

Theories of Leadership

Historically leadership research has been guided by three different approaches at different points in time. These include the trait approach from the 30s and 40s, the behavioral approach from the 40s and 50s, and the contingency or situational approach of the 60s and 70s. After the 70s new theoretical frameworks for leadership theory have been advanced. The more important ones include "leader-member exchange theory, transformational leadership theory, the substitutes for leadership approach, and the philosophy of servant leadership" (Barnett).

Self-leadership

Scott Campbell, an international professional trainer, coach, and business consultant, defines self-leadership "as the *capacity* and *commitment* both to take full responsibility for one's own responses to life and to create a life that is personally meaningful and fruitful." Along these same lines Neck and Manz refer to self-leadership as "the process' of influencing oneself to establish the self-direction and self-motivation needed to perform."

The process of developing self-leadership involves a variety of behavior-evaluation and behavior-modification actions on the part of the individual. VanSandt and Neck list *self observation*, or the frank evaluation of one's behavior and decisions; *self-goal setting*, or conscious creation of desired outcomes; *self-reward*, the creation of desired behavior through positive reinforcement; *self-punishment*, the prevention of undesired behavior through negative stimulus; and *the management of cues*, or the creation of reminders of desired outcomes as important parts of self-leadership.

The concept of self-leadership is particularly important to ethics. Self-leadership embraces the concept that every member of an organization is a potential leader and that leadership skills can be taught and nurtured. Unlike simple self-help or self-management, self-leadership focuses

on both "behavior and cognition" (VanSandt and Neck). Instead of either ignoring the good of the organization to get what one individual desires or following a pre-set code of behavior, self-leadership challenges the individual to not only follow the established ethical standards but also to evaluate the propriety of the standards and actively seek to improve and implement effective ethical standards.

Self-leadership's focus on every individual as a leader makes it an important building block in understanding the creation of effective ethical behavior. It is a transactional process. If any organization is going to have an effective ethical code or ethos, it must be embraced and challenged by its members. If any member of an organization wishes to mature to leadership, she or he must be able to evaluate behavior and modify it to support the goals of the organization as well as his or her own personal development.

Learning about self-leadership is an important part of becoming an ethical leader. Developing the ability to assess oneself and the decisions of the organization to which one belongs are skills useful in every aspect of life.

Works Cited:

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- "Communication Skills Exercises: Coaching." Skills Converged.com. 23 Feb. 2009 <<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/603/Communication-Skills-Exercise-Coaching.aspx>>.
- "I'll Show You My Full Colours." Skills Converged.com. 23 Feb. 2009 <<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/591/III-Show-You-My-Full-Colours.aspx>>.
- Khan, Sharif. "Leadership Skill: What is Your LQ: Leadership Quotient?" Buzzle.com. 11 Aug. 2006. 24 Feb. 2009. <<http://www.buzzle.com/editorials/8-11-2006-105171.asp>>.
- Neck, Christopher P. and Charles C. Manz. "Self-Leadership: Leading Yourself to Personal Excellence." EmergingLeader.com. 19 Feb. 2009 <<http://www.emergingleader.com/article4.shtml>>.



Management is doing things right; leadership is doing the right things.

— Peter Drucker, economist, management guru, author (1909-2005)

Additional Resources:

Illies, Jody, and Roni Reiter-Palmon. "Responding Destructively in Leadership Situations: The Role of Personal Values and Problem Construction." Journal of Business Ethics 82.1 (2008): 251-272. Business Source Complete. EBSCO. Lake-Sumter Community Coll. Lib., Leesburg, FL. 6 Aug. 2008 <<http://www.linccweb.org/eresources.asp>>.

This study reports results that prove that destructive leader behavior is dependent on the values of the leader.

Neck, Christopher P. and Jeffery D. Houghton. "Two Decades of Self-Leadership Theory and Research: Past Developments, Present Trends, and Future Possibilities." Journal of Managerial Psychology 21.4 (2006): 270-295.

