23 ESSENTIAL LEADERSHIP CONCEPTS

FROM 150 YEARS OF EXPERT LEADERSHIP RESEARCH

Joe Scherrer

THE LEADERSHIP CRUCIBLE

WE FORGE LEADERS

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What's Your Approach to Leadership?

General Colin Powell had his "13 Rules of Leadership" one of which was "Perpetual optimism is a force multiplier."

Basketball legend John Wooden had his "Rules to Lead By" which led to seven consecutive NCAA basketball championships. A key rule for him was "Be more interested in your character, which is what is what you really are, than in your reputation, which is what others perceive you to be."

These lists were essentially a distillation of their leadership concepts. And just like these great leaders you need a leadership approach of your own.

But the problem is that there are so many different leadership concepts out there that it's difficult to settle on one.

What this means is that you have to work to build one. Ultimately, your leadership model is a product of your experience, training, and education. As you continue to lead, the key is to learn, refine, select, and incorporate leadership concepts into your personal leadership approach.

Your objective is to have an approach that is most effective for you at your particular stage of your leadership journey.

The great thing is that your journey is like one big leadership laboratory. You'll encounter leaders both good and bad, read books, take courses, and have jobs that bit-by-bit will leave their marks on you. This means that you'll have ample opportunity to develop an approach that works for you.

It is in this spirit that this book is offered. It lays out the 23 most influential leadership concepts that have been developed over the past 150 years. In reading them, you will get an idea of 1) the essence of the concept, 2) primary references if you want to go deeper, and 3) the people most responsible for developing and popularizing the concept.

The concepts are laid out in rough chronological order so that you can get an idea of the evolution of leadership research.

At the end of the book, you'll find several worksheets to help you crystallize your learning and incorporate it into your personal leadership approach.

As always, let me know if you have any suggestions to improve the ebook. Feel free to email me at joe@theleadershipcrucible.com.

Enjoy the book!

Great Man Theory

Great man theory was popularized in the mid-19th century by Scotsman Thomas Carlyle who said, "The history of the world is but the biography of great men." This reflected his belief that heroes shape history through both their personal attributes and divine inspiration.

Carlyle believed that history turned on the decisions of great men such as Mohammed, Luther, Rousseau, and Napoleon.

The Great Man theory set forth the notion that leaders are "born" rather than "made."

American scholar Frederick Adams Woods also supported this theory with his investigation of 386 Western European rules from the 12th Century through the 18th century.

Others who were partial to the Great Man approach included such luminaries as Hegel, Kierkegaard, Nietzsche, and Spengler.

The Great Man theory held great sway in both the academic and practitioner arenas until it fell out of favor after World War II.

Primary References:

-   Thomas Carlyle: On Heroes, Hero-Worship and the Heroic in History

-   Frederick Adams Woods: The Influence of Monarchs: Steps in a New Science of History

Major Exponents:

Thomas Carlyle

Frederick Adams Woods

Georg Hegel

Soren Kierkegaard

Frederick Nietzsche

Oswald Spengler

Trait Leadership

Trait leadership is defined as "integrated patterns of personal characteristics that reflect a range of individual differences and foster consistent leader effectiveness across a variety of group and organizational situations" (Zaccaro, Kemp, and Bader, 2004).

Trait leadership can be traced back to Carlyle's Great Man theory as scholars searched for personality traits associated with leaders.

It was the first leadership theory that accounted for both leaders and followers because it attempted to discern the difference between leader and follower traits.

Trait leadership grew influence from the early 20th century up until the 1950's. Afterwards, it fell out of favor for a time due to disagreement on whether traits were inherited rather than acquired.

Starting in the 1980's trait leadership started to enjoy a renaissance as scholars began to conduct studies that confirmed the importance of traits to successful leadership and expanded the understanding of traits to be both innate and learned.

Researchers like Derue, Zacarro, Judge, and Hoffman developed refined lists and models of trait leadership that added more granularity to the theory.

In a review of trait leadership literature, Derue (2011) cites three categories of leaders traits: demographic, task competence, and interpersonal attributes.

