</i>	<b>Timeline</b> 1849	<b>Summary:</b> extraordinary individuals unique attributes through genetic make-up study of heroes
Galton <i>Hereditary Genius</i>	1869	Summary: personal qualities were natural and passed from generation to generation
<b>Criticisms/Limitations:</b> leadership cannot be developed as it is genetic single focus study of leadership		

References:

Borgatta, E.F. Couch, A.S., & Bales, R.F. (1954). Some finding relevant to the great man theory of leadership. *American Sociological Review*, 19, 755–759. Retrieved from <http://www.jstor.org/stable/2087923?origin=JSTOR-pdf>

Northouse, P.G. (2010). *Leadership: Theory and Practice* (5<sup>th</sup> ed.). Thousand Oaks, CA.: SAGE Publications, Inc.

Zaccaro, S.J. (2007). Trait-based perspectives of leadership. *American Psychologist*, 62(1), 6-16.

## Trait Theory

- what the leader is
- evolved from Great Man theory
- shift away from hereditary qualities
- focus on leaders not constituents
- personal characteristics associated with leadership effectiveness
- people with the identified leadership traits would be good recruits for leadership roles
- resulting research contributes to situational theory

Contributor: Stogdill	Timeline: 1904-1948	Summary: Conducted 124 trait studies in timeline Concluded that effective leadership varied from situation to situation – leads into situational theory
Contributor: Mann	Timeline: 1959	Summary: Study of 1400 findings of personality and leadership in small groups. Concluded that personality traits could be used to distinguish leaders from non-leaders.
Contributor: Stogdill	Timeline: 1948 -1974	Summary: Conducted 163 trait studies from 1949-1970 Reviewed 4,725 leader studies but no absolute definitive list of traits
Contributor: Lord, DeVader, and Alliger	Timeline: 1986 (re-emergence of trait theory)	Summary: Reassessed Mann’s findings – used meta-analysis (propose new way of analysis) Emergence of perceptions of leadership Findings – intelligence, masculinity, and dominance were related to how individuals perceived leaders. Concluded that traits could be used to define leaders
Contributor: Kirkpatrick and Locke	Timeline: 1991	Summary: Leaders differ from non-leaders in six traits Can be born with them or develop them Leaders are different than other people
Contributor: Zaccaro, Kemp, and Bader	Timeline: 2004	Summary: Exploration of social intelligence – understand one’s own and others’ feelings Findings – these are important leadership traits

Summary of traits identified by the researchers:

Stogdill (1948)	Mann (1959)	Stogdill (1974)	Lord, et al (1986)	Kirkpatrick and Locke (1991)	Zaccaro, et al (2004)
Intelligence	Intelligence	Achievement	Intelligence	Drive	Cognitive abilities
Alertness	Masculinity	Persistence	Masculinity	Motivation	Extroversion
Insight	Adjustment	Insight	Dominance	Integrity	Conscientiousness
Responsibility	Dominance	Initiative		Confidence	Emotional stability
Initiative	Extroversion	Self-confidence		Cognitive ability	Openness
Persistence	Conservatism	Responsibility		Task knowledge	Agreeableness
Self-confidence		Cooperativeness			Motivation
Sociability		Tolerance			Social intelligence
		Influence			Self-monitoring
		Sociability			Emotional intelligence
					Problem solving

Source: Northouse (2010)

Criticisms/Limitations:

Thousands of empirical studies on leadership traits; however, no conclusive list of specific traits that define effective leadership.

Does not consider the situation of the leadership nor constituents

How do we measure the traits?

Subjective.

How does one implement this in a development or training situation?

