



North-West University Business School

MBAD 821

LEADERSHIP

Contact 1

Theme 1: The historical development of leadership theory

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Module information

Module code	MBAD 821
Module credits	16
Module name	Leadership
NQF	9
Qualification	MBA
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Module outcomes

- **After completion of the Leadership module, the student will:**

- Provide and **integrate specialist knowledge** to enable **engagement** with, **critique current** leadership research or practices, and **practically apply** a *comprehensive and systematic knowledge base* of **key terms, principles and theories** on leadership;
- Use a wide range of **specialised skills** in identifying, conceptualising, designing and the *use of methods, techniques and technologies of enquiry*, **to address, complex and challenging real world issues** appropriate to leadership and **write up a research report** ;
- Design and implement a **strategy for processing and managing information**, in order to conduct a comprehensive **review of leading and current research**, use the resources of academic and professional or occupational discourses to **communicate and defend substantial ideas** that are the products of research or development, and use a **range of advanced and specialised skills** and **discourses appropriate** to the field of leadership, to **communicate effectively** in a multi-cultural environment and with people at different levels of knowledge or expertise; and
- Have the capacity to **operate independently and take full responsibility** for his or her own work, **account for leading** in applying introspection and reflexivity and initiate processes and implement systems, **ensuring responsible leadership** through effective, efficient and ethical governance practices.

Topics

- The historical development of leadership theory
 - Research lenses
- Leadership behaviour
 - Meta category of leadership behaviour
- Leadership competencies
- Leadership skills
- Emotional intelligence (EQ)

Study outcomes

- **After studying this study unit, you should be able to:**
 - Provide a brief description of the **historical development** of leadership theory
 - Identify the common **traits** possessed by successful leaders
 - Discuss the two **different assumptions** about **human nature** according to McGregor
 - Explain **various leadership theory**
 - Explain the **similarities** between the different **behavioural theories** of leadership
 - Provide a hierarchical **taxonomy of leader's behaviour**
 - Discuss **change behaviour as a meta category** of leadership behaviour
 - Distinguish between and describe leadership **competencies** and leadership **behaviour**
 - Define **emotional intelligence** (EQ)
 - Explain the **importance** of EQ
 - Explain the **link between EQ** and employee and organisational **outcomes**
 - Use the constructs discussed in the study material and **propose a model** to be **tested in a research project**.