Hoffman (2011) found that stable traits such as achievement orientation, energy, dominance, integrity, self-confidence, creativity, and charisma were strongly correlated with leader effectiveness. He also found that learned traits such as interpersonal skills, oral and written communication, management skills, problem solving ability, and decision-making skills were strongly correlated with leader success.

Zacarro (2004) developed a leadership trait model based on 1) leadership emerging from a combination of traits and 2) these traits differ in their importance to leader performance. Zacarro's model holds that cognitive abilities, personality, and values give rise to social skills, problem solving skills, and expertise.

Zacarro found that the most critical leader traits are: extraversion, agreeableness, conscientiousness, openness, degree of neuroticism, integrity, charisma, creativity, achievement motivation, need for power, oral and written communication skills, interpersonal skills, problem solving, technical expertise, and management skills.

Judge developed the Leader Trait Emergence Effectiveness model (2009) which combines behavioral genetics and evolutionary psychology.

Following its reemergence in the 1980's as a meaningful way to understand leaders, trait leadership has remained an influential leadership theory.

Primary References:

- Cowley, W. H. (1931). The traits of face-to-face leaders. The Journal of Abnormal and Social Psychology, 26(3), 304-313.

- Derue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2011). Trait and behavioral theories - of leadership: An integration and meta-analytic test of their relative validity. Personnel Psychology, 4(1), 7-52.

- Galton, F. (1869). Hereditary genius. New York: Appleton.

- Hoffman, B. J., Woehr, D. J., Maldagen-Youngjohn, R., & Lyons, B. D. (2011). Great man or great myth? A quantitative review of the relationship between individual differences and leader effectiveness. Journal of Occupational and Organizational Psychology, 84(2), 347-381.

- Judge, T. A., Piccolo, R. F., & Kosalka, T. (2009). The bright and dark sides of leader traits, A review and theoretical extension of the leader trait paradigm. The Leadership Quarterly, 20(6), 855-875.

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

- Zaccaro, S. J., Kemp, C., & Bader, P. (2004). Leader traits and attributes. The nature of leadership. (pp. 101-124). Thousand Oaks, CA, US: Sage Publications, Inc.

Major Exponents:

William Cowley

D. Scott Derue

Francis Galton

Brian Hoffman

Timothy Judge

Stephen Zaccaro

Attribute Pattern Approach

The attribute pattern approach is a modification of trait leadership theory. This approach argues that leader effectiveness is better explained by integrated trait constellations or combinations of traits rather than individuals traits considered singly.

Thus, leaders are viewed as integrated wholes rather than an agglomeration of individual traits. Further, the attribute pattern approach asserts that some traits are more stable than others. Those that are malleable are shaped by situational influences in the leader's environment.

Primary References:

- Foti, R.J., & Hauenstein, N.M.A. (2007). Pattern and variable approaches in leadership emergence and effectiveness. Journal of Applied Psychology, 92, 347-355.

- Gershenoff, A. G., & Foti, R. J. (2003). Leader emergence and gender roles in all-female groups: A contextual examination. Small Group Research, 34, 170-196.

- Magnusson, D. (1995). Holistic interactionism: A perspective for research on personality development. In L. A. Pervin & O. P. John (Eds.), Handbook of personality: Theory and research (pp. 219-247). New York: Guilford Press.

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- Zaccaro, S. J., Gulick, L.M.V. & Khare, V.P. (2008). Personality and leadership. In C. J. Hoyt, G. R. Goethals & D. R. Forsyth (Eds.), Leadership at the crossroads (Vol 1) (pp. 13-29). Westport, CT: Praeger.

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

Major Exponents:

Roseanne Foti

Steven Zaccaro

Behavioral Leadership

In contrast to Great Man and trait theories, behavioral leadership begins with the premise that leaders are made, not born. As such, leadership can be both learned and taught. Successful leadership is thus the result of learned behavior and what leaders actually do.

Behavioral leadership is displayed in two main ways: concern for people and concern for performance. Research in behavioral leadership resulted in studies that sought to identify the correct behaviors leaders needed to exhibit in terms of dealing with people and performance. The three main studies were the Ohio State Studies, the University of Michigan studies, and Blake and Moulton's Managerial Grid.