This paper reviews the self-leadership literature of the past and present. It also presents a "theoretical and conceptual explanation and differentiation of the self-leadership concept relative to other related motivational, personality, and self-influence constructs."

"What is Self Leadership." Self-Leadership International. 19 Feb. 2009 <<http://www.selfleadership.com/selfleadership.htm>>.

This information comes from an international training company and defines self-leadership and how it impacts your life and work.

White, Sara J. "Managing yourself so others want to work with you." American Journal of Health-System Pharmacy 65.10 (15 May 2008): 922-925. Academic Search Complete. EBSCO. Lake-Sumter Community Coll. Lib., Leesburg, FL. 6 Aug. 2008 <<http://www.linccweb.org/eresources.asp>>.

Leadership is a necessary skill in any profession, and although this article focuses on pharmacists, offers suggestions on improving working relationships with colleagues. It stresses three main components of effective self-management: self-awareness, self-regulation, and empathy for co-workers.

Activities:

- **I'll Show You My Full Colors**
- **Communication Skills Exercise: Coaching**
- **What is Your LQ: Leadership Quotient?**

Self-Leadership Activity 1: I'll Show You My Full Colors

Purpose

The aim of this activity is to increase a person's awareness of how they see themselves. The idea is to explain the effect of one's self perception on their confidence level and how they are perceived by others.

Objective

Participants should describe their personality in five words.

Things you need

8 ½ x 11 paper for each participant

Brightly colored marker pens, black ordinary pens such as Bic pens. Make sure that all participants have access to more than one pen or marker pen.

Blue tacks or magnets for sticking up the sheets on the wall or whiteboard later on.

Setup

Each participant should write down their name and five characteristics that describes them best on their sheet of paper. The characteristic could be any term such as kind, materialistic, ambitious, team player or anything else as long as they are honest and true to one's personality. Participants have 3 minutes for this task.

Stick the papers on the wall or whiteboard or just spread them over a large table. Notice if participants have used plain black pens or colored marker pens for their writings. Some may have drawn colorful flowers next to their name while others used Bic pens for their names.

Ask each participant to write one nice thing on other participant's sheets of paper.

Timing

Explaining the task: 5 minutes

Activity: 5 minutes

Group Feedback: 15 minutes

Discussion

Discuss how participant's description of themselves may show in their writings, both in their choice of colors and the words they used in their self descriptions. Encourage participants to discuss how their perception of themselves affect the way they are seen by others and how this affects the way they lead.

Adapted from: "I'll Show You My Full Colours." [Skills Converged.com](http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/591/III-Show-You-My-Full-Colours.aspx). 23 Feb. 2009 <<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/591/III-Show-You-My-Full-Colours.aspx>>.

Self-Leadership Activity 2: Communication Skills Exercise: Coaching

Purpose

The aim of this activity is to increase an individual's confidence in their own capabilities and talents. Participants are encouraged to share their knowledge and experience with others in a constructive and structured way.

Objective

A group of participants is asked to act as "Coach" and teach the other groups.

Setup

Split the group into two subgroups. One group is chosen randomly to act as coaches while the other group acts as students.

Each coach from the coaches group is paired up with a student from the student group.

Each coach has 5 minutes to interview the student, and get an idea of the student's learning style.

After the interview, the coach takes 2 minutes to determine the subject they want to teach the student. The topic does not have to be academic, it can be anything; examples may include, playing a musical instrument, playing a video game, cooking, or drawing.

After a topic is chosen, each coach has 5 minutes to teach his or her student about the chosen topic. Coaches should try to adapt his/her lesson to the student's learning style.

At the end of five minutes, each student rates the coach on his/her coaching skills; including the ability to understand the student's learning style, the ability to deliver the information (choice of words and examples) and the ability to answer questions.