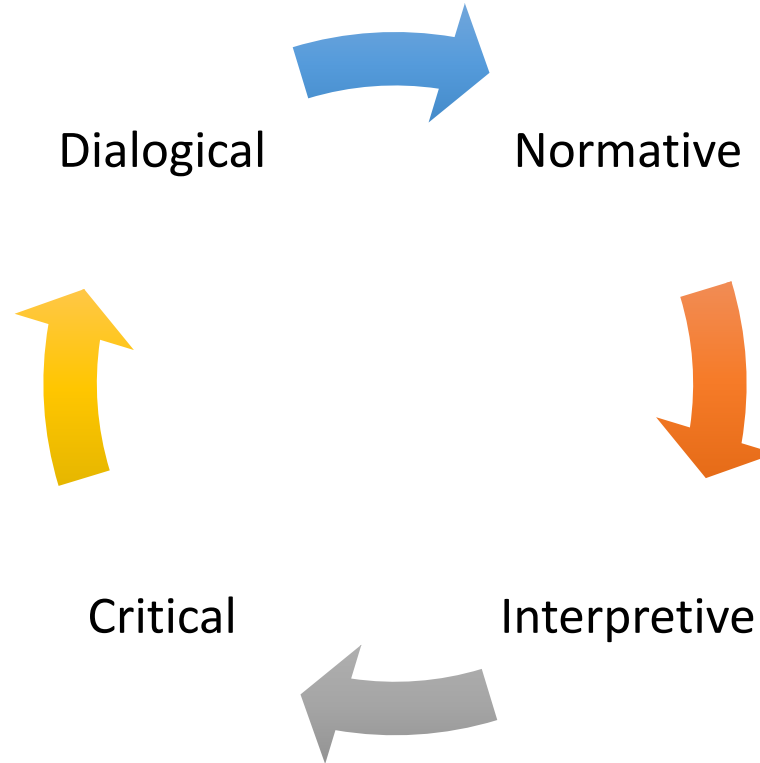
Study material

- Czabanowska, K., Smith, T., Könings, K. D., Sumska, L., Otok, R., Bjegovic-Mikanovic, V., & Brand, H. (2013). In search for a public health leadership competency framework to support leadership curriculum—a consensus study. *The European Journal of Public Health*, ckt158.
- Jian, G., & Fairhurst, G. T. (2017). Leadership in Organizations. *The International Encyclopedia of Organizational Communication*, 1-20.
- Shresta, A.K., & Baniya, R. (2016). Emotional Intelligence and Employee Outcomes: Moderating Role of Organizational Politics. *Business Perspectives and Research*, 4(1), 15-26.
- Yukl, G., Gordon, A., & Taber, T. (2002). A Hierarchical Taxonomy of leadership Behavior: Integrating a Half Century of Behaviour Research. *Journal of leadership and Organizational Studies*, 9(1), 15-32.

Jian, G., & Fairhurst, G. T. (2017). Leadership in Organizations. *The International Encyclopedia of Organizational Communication*, 1-20.

Leadership in Organizations.

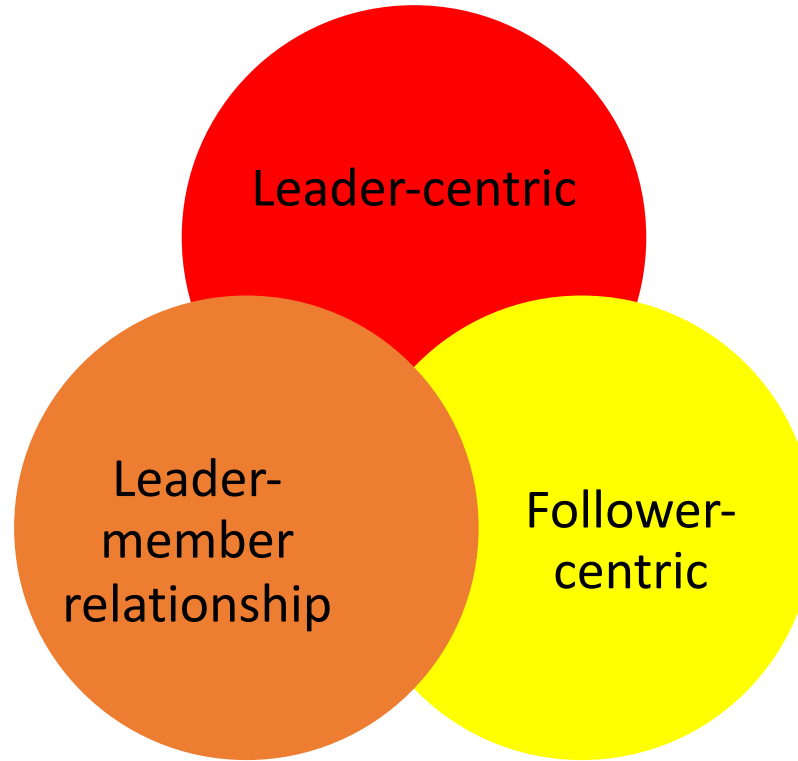
The lenses of leadership research



Normative lense

- Refers to a way of **doing, writing, and thinking** about **social sciences**
 - modeled after the **physical sciences**.
- Researchers see **social phenomena**, as
 - “naturally existing **objects** open to **description, prediction, and control**” (Deetz, 2001, p. 19).
- These objects are seen as
 - part of a **natural reality**,
 - external to the **mind of a researcher**,
 - which is to be **discovered in a fashion similar** to the way **physical objects** are **subject to scientific scrutiny**.
- The goals are
 - to **create theories** in the form of lawlike **propositions**
 - that **define and categorize** the **properties** of these objects and
 - describe the **relationships between** the **focal object** and **others**.
- The practical aim is
 - to **control and harness** the **performance** of these objects
 - in the form of **social practices**, such as leadership evaluation and training.

Areas of study of the Normative lens



Areas of study of the Normative lens: Leader-centric

- Trait approach
- Capabilities approach
 - Problem focused cognition: problem solving skills
 - Organisation cognition: assessing organisational conditions and constructing solutions
 - People centered cognition: social judgment skills (negotiations, persuasion)
- Behavioural and situational approach
 - The Ohio State Leadership Studies and the University of Michigan Studies.
 - Leadership orientations:
 - Task and structure / people and relationships.
 - Democratic, autocratic, and laissez-faire styles (power and decision-making)
 - The situational leadership model.
 - In this model, leader style is matched with followers' level of maturity and competence.