The upshot of behavioral leadership research shows that leaders who display consideration and for people and also focus on performance appear to be more effective.

Primary References:

- Blake, R. R., & Mouton, J. S. (1964). The managerial grid: key orientations for achieving production through people. Houston, Tex: Gulf Pub. Co.

- Lewin, K., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behavior in experimentally created "social climates". The Journal of Social Psychology, 10(2), 269-299.

- McClelland, D. C., Atkinson, J. W., Clark, R. A., & Lowell, E. L. (1976). The achievement motive.

- McGregor, D. (1960). The human side of enterprise. New York, 21.

- Skinner, B. F. (1974). About behaviorism. New York: Knopf.

Major Exponents:

Robert Blake

David McClelland

Kurt Lewin

Douglas McGregor

Jane Moulton

B.F. Skinner

Contingency Theory

According to contingency theory, the leader's course of action is dependent upon the internal and external environment. Therefore, leaders must adapt their styles to the particular situation in order to achieve effectiveness. A contingent leader effectively applies their own style of leadership to the situation. According to Morgan (2007), contingency theory is embodied in the following principles:

- Leaders must balance internal organizational needs and adapt to external environment

- There is no one best way of leading. It depends on the task or environment

- Management must be concerned, above all else, with achieving alignments and good fits

- Different types of organizations are needed in different types of environments

- Contingency theory was the dominant leadership paradigm throughout the 1970's.

Primary References:

- Fielder, F. E. (1964). A theory of leadership effectiveness. In L. Berkowitz (Ed.), Advances in experimental social psychology. New York: Academic Press.

- Hersey, P. and Blanchard, K. H. An introduction to situational leadership. Training and Development Journal, vol. 23 (1969). pp. 26–34.

- House, R. J. Path–goal theory of leadership: Lessons, legacy, and a reformulated theory. Leadership Quarterly, vol. 7 (1996). pp. 323–352.

- Smith, M. J. (1984). Contingency rules theory, context, and compliance behaviors. Human Communication Research, 10, 489-512.

- Vroom, V.H., & Jago, A.G. (1988). The new leadership: Managing participation in organizations. Englewood Cliffs, NJ: Prentice Hall

Major Exponents:

Ken Blanchard

Fred Fiedler

Paul Hersey

Victor Vroom

Situational Leadership Theory

Often interchanged with contingency theory, situational leadership theory is a specific implementation of contingency theory developed by Paul Hersey and Ken Blanchard.

With situational leadership, effective leadership is task dependent. Successful leaders adapt their leadership style to the maturity of the group they are leading and the task at hand. Thus effective leadership varies with the people involved and the task to be accomplished.

<u>Primary References</u>:

- Blanchard, Kenneth H., Patricia Zigarmi, and Drea Zigarmi. Leadership and the One Minute Manager: Increasing Effectiveness through Situational Leadership. New York: Morrow, 1985.

- Hersey, P. and Blanchard, K. H. (1977). Management of Organizational Behavior: Utilizing Human Resources (3rd ed.) New Jersey/Prentice Hall

- Hersey, P. (1985). The situational leader. New York, NY: Warner Books.

<u>Major Exponents</u>:

Ken Blanchard

Paul Hersey

Path-Goal Theory

In path-goal theory, leadership behaviors and follower perceptions combine to define which behavior (path) will lead to a particular outcome (goal). Leaders define goals, clarify the path to achieve the goal, remove obstacles, and provide support to subordinates.

Within path-goal theory, there are four types of leader behavior: supportive (relations oriented), directive (task oriented), achievement oriented, and participative leader behavior. In addition, there are two characteristics of the situation that the leader needs to attend to: follower characteristics and task characteristics.

Leaders adjust their behavior based on the satisfaction, motivation, and performance of subordinates. Also, the leader acts to complement subordinate's abilities and compensate for deficiencies.

Primary References:

- Evans, Martin G. (1970). "The effects of supervisory behavior on the path-goal relationship". Organizational Behavior and Human Performance 5: 277–298.