Timing

Explaining the task: 5 minutes

Activity: 12 minutes

Group Feedback: 20 minutes

Discussion

Discuss with the group how this exercise helps understanding and recognition of other's abilities and how it facilitates the process of team building and effective communication. Coaches should review their teaching sessions with the large group and analyze the things they thought they could have done better. Students should provide constructive criticism about the "weak" areas of the "lesson" and provide ways to improve the session.

Additional Ideas

A VAK or learning styles inventory (easily available via the internet) may be effectively integrated into this exercise. By evaluating both their own and their "student's" learning styles, participants may be able to practice self-observation and adaptation skills.

Adapted from: "Communication Skills Exercises: Coaching." [Skills Converged.com](http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/603/Communication-Skills-Exercise-Coaching.aspx), 23 Feb. 2009 <<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/603/Communication-Skills-Exercise-Coaching.aspx>>.

Self-Leadership Activity 3: What's your LQ—Leadership Quotient

Purpose & Objective

To have participants rate themselves as leaders based on Khan's LQ or Leadership Quotient. The LQ is made up of 6 factors: Inspiration, Integrity, Initiative, Innovation, Impact and Influence. Have participants rate themselves as leaders using the 6 factors. Use a scale of 1 to 10 with 10 being the highest.

Setup

Each participant takes 15 minutes and rates him or herself honestly for each factor (scale of 1 to 10 with 10 being the highest).

After each participant has finished, add all the scores and divide by six. This indicator will give them a rough idea of their total LQ and where they need to make improvements.

Leadership Quotient Ratings

Instructions: Rate yourself on a scale of 1 to 10 on the following factors with 10 being the highest.

Inspiration -- Are you energized with a larger than life vision or transcendent goal that serves the greater good and inspires others, or is your focus limited to only your own immediate needs? Are you aware of your highest purpose?

On a scale of 1 to 10, rate yourself for **Inspiration** _____

Integrity -- Do your actions reflect your vision, beliefs, and values? Do you do as you say and honor your word?

On a scale of 1 to 10, rate yourself for **Integrity** _____

Initiative -- Once you know what your highest purpose and core genius is, how well do you execute on your vision and key priorities? Are you focused on doing the right things, what's important, or are you spending too much time on urgent but unimportant activities and doing things correctly?

On a scale of 1 to 10, rate yourself for **Initiative** _____

Innovation -- Are you continually growing and innovating as a leader in the never ending pursuit of excellence, or are you settling for mediocrity by being comfortable with the status quo? Are you using your creative problem-solving skills and imagination to become an agent for change by experimenting with new ideas, solutions, and technology, or are you continually in fire-fighting mode by being frequently blindsided with change?

On a scale of 1 to 10, rate yourself for **Innovation** _____

Impact -- Are you reaching out to people and making an emotional impact in their lives? Are you getting to intimately know people in your circle of influence and taking the time to find out their fears, desires, challenges, and goals?

On a scale of 1 to 10, rate yourself for **Impact** _____

Influence -- Finally, influence is a measure of your character that comes with time and experience. How wide and impactful is your influence? Are people seeking you out for your leadership, mentorship, and guidance? What is the quality of people you have attracted in your work and life?

On a scale of 1 to 10, rate yourself for **Influence** _____

(Continued)

Self-Leadership Activity 3: What is Your LQ: Leadership Quotient?

(Continued)

Timing

Explaining the task: 5 minutes


Activity: 15 minutes

Group Feedback: 15 minutes

Discussion

Have the participants discuss with each other the impact of these ratings. Were the scores what they expected? Did the ratings help them think of themselves differently? Are there areas that need improvement? Participants may share their scores or keep them private.

Adapted from: Khan, Sharif. "Leadership Skill: What is Your LQ: Leadership Quotient?" Buzzle.com. 11 Aug. 2006. 24 Feb. 2009. <<http://www.buzzle.com/editorials/8-11-2006-105171.asp>>.