References:

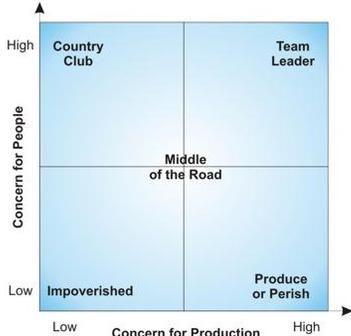
Borgatta, E.F. Couch, A.S., & Bales, R.F. (1954). Some finding relevant to the great man theory of leadership. *American Sociological Review*, 19, 755–759. Retrieved from <http://www.jstor.org/stable/2087923?origin=JSTOR-pdf>

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## Behaviourist Theory

- what the leader does
- focus is on what leaders do and how treated constituents
- observed behaviours
- leads into leadership styles
- influenced management theories
- and, resulting findings takes us into contingencies and situational theory
- also, ideas from this theory have been incorporated into other perspectives such as: contingency and transformative

<p>Contributors: Katz, et al Stogdill and Coons</p>	<p>Timeline: 1951 1957</p>	<p>Summary: These studies identified two leadership factors: 1. consideration – supportive and person-oriented leadership 2. initiating structure – directive and task-oriented leadership</p>
<p>Contributor: McGregor</p>	<p>Timeline: 1960</p>	<p>Summary: Expanded the two earlier studies Impact on management theory Management theory – Theory X and Theory Y</p>
<p>Contributor: Blake and Mouton</p>	<p>Timeline: early 1960s</p>	<p>Summary: Research explored how managers used task and relationship behaviours in the organizational setting Developed model of managerial behaviour – Managerial Grid Grid has been refined over the years and renamed Leadership Grid Focus on task (production) and employee (people) orientation of manager – the grid Plotting on the grid can help identify to one of the five major leadership styles.</p>  <p>Source: <a href="http://www.mindtools.com/pages/article/newLDR_73.htm">http://www.mindtools.com/pages/article/newLDR_73.htm</a></p>

<p>Contributors: McGregor <i>The Human Side of Enterprise</i></p>	<p>Timeline: 1964</p>	<p>Summary: Emphasis on managing people Leadership is influenced by a leader’s assumptions about human nature Concept of Theory X and Theory Y managers beliefs:</p> <table border="1" data-bbox="888 313 1913 732"> <thead> <tr> <th data-bbox="888 313 1398 337">Theory X beliefs</th> <th data-bbox="1398 313 1913 337">Theory Y beliefs</th> </tr> </thead> <tbody> <tr> <td data-bbox="888 337 1398 443">the average human being has an inherent dislike of work and will avoid it if possible</td> <td data-bbox="1398 337 1913 443">the expenditure of physical and mental effort in work is as natural as play or rest, and the average human being, under proper conditions, learns not only to accept but to seek responsibility</td> </tr> <tr> <td data-bbox="888 443 1398 548">because of this human characteristic, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort to achieve organizational objectives</td> <td data-bbox="1398 443 1913 548">people with exercise self-direction and self-control to achieve objectives to which they are committed.</td> </tr> <tr> <td data-bbox="888 548 1398 732">the average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all else</td> <td data-bbox="1398 548 1913 732">the capacity to exercise a relatively high level of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population, and the intellectual potentialities of the average human being are only partially utilized under the conditions of modern industrial life</td> </tr> </tbody> </table> <p>Source: Theory X and Y Managers (McGregor, 1960)</p>	Theory X beliefs	Theory Y beliefs	the average human being has an inherent dislike of work and will avoid it if possible	the expenditure of physical and mental effort in work is as natural as play or rest, and the average human being, under proper conditions, learns not only to accept but to seek responsibility	because of this human characteristic, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort to achieve organizational objectives	people with exercise self-direction and self-control to achieve objectives to which they are committed.	the average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all else	the capacity to exercise a relatively high level of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population, and the intellectual potentialities of the average human being are only partially utilized under the conditions of modern industrial life
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<p>Criticisms/Limitations: No consistent of preferred “style” across situations. High concern for people and high for production seems to be favoured – but does this work for all situations? Confusion between leadership and management theories</p>										

References:

Day, D.V. & Antonakis, J. (2012). *The Nature of Leadership* (2<sup>nd</sup> ed.). Thousand Oaks, CA. SAGE Publications, Inc. Retrieved from

[http://www.sagepub.com/upm-data/41401\\_Day\\_Antonakis\\_introduction\\_to\\_the\\_nature\\_of\\_leadership2.pdf](http://www.sagepub.com/upm-data/41401_Day_Antonakis_introduction_to_the_nature_of_leadership2.pdf)

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## Situational Theory

- in which situation is the leader effective
- originated from the idea that behaviour theory cannot alone be used across every situation
- situations determine what leaders do and that behaviours must be linked
- leadership changes with the situation