- House, Robert J.; Mitchell, T.R. (1974). "Path-goal theory of leadership". Journal of Contemporary Business 3: l–97.

- House, R.J. Path–goal theory of leadership: Lessons, legacy, and a reformulated theory. Leadership Quarterly, vol. 7 (1996). pp. 323–352.

Major Exponents:

Martin Evans

Robert House

Cognitive Resource Theory

A leader's ability to respond to situations is related to the amount of stress s/he experiences in a situation. Stress decreases a leader's ability to think rationally. In a low stress situation, the leader's intelligence is fully employed while in high stress situations, previous experience is relied upon more. Cognitive resource theory posits an inherent tension between your experience-based instinctive reactions and your ability to use your intelligence in a rational manner during stressful situations.

Cognitive resource theory asserts that:

- In low-stress situations, leaders who use their intelligence get the best result.

- In high-stress situations, leaders who are more experienced produce more quality results.

- Leaders who are directive have better performance when they use their intelligence in settings that are supportive and low in stress.

- Leaders that are not directive tend to perform better when they are not very intelligent, but are willing to listen to group members and participate.

- When the task is simple, the intelligence and experience of the leader do not matter.

Primary References:

- Fiedler, F. E., & Gibson, F. (2001). Determinants of effective utilization of leader abilities. Concepts for Air Force Leadership, 24, 171-6.

- Fiedler, F.E. (1986). The contribution of cognitive resources to leadership performance. In L. Berkowitz (ed), Advances in experimental social psychology. NY: Academic Press

- Fiedler, F.E. and Garcia, J.E. (1987). New approaches to leadership: Cognitive resources and organizational performance. NY: Wiley.

Major Exponents:

Fred Fielder

Joe Garcia

Expectancy Theory

Expectancy theory proposes that work motivation is dependent upon the perceived association between performance and outcomes. Individuals then modify their behavior based on their calculation of anticipated outcomes. As such, individuals have different sets of goals and can be motivated if they believe that:

- There is a positive correlation between efforts and performance.

- Favorable performance will result in a desirable reward.

- The reward will satisfy an important need.

- As delineated by Victor Vroom, expectancy theory is based on three elements:

- Expectancy: The belief that higher or increased effort will yield better performance. This can be explained by the thinking of "If I work harder, I will produce something better."

- Instrumentality: If an individual performs well, then a valued outcome will come to that individual.

- Valence: There are individual differences in the level of value associated with any specific outcome.

Expectancy theory thus defines motivation (M) the product of expectancy, instrumentality, and valence: $M = E \times I \times V$

Primary References:

- Vroom, V. (1964). Work and motivation. New York, NY: Wiley.

Major Exponents:

Victor Vroom

Functional Leadership Theory

This theory argues that the primary function of the leader is to see to it that whatever the group or team needs gets taken care of. The leader meets the needs of the task, the team, and individuals. Leadership is thus viewed as a set of behaviors that help a group perform their task or reach their goal.

A successful leader is one who has contributed to group effectiveness and cohesion. The five main functions of a leader are: (1) environmental monitoring, (2) organizing subordinate activities, (3) teaching and coaching subordinates, (4) motivating others, and (5) intervening actively in the group's work.

Primary References:

- Fleishman, E. A., Mumford, M. D., Zaccaro, S. J., Levin, K. Y., Korotkin, A. L., & Hein, M. B. 1991. Taxonomic efforts in the description of leader behavior: A synthesis and functional interpretation. Leadership Quarterly, 2: 245-287

- Hackman, J. R. 2005. Rethinking team leadership or team leaders are not music directors. In D. M. Messick & R. M. Kramer (Eds.), The psychology of leadership: New perspectives and research: 115-142. Mahwah, NJ: Lawrence Erlbaum.

- Hackman, J. R., & Walton, R. E. 1986. Leading groups in organizations. In P. S. Goodman & Associates (Eds.), Designing effective work groups: 72-119. San Francisco: Jossey-Bass.