Areas of study of the Normative lens: Follower-centric

- **Neo-charismatic theories**

- Globalization, shifting market conditions, and new technologies transform organisations
- Looking for new forms capable of envisioning these changes
- Visionary, charismatic, and transformational leadership.

- **The romance of leadership**

- Based on the **sense making and attributional processes of followers** and other observers.
- Leadership becomes a **convenient sense making device** or **explanatory category** that people **use to make causal inferences** between events, leaders, and organisational outcomes
- Social **contagion** - describes the **spread of leadership perceptions** among followers in a group.

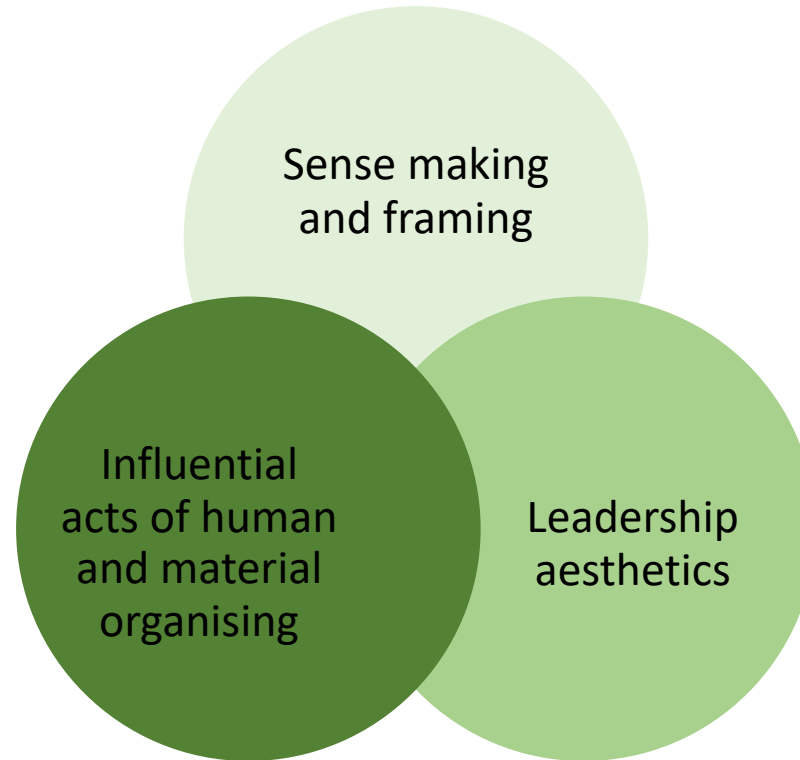
- **Leadership categorization theory**

- People make **sense of the world through cognitive categories**, or schemas that are **mental representations of knowledge** gained through **social learning**.
- Leadership is a **cognitive category**, known as the **leadership prototype**, which people use to **process social information**.
- Followers **recognize** leadership by **matching informational stimuli** they experience with their **cognitive leadership prototype** (e.g., a leader is self-confident, sets goals, and so on).

Areas of study of the Normative lens: Leader-member relationship

- Leader–member exchange theory (LMX).
 - **Relationship development** between leaders and “members,” or followers.
 - Leaders **discriminate in their treatment** of members
 - based on their **willingness to go beyond** the terms of their job descriptions or formal employment contract;
 - in return, leaders **reward members with a greater share** of their **discretionary resources**.
- **High-quality relationships** (sometimes referred to as “in-group” relationships),
 - more challenging tasks that can develop a member’s skillset,
 - inside information,
 - greater autonomy in decision making,
 - career coaching, and
 - support from the leader.
- **Low-quality relationships** (sometimes referred to as “out-group” relationships),
 - members typically **do not go** beyond the terms of their employment contract and thus
 - enjoy a much smaller share of the leaders’ resources.
- **Medium-quality LMX** relationships usually fall somewhere in the middle.

Areas of study of the Interpretive lens



Areas of study of the Interpretive lens: Sense making and Framing

- Leaders and followers **act and form their identities**
 - based on the ways in which they **construe the situations** that befall them.
 - Sense making is not just a think-first, act-second **rational sequence of moves**.
- Sense making **may be retrospective**, “How do I know what I think until I see what I say?”
 - In other words, **we may act into a situation and make sense of it later on**.
- It may also **be collective**,
 - when the **meaning** of a situation is **debated and decided** through a **co-created definition** of “the situation here and now.”
- Leadership **attributions are often given**
 - to those who can **help others confidently sort** through the uncertainty or decidability of a situation
- Sense making can be
 - **individual or collective**,
 - **prospective or retrospective**.