<p>Contributor: Fiedler <b>Contingency theory</b></p>	<p>Timeline: 1967</p>	<p>Summary: Leader's effectiveness is based on the situation. Leadership style is fixed Relationship between leadership style and the favourableness of the situation – three dimensions: 1. the leader-member relationship – degree to which leader is accepted and supported by group members 2. the degree of task structure – extent to which the task is structured and defined with clear goals and procedures 3. leader's position of power – the ability of the leader to control constituents – strong or weak Situations are favourable to the leader if all of these are high. Fiedler's model first involves i.d. of leadership style. Developed the LPI scale Task-oriented leaders view their LPC in a negative way – low LPC leaders – these leaders are effective at completing tasks. Relationship-oriented leaders view LPC in a positive way – higher score. High LPC leaders – focus on personal connections – manage conflict and better at making complex decisions.</p>
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		<p>Figure 1: Least-Preferred Co-Worker Scale</p> <table border="1"> <tr><td>Unfriendly</td><td>1 2 3 4 5 6 7 8</td><td>Friendly</td></tr> <tr><td>Unpleasant</td><td>1 2 3 4 5 6 7 8</td><td>Pleasant</td></tr> <tr><td>Rejecting</td><td>1 2 3 4 5 6 7 8</td><td>Accepting</td></tr> <tr><td>Tense</td><td>1 2 3 4 5 6 7 8</td><td>Relaxed</td></tr> <tr><td>Cold</td><td>1 2 3 4 5 6 7 8</td><td>Warm</td></tr> <tr><td>Boring</td><td>1 2 3 4 5 6 7 8</td><td>Interesting</td></tr> <tr><td>Backbiting</td><td>1 2 3 4 5 6 7 8</td><td>Loyal</td></tr> <tr><td>Uncooperative</td><td>1 2 3 4 5 6 7 8</td><td>Cooperative</td></tr> <tr><td>Hostile</td><td>1 2 3 4 5 6 7 8</td><td>Supportive</td></tr> <tr><td>Guarded</td><td>1 2 3 4 5 6 7 8</td><td>Open</td></tr> <tr><td>Insincere</td><td>1 2 3 4 5 6 7 8</td><td>Sincere</td></tr> <tr><td>Unkind</td><td>1 2 3 4 5 6 7 8</td><td>Kind</td></tr> <tr><td>Inconsiderate</td><td>1 2 3 4 5 6 7 8</td><td>Considerate</td></tr> <tr><td>Untrustworthy</td><td>1 2 3 4 5 6 7 8</td><td>Trustworthy</td></tr> <tr><td>Gloomy</td><td>1 2 3 4 5 6 7 8</td><td>Cheerful</td></tr> <tr><td>Quarrelsome</td><td>1 2 3 4 5 6 7 8</td><td>Harmonious</td></tr> </table> <p>Figure 2: Breakdown of Most Effective Leader Style</p> <table border="1"> <thead> <tr> <th>Leader-Member Relations</th> <th>Task Structure</th> <th>Leader's Position Power</th> <th>Most Effective Leader</th> </tr> </thead> <tbody> <tr><td>Good</td><td>Structured</td><td>Strong</td><td>Low LPC</td></tr> <tr><td>Good</td><td>Structured</td><td>Weak</td><td>Low LPC</td></tr> <tr><td>Good</td><td>Unstructured</td><td>Strong</td><td>Low LPC</td></tr> <tr><td>Good</td><td>Unstructured</td><td>Weak</td><td>High LPC</td></tr> <tr><td>Poor</td><td>Structured</td><td>Strong</td><td>High LPC</td></tr> <tr><td>Poor</td><td>Structured</td><td>Weak</td><td>High LPC</td></tr> <tr><td>Poor</td><td>Unstructured</td><td>Strong</td><td>High LPC</td></tr> <tr><td>Poor</td><td>Unstructured</td><td>Weak</td><td>Low LPC</td></tr> </tbody> </table> <p>Source: <a href="http://www.mindtools.com/pages/article/fiedler.htm">http://www.mindtools.com/pages/article/fiedler.htm</a></p>	Unfriendly	1 2 3 4 5 6 7 8	Friendly	Unpleasant	1 2 3 4 5 6 7 8	Pleasant	Rejecting	1 2 3 4 5 6 7 8	Accepting	Tense	1 2 3 4 5 6 7 8	Relaxed	Cold	1 2 3 4 5 6 7 8	Warm	Boring	1 2 3 4 5 6 7 8	Interesting	Backbiting	1 2 3 4 5 6 7 8	Loyal	Uncooperative	1 2 3 4 5 6 7 8	Cooperative	Hostile	1 2 3 4 5 6 7 8	Supportive	Guarded	1 2 3 4 5 6 7 8	Open	Insincere	1 2 3 4 5 6 7 8	Sincere	Unkind	1 2 3 4 5 6 7 8	Kind	Inconsiderate	1 2 3 4 5 6 7 8	Considerate	Untrustworthy	1 2 3 4 5 6 7 8	Trustworthy	Gloomy	1 2 3 4 5 6 7 8	Cheerful	Quarrelsome	1 2 3 4 5 6 7 8	Harmonious	Leader-Member Relations	Task Structure	Leader's Position Power	Most Effective Leader	Good	Structured	Strong	Low LPC	Good	Structured	Weak	Low LPC	Good	Unstructured	Strong	Low LPC	Good	Unstructured	Weak	High LPC	Poor	Structured	Strong	High LPC	Poor	Structured	Weak	High LPC	Poor	Unstructured	Strong	High LPC	Poor	Unstructured	Weak	Low LPC
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Contributor: Hersey and Blanchard	Timeline: 1985	<p>Summary:</p> <p>Key to appropriate leadership style is the readiness or development level of the constituent. Determine amount of direction – task behaviour and socio-emotional support – relationship behaviour based upon degree of maturity. Behaviours are on a continuum of directive to supportive. Four leadership styles result:</p> <ul style="list-style-type: none"> <li>directing – clear instructions</li> <li>coaching – two-way communication to help build confidence</li> <li>supporting – share in decision-making</li> <li>delegating – high constitute readiness to accomplish tasks</li> </ul> <p>Leader has to determine where constituent is in relation to the task and the leadership style then will be determined</p>																																																																																				
<p>Criticisms/Limitations:</p> <p>Fiedler believe our leadership style is fixed; so, necessary to change the leader depending on the situation</p> <p>How does this fit with large groups – focus is small constituents or one-to-one</p>																																																																																						