- Wageman, R. 2001. How leaders foster self-managing team effectiveness: Design choices versus hands-on coaching. Organization Science, 12: 559-577.

- Zaccaro, S. J., Heinen, B., & Shuffler, M. 2009. Team leadership and team effectiveness. In E. Salas, G. F. Goodwin, & C. S. Burke (Eds.), Team effectiveness in complex organizations: Cross-disciplinary perspectives and approaches: 83-111. New York: Routledge.

- Zaccaro, S. J., Rittman, A. L., & Marks, M. A. 2001. Team leadership. Leadership Quarterly, 12: 451-483.

Major Exponents:

Edwin Fleishman

J. Richard Hackman

Ruth Wageman

Steven Zaccaro

Relational Leadership Theory

Leadership is viewed as a two-way influence relationship between a leader and a follower aimed at attaining mutual goals. The leader focuses on the satisfaction, motivation and the general well-being of the team members.

Relational leadership theory emphasizes:

- Interaction between leader and follow

- Focus on relationships, well-being and motivation

- Foster positive relationships is a priority

- Communication between team members

- Frequent communication, interactions, and team meetings

<u>Primary References</u>:

- Graen G. B., Novak M. A., Sommerkamp and P. (1982). The effects of leader–member exchange and job design on productivity and satisfaction: Testing a dual attachment model, Organizational Behavior and Human Performance 30 (1) (1982), pp. 109–131.

- Hollander, E. P. Leaders, groups, and influence, Oxford University Press, New York (1964)

- Hollander, E. P. Leadership dynamics: A practical guide to effective relationships, Free Press, New York (1978)

- Uhl-Bien M., Graen G., and Scandura T. (2000). Implications of leader–member exchange (LMX) for strategic human resource management systems: Relationships as social capital for competitive advantage. In: G.R. Ferris, Editor, Research in personnel and human resource management.

<u>Major Exponents</u>:

Edwin Hollander

George Graen

Mary Uhl-Bien

Transactional Leadership Theory

Transactional leadership requires that the leader and follower agree to interact in a prescribed way. The follower is responsible for following orders to perform a task. The leader, in turn, gives rewards for following orders in completing the task. Transactional leadership focuses on the basic management process of controlling, organizing, and short-term planning.

Transactional leadership suggests that people only complete tasks when there are external rewards. Also, transactional leaders seek to monitor work performed by their subordinates in order to find errors and faults. Transactional leadership is effective for crisis and emergency situations as well has for highly structured projects and work processes.

Primary References:

- Weber, M., "The Theory of Social and Economic Organization," Translated by A. M. Henderson & Talcott Parsons. NY: The Free Press, (1947).

Major Exponents:

Max Weber

Charismatic Leadership Theory

Charismatic leadership is leadership based on the leader's ability to behave in ways that reach followers in a basic, moving way in order to motivate and inspire. Characteristics of charismatic leaders include vision, sensitivity to followers' needs, and exhibiting behaviors that are out of the ordinary.

<u>Primary References</u>:

- Conger, J. A. (1989). The charismatic leader: Behind the mystique of exceptional leadership. San Francisco: Jossey-Bass Publishers.

- Conger, J. A., & Kanungo, R. N. (1998). Charismatic leadership in organizations. Thousand Oaks, Calif: Sage Publications.

- House, R. J., & Shamir, B. (1993). Toward the integration of transformational, charismatic, and visionary theories.

- Shamir, B., House, R. J., & Arthur, M. B. (1993). The motivational effects of charismatic leadership: A self-concept based theory. Organization science, 4(4), 577-594.

<u>Major Exponents</u>:

Jay Conger

Robert House

Rabindra Kanungo

Transformational Leadership Theory

This theory focuses on engaging others, building trust, and creating relationships that fulfill people's needs and help them achieve their potential. It is a process by which the leader engages others and builds trust in order to increase motivation and accountability in both the leader and the follower. Transformational leadership requires the leader to create a vision that has meaning for both the leader and followers.