**A good leader inspires others with
confidence; a great leader inspires
them with confidence in themselves.**

— *Unknown*

Servant Leadership

The phrase "Servant Leadership" was coined by Robert K. Greenleaf in *The Servant as Leader*, an essay that he first published in 1970. In that essay, he said: "The servant-leader *is* servant first... It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is *leader* first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions...The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature."

Servant leadership has been called the only

truly ethical form of leadership (Griffith 6). It revolves around the desire to serve and the willingness to put one's own interests below the interests of those led. In this model, there is no question of ethics in

controlling or mandating the actions of others. Instead of controlling and mandating, servant leadership focuses on serving the needs of those who would, in other models, be considered subservient.

Servant leadership's focus on the benefits to others and to an organization as a whole make it an inherently ethical style of leadership. Instead of weighing decisions based on codified moral or organizational ideas, the servant leader makes decisions based on the good of those (s)he leads. Servant leaders, by definition, consider and empathize with the concerns and needs of others rather than acting to gain personal power or to maximize profit. Not only does this create a concern for justice

and a natural sensitivity to the customer (internal and external), it also creates a natural set of checks and balances in targeting ethical concerns. "No single perspective," according to Griffith, "is adequate to fully evaluate the ethicality of proposed actions and changes" within an organization. Servant leaders address that concern by embracing the wide variety of perspectives provided by those they lead. They are ethical because the philosophy they embrace demands empathy with different perspectives and a commitment to multidirectional decision making.

Although servant leadership includes "inherent attributes or beliefs," it also involves a variety of developed characteristics (Barbuto). Recognizing and nurturing these

characteristics can improve leadership and facilitate ethical behavior in any institution. Through engendering trust and nurturing genuine concern for the people that (s)he leads, the servant leader be-

comes transformational, inspiring those who follow to convey that sense of service and genuine concern to others.

Even if a leader is not totally dedicated to servant leadership, understanding the principles and characteristics of this style of leadership can be a powerful tool in ethical decision making. The focus of servant leadership on the well-being and concerns of the other parties in a decision leads to ethical choices. Developing the characteristics of servant leadership strengthens that sense of integrity and ethical behavior.

It is our hypocrisy and self-focus that drains us. When we become purpose centered, internally directed, other-focused, and externally open, we discover energy we didn't know we had.

—Robert E. Quinn

Additional Resources:

Barbuto, John E. "Becoming a Servant Leader: Do You Have What It Takes?" NebGuide. October 2007. University of Nebraska, Lincoln. 7 April 2009. <http://www.ianrpubs.unl.edu/epublic/live/g1481/build/g1481.pdf>

Griffith, Stephen. "Servant Leadership, Ethics and the Domains of Leadership." School of Global Leadership and Entrepreneurship. July 2007. Regent University. 7 April 2009. http://www.regent.edu/acad/global/publications/sl_proceedings/2007/griffith.pdf

Sendjaya, Sen and James C. Sarros. "Servant Leadership: Its Origin, Development, and Application in Organizations." Journal of Leadership & Organizational Studies 9.2 (2002): 57-64. Education Research Complete. EBSCO. Lake-Sumter Community Coll. Lib., Leesburg, FL. 24 Feb. 2009 <<http://www.lincweb.org/eresources.asp>>. "This paper examines the philosophical foundation of servant leadership by extracting several value-laden principles drawn from Greenleaf's and Jesus Christ's delineation of the concept."

Tate, Thomas F. "Servant Leadership for Schools and Youth Programs." Reclaiming Children & Youth 12.1 (2003): 33-39. Academic Search Complete. EBSCO. Lake-Sumter Community Coll. Lib., Leesburg, FL. 19 Feb. 2009 <<http://www.lincweb.org/eresources.asp>>. "This article focuses on the direct application of the servant leader model of management advocated by R. K. Greenleaf, S. R. Covey and others in the world of business to leaders who are seeking to develop strength-based schools and youth servicing organizations."