Areas of study of the Interpretive lens: Sense making and Framing

- When leaders or followers **try to influence each other's views** of the world to help them make sense of it **in particular ways**,
 - this is often called **framing**.
- Frames are the **cognitive meaning structures** that we possess (an **optimistic** versus **pessimistic outlook**),
 - while framing is the **act of influencing those structures** (“Can’t you see that your glass is half full, not half empty?”).
- We also often **define ourselves**, individually and collectively, from **within these structures** (e.g., “**Who am I in this context? Who are we?**”);
 - thus, the study of individual and collective identity is also tied to leadership sense making and framing activities.

Areas of study of the Interpretive lens: Sense making and Framing

- When interpretive scholars **study leadership** sense making,
 - they **often interview** leaders and followers.
- They may **want to know how**, through framing,
 - leaders and followers **introduce, understand, or adopt a new** organisational change initiative.
- They may also **want to contrast its framing** by multiple stakeholders
 - to reveal how **frames conflict and coincide**.
- Finally, they may **want to understand the identity work** of leaders and followers as they try **to reconfigure new individual** and/or **collective selves** from within a **change initiative**;
 - such identity framing may signal **how much they are identifying** with the **requested change** and thus **likely to adopt it**.

Areas of study of the Interpretive lens: Leadership aesthetics

- The notion of charisma, vision, and culture **all share a sense of the aesthetic** – the art form of leadership ...
- This requires **forms of analysis** ...
 - sensitive to style, to the creation of meaning, and to the dramatic edge of leadership
- Analysts might study **discourses, narratives, storytelling, metaphors, ambiguity, or other language forms** to understand the ways in which leaders or followers in performative fashion
 - **persuasively define context,**
 - **display authenticity,**
 - **create a sense of purpose,**
 - **win ethical commitments, or**
 - **trigger emotions.**
- The aesthetics genre is also **much more likely to consider** leaders' and followers' **bodies**, including
 - gendered bodies,
 - in addition to the words and symbols invoked.
- Interpretivists **criticize the normative lens** for too **much reliance** on the **cognitive and symbolic**
 - to the neglect of **body possibilities** (e.g., gesturing), **artifacts** (e.g., clothing, technology), and even **emotions** (e.g., contagion) that affect **attributions of leadership,**
 - but often in **ways too difficult to measure**

Areas of study of the Interpretive lens: Influential acts of human and material organising

- With this orientation researchers **want to know the kinds of interactional moves** that
 - **Help mobilize collectives**
 - study how leaders **facilitate consensus**,
 - move **discussions toward closure**, and
 - spur **decision making**
 - the ways in which **leaders bond** with followers (e.g., through use of the collective “we”)
 - to create **collective identities**, win commitments from them, or reinforce their obligations.
 - **Define leadership relationships**
 - study **language games** leaders and followers play together that ultimately create the **high-, medium-, and low-quality relationships** described above in leader–member exchange theory.
 - **Enact organisational strategy.**
 - study the ways in which senior **managers bring the organisation’s history** into “strategy talk,”
 - how they **invoke amoral order**, or use organisational knowledge.
 - how **strategy talk finds its way** into the **average performance appraisal** to note the ways in which middle managers guide their followers to organizational priorities.

Yukl, G., Gordon, A., & Taber, T. (2002). A Hierarchical Taxonomy of leadership Behavior: Integrating a Half Century of Behaviour Research. Journal of leadership and Organizational Studies, 9(1), 15-32.

A Hierarchical Taxonomy of Leadership Behavior: Integrating a Half Century of Behavior Research

A taxonomy of leadership behaviour: Introduction

- A **major problem in research and theory** on effective leadership has been the **lack of agreement** about **which behaviour categories** are **relevant and meaningful** for leaders.
 - It is **very difficult to compare and integrate** the **results from studies** that **use different sets of behavioral categories**.
- There has been a **bewildering proliferation of taxonomies** on leadership behaviour
 - Sometimes **different terms** have been used to refer to the **same type** of behaviour.
 - At other times, the **same term** has been **defined differently** by various theorists.
 - What is treated as a **general behaviour category** by one theorist is **viewed as two or three distinct categories** by another theorist.
 - What is a **key concept** in one taxonomy is **absent** from another.
- **Different taxonomies** have emerged from **different research disciplines**, and it is **difficult to translate from one set of concepts to another**.