References:

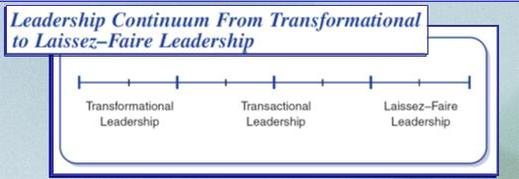
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## Transformational Theory

(includes Transactional as well as Charismatic) and

- interaction of leader-follower ⇒ could be transactional or transformational
- changes and transforms individuals ⇒ focus on constituent (Bass)
- Burns (focus on exchange)
- involves influence to move constituents to accomplish more than what is expected
- concerned with emotions, values, ethics
- Charismatic – special gift certain people possess and they can do extraordinary things

<p>Contributor: Burns</p>	<p>Timeline: 1978</p>	<p>Summary: Leaders tap the motives of followers Distinguished between transactional and transformational leadership Transactional ⇒ focus on exchange of things of value – leader wants followers to do certain things very common and easily observed in everyday life Transformational ⇒ person engages with others and creates a connection that raises the level of motivation and morality in both leader and follower. Also, concerned about needs and motives of follower – tries to help follower reach full potential</p>
<p>Contributor: Bass Bass' Transformational Leadership Theory</p>	<p>Timeline: 1985</p>	<p>Summary: Extended work of Burns – more attention on followers' needs Includes elements of charismatic leadership Could apply to situations that weren't positive More attention on emotions and interaction between leader and followers Describes transactional and transformational leadership on a continuum</p>  <p>Source: Northouse (2004)</p> <p>Transformational leadership motivates followers to do more than expected by:</p> <ol style="list-style-type: none"> <li>raising levels of consciousness in followers regarding goals</li> <li>transcend their own self-interest for the sake of the organization</li> <li>followers to address higher level needs.</li> </ol>