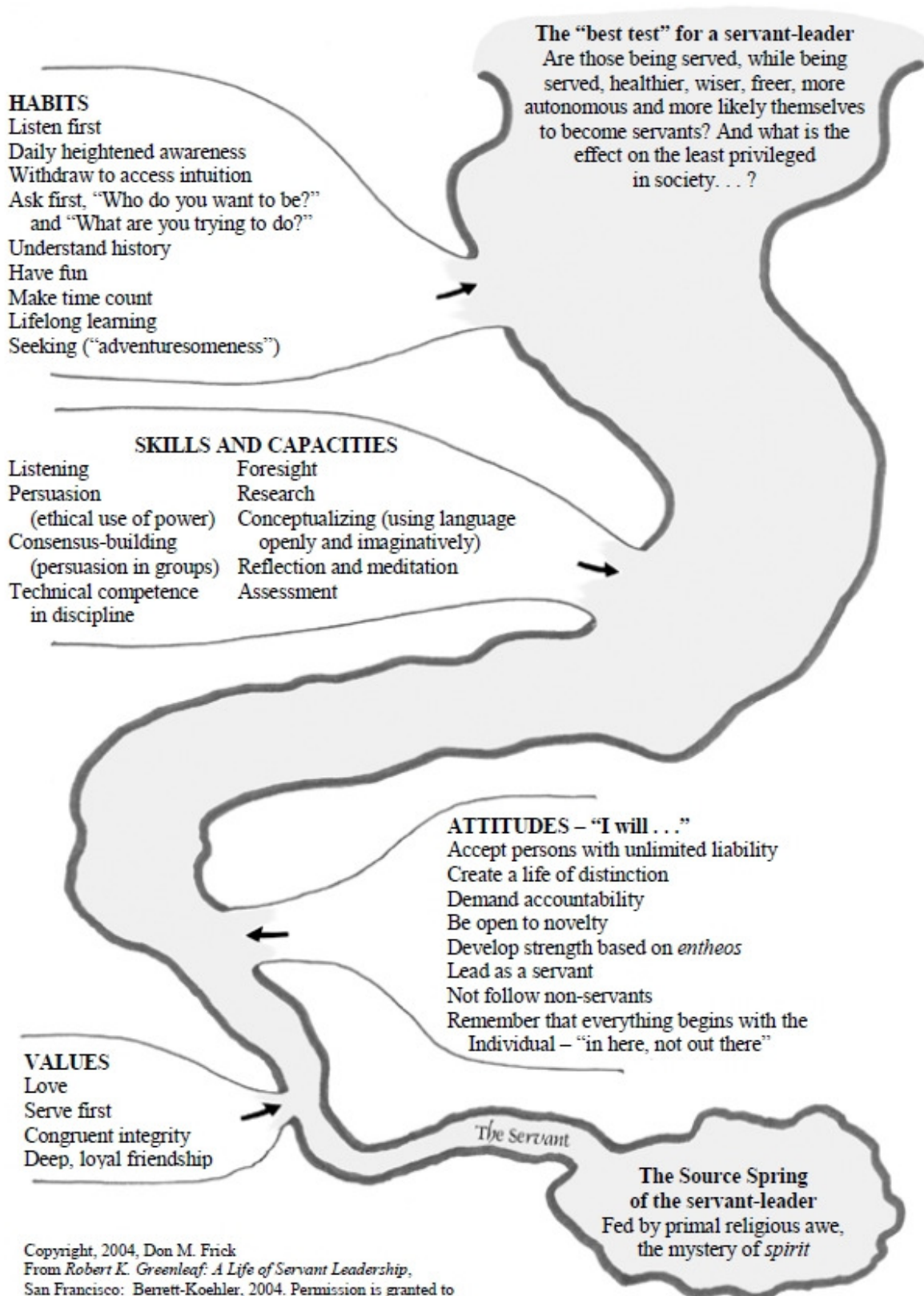
"What is Servant Leadership?" Greenleaf Center for Servant Leadership. 23 Feb. 2009 <<http://www.greenleaf.org/whatis/sl/index.html>>.