Task and relations behavior

- The early leadership research emphasized two general, **broadly-defined behavior categories “metacategories”** that are best described as **relations-oriented behavior and task-oriented behavior**.
- Examples include
 - **consideration and initiating structure** (Fleishmen, 1953; Halpin & Winer, 1957) in early research on leader behavior, and
 - **concern for people and concern for production** in the managerial grid model (Blake & Mouton, 1982).
- Research on leader **behavior was dominated by a focus on these two** broadly-defined categories of behavior.
- A **meta-analysis** of this survey research found that **both behaviors** have a
 - **positive but weak correlation** with **subordinate performance** (Fisher & Edwards, 1988).
- Subsequent research on **specific types of task and relations behavior** found
 - **correlations with unit performance** that were sometimes **stronger but still not consistent across situations** (Yukl, 2002).

Importance of leading change

- In **their preoccupation** with **task and relations** behaviors,
 - the early scholars mostly **ignored change-oriented** leadership.
- Only **recently** have researchers **become interested** in
 - the way leaders **initiate and implement change** in organisations.
- It is **important to clarify the distinction** among
 - **task-oriented**, **relations** oriented, and **change-oriented** behaviors,
 - because **all three types** of behaviors **may be relevant**
 - for **understanding effective leadership** in **different situations**.

Importance of leading change

- The **importance of leading change is suggested by some** organisation theories (e.g., Miller & Friesen, 1984; Tushman & Romanelli, 1985),
 - but they **do not describe the specific types of change** behaviors that are required.
- Theories of **transformational and charismatic** leadership (e.g., Bass, 1985; Conger & Kanungo, 1998; House, 1977; Shamir, House, & Arthur, 1993)
 - **include some change-oriented** behaviors, and
 - there is **growing evidence** that these behaviors are **related to effectiveness of leaders** (e.g., Lowe, Kroeck, & Sivasubramaniam, 1996).
- However, the **high level of confounding among specific transformational behaviors**
 - makes it **difficult to determine** which **ones are most important in a particular situation** (Yukl, 1999).

Evidence for the three meta categories

- The **prior theories of leadership do not make a clear distinction** among task, relations, and change behavior.
 - The **first evidence that change oriented leadership is a distinct type of behavior comes from two studies** conducted during the 1990s.
 - In the first study, Ekvall and Arvonen (1991) developed a **behavior description questionnaire** with items from earlier questionnaires
 - There was **strong support for a three factor solution in** each national sample, and the factors were
 - labeled **production** centered, **employee** centered, and **change** centered.
- The **latter factor**
 - included promoting change and growth,
 - providing creative solutions,
 - encouraging creative thinking by others,
 - experimenting with new ways of doing things,
 - making risky decisions when necessary, and
 - planning for the future.
- **Change-oriented behavior correlated the strongest with subordinate ratings of the manager's competence,**
 - whereas **employee centered behavior correlated highest with subordinate satisfaction** with the manager.

Evidence for the three meta categories

- Yukl (1998) **administered leader behavior** questionnaires to 318 direct reports of managers in charge of 48 organizational units of varying size from 15 **private and public sector** organizations.
- An **exploratory factor analysis** produced a **clear factor structure** for task-oriented, relationship oriented, and change-oriented behavior.
- The **latter factor** included
 - identifying external threats and opportunities,
 - envisioning new possibilities,
 - proposing innovative strategies, and
 - encouraging innovative thinking by followers.
- The **scale scores for task, relations, and change behavior** were all
 - **correlated** significantly with **subordinate satisfaction with the leader** and
 - **organizational commitment**.

Table 1. Hierarchical Taxonomy of Leader Behavior.

Task Behavior

- Plan short-term activities
- Clarify task objectives and role expectations
- Monitor operations and performance

Relations Behavior

- Provide support and encouragement
- Provide recognition for achievements and contributions
- Develop member skill and confidence
- Consult with members when making decisions
- Empower members to take initiative in problem solving

Change Behavior

- Monitor the external environment
 - Propose an innovative strategy or new vision
 - Encourage innovative thinking
 - Take risks to promote necessary changes
-

Table 2. Similar Task Behaviors in Earlier Measures.