Transformational leaders inspire trust, admiration, loyalty and respect in their followers. Transformational leadership theory hypothesizes that followers are willing to work harder than expected under this form of leadership. This is because leaders provide a compelling vision, a common identity, and a model of idealized behavior that satisfies deep aspirational needs within followers. Transformational leaders also demonstrate that they care for their people.

<u>Primary References</u>:

- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics, (Winter): 19-31.

- Bass, B. M. (1998). Transformational leadership: Industrial, military, and educational impact. Mahwah, NJ: Erlbaum.

- Bass, B.M. & Avolio, B.J. (Eds.). (1994). Improving organizational effectiveness through transformational leadership. Thousand Oaks, CA: Sage Publications.

- Bass, B. M., & Riggio, R. E. (2006). Transformational Leadership (Second ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

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- Kouzes, J.,Posner, B. (1999). "Encouraging the Heart." San Francisco, CA: Jossey-Bass Inc., Publishers.

<u>Major Exponents</u>:

Bernard Bass

James MacGregor Burns

James Kouzes

Barry Posner

Ronald Riggio

Authentic Leadership Theory

This theory approaches leadership from the standpoint of leader's legitimacy. This legitimacy is founded on an ethical foundation. The leader builds legitimacy by establishing and maintaining honest relationships with followers. This includes valuing followers as unique individuals and for their inputs and contributions.

Authentic leaders are positive, truthful, and open and they promote and inspire this in others. As a result of their relationships, leaders are able to improve individual and team performance. Authentic leadership consists of the following four elements:

1. Self-awareness: Leaders continually reflect on their strengths, weaknesses, and core values.

2. Relational Transparency: Leaders are open with their thoughts and beliefs and in control of their emotions.

3. Balanced Processing: Leaders ask for and welcome multiple viewpoints, including alternative opinions.

4. Internalized Moral Perspective: Leaders have a solid moral foundation that guides that behavior, actions, and decisions that withstands the pressure they face.

Primary References:

- Gardner, W.L., Cogliser, C.C., Davis, K.M., & Dickens, M.P. (2011). Authentic leadership: A review of the literature and research agenda. Leadership Quarterly, 22, 1120-1145.

- George, W., & Sims, P. (2007). True North: Discover your Authentic Leadership. San Francisco: Jossey Bass

Major Exponents:

Bill George

Self-Leadership Theory

Leaders control their own behavior and generate the self-direction and self-motivation necessary to perform. The leaders uses behavior-focused strategies, reward strategies, and thought pattern strategies with an aim to positively influence personal effectiveness. Self-leadership theory hypothesizes that those leaders who self-observe, set goals, and self-reward are most effective in organizations.

Primary References:

- Neck C.P., & Houghton J.D. (2006). Two decades of self-leadership theory and research. Past developments, present trends and future possibilities. Journal of Managerial Psychology, 21 (4), 270-295.

- Neck C.P., & Manz C.C. (2013). Mastering Self-Leadership. Empowering Yourself for Personal Excellence. 6th ed. Upper Saddle River: Pearson Education

Major Exponents:

Charles Manz

Chris Neck

Ethical Leadership

Ethical leadership is "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication reinforcement, and decision-making" (Brown et al, 2005:120).

Said another way, ethical leadership is knowing and doing what is right. Ethical leaders take the long view and will do what is uncomfortable or unpopular in order to do what's right. They demonstrate with their actions what their ethics really are. Ethical leadership includes communicating the truth, especially when there is a personal, professional, ethical, or legal obligation to do so.

Primary References:

- Kanungo, R. N., & Mendonca, M. (1996). Ethical dimensions of leadership. Thousand Oaks, CA: Sage.

- Treviño, L. K., Brown, M. E. (in press). Ethical leadership. Chapter in Cooper, C. L., & Nelson, D. Positive organizational behavior: Accentuating the positive at work. Sage.

Major Exponents:

Michael Brown

Rabindra Kanungo

Manuel Mendonca

Linda Trevino

Servant Leadership

Under the rubric of servant-leadership, a leader puts the needs of others first, supports people in their development, and helps people perform at their highest levels.