Activities:

- **Self-Assessment: Are you a Servant Leader?**
- **Problem Solving Exercise: Help Me Help You**

The Evolution of a Servant-Leader

Distilled from the writings and archives of Robert K. Greenleaf



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 From Robert K. Greenleaf: *A Life of Servant Leadership*,
 San Francisco: Berrett-Koehler, 2004. Permission is granted to
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Servant-Leadership Activity 1: Problem Solving– Help Me Help You

This exercise helps participants become more creative when faced with work related issues and encourages seeking help from colleagues when dealing with difficult situations. It also demonstrates the value of others' advice in overcoming difficulties.

Objective

Participants should solve the problems presented by other delegates in a predefined amount of time.

Setup

- Get the participants to sit in a circle.
- Each participant has a pen and a sheet of paper.
- Each participant has two minutes to write down a current work issue on the paper. They then pass the sheet to the person on their right.
- Each person has two minutes to write down an answer or suggestion for the problem described on the paper.

Each person then gets the paper with their original question back.

Timing

Explaining the Test: 5 minutes.

Activity: 5-10 minutes

Group Feedback: 20 minutes.

Discussion

Have delegates got any helpful suggestion or advice regarding their problems? How does it feel to ask for help? Why don't we do it more often?

Variations

If time permits you can extend this activity. Once a person has finished writing an answer, he or she should pass the paper to the next person on the right and repeat until each problem is answered by everyone.

To make this even more valuable, you can make the answers confidential so that no one's answer affects another. This is how it works:

Assign a number to each person in the circle. They should write this number on the paper with the question on it. Upon receiving the question from the left, each delegate should write an answer on a new sheet of paper, mark it as "Answer for Question X" where X is the assigned number of the question and then place this answer sheet in the middle of the table, face down. The delegates should pass the question sheet to the next person on the right. This is repeated until everyone has answered every question and all questions are placed on the table.

Now go through each question one at a time and examine all answers. Notice if there are any patterns in the solutions and get the delegates to discuss the issues for a fixed amount of time. Emphasise the power and effectiveness of this method and avoid long discussions to solve the issues at hand, which can be carried out later by the group.

Adapted from: "Problem Solving Exercises: Help Me Help You." *Skills Converged.com*. 23 Feb. 2009 <<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/608/Problem-Solving-Exercise-Help-Me-Help-You.aspx>>.

Servant-Leadership Activity 2: Are you a servant leader?

Consider the questions below. Check the box beside any questions that you would answer with a "yes."

- Do people believe that you are willing to sacrifice your own self-interest for the good of a larger group?
- Do people believe you are genuinely interested in their ideas, want to hear their ideas, and will value those ideas?
- Do people believe that you will understand what is happening in their lives and how it affects them?
- Do people come to you when things are difficult or when something traumatic happens in their lives?
- Do others believe that you have a strong awareness of what is going on?
- Do others follow your requests because they want to instead of because they "have to"?
- Do people come to you and feel free to share their ideas and visions for the organization?
- Do others express confidence in your ability to expect what may happen in the future and to anticipate the consequences of those coming events?
- Do others believe you are working to shape your organization so that it can make a positive difference in the world?
- Do people believe that you are committed to helping them develop and nurturing their growth?
- Does the organization you lead have a strong sense of community and mutual trust?

If you checked more than 7 of the above, you may be on your way to being a servant leader.

Adapted from: Barbuto, John E. "Becoming a Servant Leader: Do You Have What It Takes?" NebGuide. October 2007. University of Nebraska, Lincoln. 7 April 2009. <http://www.ianrpubs.unl.edu/epublic/live/g1481/build/g1481.pdf>