The model of transformational and transactional leadership has seven factors:



Source: Northouse (2004)

Factor 1 – leaders are strong role model – high moral and ethics – respected by followers

Factor 2 – leaders communicate high expectations to followers – inspire through motivation – shared vision – emotional appeal

Factor 3 – stimulates followers to be creative – challenge beliefs

Factor 4 – leader provides supportive climate – listen carefully to individual follower needs – coaches and advisers – looking for followers to fully actualize

-----Transactional

Factor 5 Contingent reward – leader tries to obtain agreement from followers on what must be done and what payoff will be

Factor 6 – management by exception – negative feedback or criticism. Active – leader watches for mistakes and takes corrective action Passive – after a problem arises – negative reinforcement

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Factor 7 is on the most right of the continuum – hands-off wait and see approach – no exchange – no effort to help followers

Charismatic Theory (included here as it is key to transformational theory – but also part of trait theory)

Contributor:  
Weber

Timeline:  
1947

Summary:

At this point this theory could also fit into trait but I have place it here because of the later research and links to transactional theory

Key point is the some people have special personality traits – can do superhuman things.

House (Leadership was not taken seriously at this time – this theory aroused scholars and links to Burns and Bass work)	1976	Summary: Published theory of charismatic leadership – framework and focused on psychological impact of these leaders on followers. Leaders act in unique ways – special charismatic effects on followers House noted these characteristics: dominant, strong desire to influence others, self-confidence, strong sense of one’s own moral values They are strong role models for values and beliefs and want followers to adopt these. Have strong vision or goals. High level of expectation and confidence in followers’ abilities. Obtain follower trust and followers accept leader’s beliefs and goals.
Criticisms/Limitations:	This type of leadership can be used from wrong purpose – abused Seems like behaviourism in a way How is it learned Has some “super” hero tones	

References:

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## Values Theory

- (Zwart 2000) in Fairholm and Fairholm ~Not related to any one style or model of leadership and All leadership is values-laden and relationship based

Contributors: Many and include Bass, Burns, Fairholm, covey	Timeline:	Summary: Elements of relationship – values, morals, motivation, needs, desires, hopes, influence
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References:

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## Servant Leadership

- Leaders' duty to serve his/her constituents
- Desire to serve rather than lead
- Needs are discovered by listening

Contributor: Greenleaf	Timeline: 1977	Summary: Servant to others Four questions servant leaders ask: 1. are other people's highest priorities being served? 2. do those served grow as persons? 3. do they while being served, become healthier, wiser, freer, more autonomous, ad more likely themselves to become servants? 4. is there a positive effect on the less privileged in society?
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Criticisms/Limitations: only way to change society is to produce enough people who want to serve

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## Authentic Theory

- Emerging
- True to one's self
- Leader's relation to others – give to constituents as much as they get from constituents – mutual relationships
- Can be developed
- Self-awareness

<p>Contributor: Emerging – Gallup Leadership Institute on Authentic Leadership Development (many contributors) Avolio and Gardner</p>	<p>Timeline: 2004 onward</p>	<p>Summary: A practical approach Avolio and Gardner – developmental definition – pattern of leader behaviour that develops from ad is grounded in the leader's position psychological qualities and strong ethics. Components of authentic leadership development theory: positive psychological capital, positive moral perspective, leader self-awareness, leader self-regulation, leadership processes/behaviours, follower self-awareness, follower self-regulation, follower development, organizational context, performance</p>
<p>Contributor: George (2003 – wrote Authentic Leadership )</p>	<p>Timeline: 2003 onward</p>	<p>Summary: understand own values and behaviour toward others based on values – don't compromise own values relationships authentic in all aspects of life – strong family/friend bonds true north – internal compass leadership principles are values translated into action staying grounded strong sense of self Five dimensions: purpose, values, relationships, self-discipline, heart</p>
<p>Criticisms/Limitations: emerging area – much research still required. Also, research in the development of authentic leaders. How does this type of leadership translate to outcomes?</p>		

### References:

- Avolio, B.J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*. 16, 315-338. Retrieved from <http://www.keyleadership.com/Downloads/Authentic%20Leadership%20Development%20.pdf>
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