Servant-leaders exhibit the following 10 characteristics:

1. Listening: active listening to what others say and think.
2. Empathy: understanding others' feelings and perspectives.
3. Healing: attending to a person's emotional and spiritual well-being.
4. Awareness: servant-leaders understand their own values, feelings, strengths, and weaknesses.
5. Persuasion: ability to influence others.
6. Conceptualization: able to pull together a coherent picture of the present situation and future possibilities.
7. Foresight: intuiting how the past, present, and future are connected.
8. Stewardship: taking good care of the organization's resources.
9. Commitment to the growth of people: self-explanatory.
10. Building community: self-explanatory.

Primary References:

- Greenleaf, R. K. (1977). Servant leadership: A journey into the nature of legitimate power and greatness. New York: Paulist Press.

Major Exponents:

Robert Greenleaf

Crisis Leadership

Crisis leadership is leading through an organizational crisis, stressful event, or negative situation, especially as they become public. Crisis leadership requires leaders who exhibit integrity, positive intent, capability, mutual respect, and transparency in order to navigate through the crisis.

Primary References:

- Barton, L. (2007). Crisis leadership now: A real-world guide to preparing for threats, disaster, sabotage, and scandal. New York, NY: McGraw-Hill.

- Fink, S. (2007). Crisis management: Planning for the inevitable. Backinprint.com.

- Smith, Larry; Dan Millar, PhD (2002). Crisis Management and Communication; How to Gain and Maintain Control (2nd ed.). San Francisco, CA: International Association of Business Communicators.

Major Exponents:

Laurence Barton

Erika James

Shared Leadership

Shared leadership is "a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both." (Pearce and Conger, 2003). Thus, leadership is not derived from a role or a position or is not embedded solely in a hierarchical relationship.

Servant leadership theory views leadership as broadly distributed among individuals. These individuals have the ability to influence peers at any given moment in any particular situation. Each member of the organization brings experience, knowledge, capabilities, and perspectives that contribute to performance and success.

Primary References:

- Pearce, C. L., & Conger, J. A. (2003). Shared leadership: Reframing the hows and whys of leadership. Thousand Oaks, Calif: Sage Publications.

- Pearce, C. L. & Sims, P.L. (2000). Shared leadership: Toward a multi-level theory of leadership. Advances in Interdisciplinary Studies of Work Teams, 7, 115-139.

Major Exponents:

Jay Conger

Craig Pearce

Spiritual Leadership

Spiritual leadership takes into account the values, attitudes, and behaviors needed to motivate one's self and others so that people have a sense of spiritual satisfaction from their work.

Therefore, leaders must create a vision wherein members are able to experience that their work has meaning and makes a difference. Spiritual leadership also includes an organizational culture based on altruistic love. This means that both leaders and followers genuinely care for, have concern for, and appreciate each other. As a result people feel like they belong and are understood and appreciated.

Primary References:

- Fry, L. W. (2003). Toward a theory of spiritual leadership. The leadership quarterly, 14(6), 693-727.

Major Exponents:

Louis Fry

Integrative Leadership

Integrative leadership seeks to found leadership theory across a broader range of academic inquiry that brings together individual and group behavior, historical context, near-term leadership context (climate, group characteristics, task requirements, and performance expectations), and distal context (organizational culture, operating environment).

Integrative leadership views leadership as "multilevel, multicomponent, and interdisciplinary and recognizes that leadership is a function of both the leaders and the led and the complexity of the context" (Avolio, 2007).

Primary References:

- Avolio, B. J. (2007). Promoting more integrative strategies for leadership - theory-building. American Psychologist, 62(1), 25.

- Chemers, M. M. (1997). An integrative theory of leadership. Mahwah, N.J: Lawrence Erlbaum Associates.

- Goethals, G. R., & Sorenson, G. J. (2006). The quest for a general theory of leadership. Cheltenham, UK: Edward Elgar.

Major Exponents:

Bruce Avolio

Implicit Leadership

Implicit leadership is based on informal theories about leadership that reside within the thoughts of each individual. They are pet theories we devise based on our respective beliefs and assumptions about the characteristics of effective leadership.

Implicit leadership is developed and refined over time as leaders gain experience, training, and education. In addition, implicit leadership theories are influenced by a leader's beliefs, values, personality traits, organizational culture, and the broader local or national culture.

Primary References:

- Lord, R. G. (1977). Functional leadership behavior: Measurement and relation to social power and leadership perceptions. Administrative science quarterly, 114-133.

- Offermann, L. R., Kennedy Jr, J. K., & Wirtz, P. W. (1994). Implicit leadership theories: Content, structure, and generalizability. The Leadership Quarterly, 5(1), 43-58.

Major Exponents:

Robert Lord

Lynn Offerman

Top 3 Leadership Concepts that Resonate with You

Which of these theories has the most appeal to you?

Write a description about how and when you would use the theory, with whom, where and what skills you may need to learn to be more effective.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

How do you plan to use what you have learned? _____

_____

_____

When will you use what you learned? _____

_____

_____

What else do you need to learn to be more effective in this area? _____

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Your Personal Leadership Philosophy

Write down your personal leadership approach.

Base it on what you've read about leadership theories in this ebook, by reflecting on your own leadership experience, and by considering your current approach to leadership.

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Your Leadership Learning Plan

Based on what you now know about the major leadership theories:

1. How do you intend to learn more about them? _____

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2. What books and articles do you intend to read? _____

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3. How will you incorporate your learning to build and modify your personal leadership philosophy? _____

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About the Author

Joe Scherrer is an accomplished leader, coach, speaker, and author.

He is a highly decorated Air Force veteran, deploying in support of seven overseas operations. He completed his career as the commander of the Air Force's only combat-coded deployable communications wing.

His military background has definitively shaped who he is today, in particular his experience leading Airmen. Throughout his career, his greatest passion has been leading Airmen and seeing them succeed in accomplishment of the mission and in their careers.

In addition to commanding five units at the wing, group, and squadron levels, Joe attended the Naval War College, Air War College, and Air Force Institute of Technology earning master's degrees and distinguished graduate honors from each. He also has an MBA from Boston University and a Bachelor of Science degree in Electrical Engineering from Washington University in Saint Louis.

Joe has also published articles and papers on cyberspace operations, network-centric warfare, deployed communication, and command and control. He was also the principal author and team leader for the first National Military Strategy for Cyberspace Operations which subsequently shaped the Department of Defense's response to the challenges and threats in that domain.

Joe knows what it takes to teach the skills to lead and perform and to inspire the total team effort required to fight and win whether on the battlefield, in the business environment, or in service organizations.

When not forging leaders or spending time with his wife Dina, you can find Joe on the golf course, getting in a cycling ride, hiking, and writing, blogging, and reading.

About the Leadership Crucible

The mission of The Leadership Crucible is to inspire hope everywhere by forging leaders who impact the world for the good.

We teach executive leaders how to overcome their top challenges, get results, achieve their goals, and be fulfilled.

Whether you are rising to new leadership responsibilities, or an established executive, we help make you the very best leader you can be…and in fact even better than you thought you could be.

The Leadership Crucible provides executive coaching, career coaching, leadership seminars, branded leadership development programs, customized leadership programs, and professional speaking tailored to individuals and organizations.

We are also proud to provide specialized military transition coaching for senior leaders seeking to retire or move on to civilian life.

Our signature offering is The Leadership Forge™, a holistic six-step process based on the work of military strategist John Boyd, classic military strategy, operational campaign planning, and practical execution and feedback at the tactical level, in the trenches where real leadership happens.

The Leadership Forge™ forms the framework that guides clients through an experience-based, research-backed leadership development curriculum that consists of discovery, mission analysis, mission planning, deployment, intelligence assessment, and mission de-brief.

The heart of The Leadership Forge™ is the production, implementation, and coaching of an individualized campaign plan built to effect change, drive results, and reach past your current leadership capacity to achieve your full potential as a leader.

TO CONTACT THE LEADERSHIP CRUCIBLE

For inquiries on services as well as to send your insights, thoughts, comments, and suggestions, go to our web site, The Leadership Crucible or email Joe at joe@theleadershipcrucible.com.