Short-term Planning

- Orderly Planning; SMP (Wilson, O'Hare & Shipper, 1990)
- Planning; MBS (Yukl & Nemeroff, 1979)
- Planning; MPS (Yukl et al., 1990)
- Planning & Coordinating; LOS (Luthans & Lockwood, 1984)

Clarifying

- Role Clarification; MBS (Yukl & Nemeroff, 1979)
- Clarifying Roles and Objectives; MPS (Yukl et al., 1990)

Monitoring

- Monitoring & Controlling; LOS (Luthans & Lockwood, 1984)
 - Monitoring Operations; MPS (Yukl et al., 1990)
 - Active Management by Exception; MLQ (Bass & Avolio, 1990)
-

Table 3. Similar Relations Behaviors in Earlier Measures.

Supporting

- Consideration; LBDQ-12 (Stogdill et al., 1962)
- Supporting; MBS (Yukl & Nemeroff, 1979)
- Supporting; MPS (Yukl et al., 1990)
- Individualized Consideration; MLQ (Bass & Avolio, 1990)
- Individualized Support; TLI (Podsakoff et al., 1990)
- Individualized Support; MLI (Castro & Schriesheim, 1998)
- Sensitivity to Members; C-K Scale (Conger & Kanungo, 1998)

Developing

- Developing; MBS (Yukl & Nemeroff, 1979)
- Training and Development; LOS (Luthans & Lockwood, 1984)
- Developing; MBS (Yukl et al., 1990)

Recognizing

- Positive Reinforcement; MBS (Yukl & Nemeroff, 1979)
- Contingent Reward Behavior; TLI (Podsakoff et al., 1990)
- Recognizing; MPS (Yukl et al., 1990)
- Contingent Reward; MLQ (Bass & Avolio, 1990)
- Recognition; SMP (Wilson, O'Hare, & Shipper, 1990)
- Encouraging; LPI (Kouzes & Posner, 1995)

Consulting

- Participative Leadership; (House & Mitchell, 1974)
- Decision Participation; MBS (Yukl & Nemeroff, 1979)
- Consulting; MPS (Yukl et al., 1990)
- Encouraging Participation; SMP (Wilson, O'Hare, & Shipper, 1990)

Empowering

- Tolerance of Freedom; LBDQ-12 (Stogdill et al., 1962)
 - Delegation; MBS (Yukl & Nemeroff, 1979)
 - Delegation; SMP (Wilson, O'Hare, & Shipper, 1990)
 - Delegating; MPS (Yukl et al., 1990)
 - Enabling; LGI (Kouzes & Posner, 1995)
-

Table 4. Similar Change Behaviors in Earlier Measures.

External Monitoring

- Networking; MPS (Yukl et al., 1990)
- Environmental Sensitivity; C-K Scale (Conger & Kanungo, 1998)
- Environmental Sensitivity; MLI (Castro & Schriesheim, 1998)

Envisioning Change

- Inspirational Motivation; MLQ (Bass & Avolio, 1990)
- Articulates a Vision; TLI (Podsakoff et al., 1990)
- Inspiring; MPS (Yukl et al., 1990)
- Strategic Vision Articulation; C-K Scale (Conger & Kanungo, 1998)
- Articulating a Vision; MLI (Castro & Schriesheim, 1998)
- Inspiring; LPI (Kouzes & Posner, 1995)

Encouraging Innovating Thinking

- Intellectual Stimulation; MLQ (Bass & Avolio, 1990)
- Intellectual Stimulation; TLI (Podsakoff et al., 1990)
- Intellectual Stimulation; MLI (Castro & Schriesheim, 1998)

Taking Personal Risks

- Personal Risktaking; C-K Scale (Conger & Kanungo, 1998)
- Self-sacrifice; MLI (Castro & Schriesheim, 1998)

Task behaviour: Short-term planning

- **Planning means**
 - deciding what to do,
 - how to do it,
 - who will do it, and
 - when it will be done.
- Because **planning is largely a cognitive activity** that
 - seldom occurs as a single discrete episode,
 - it is difficult to observe.
- Nevertheless, there are **some observable aspects** such as
 - writing plans,
 - preparing written budgets,
 - developing written schedules, and
 - meeting with others to determine how to accomplish a task.
- **Planning is most observable**
 - when a manager takes action to implement plans,
 - a process that often involves clarifying responsibilities and objectives (Yukl, 2002).

Task behaviour: Clarifying responsibilities

- Clarifying is the **communication of plans, policies, and role expectations**.
- The purpose of clarifying behavior is
 - to guide and coordinate work activity and
 - make sure people know what to do and how to do it.
- Clarifying includes **setting specific task objectives, and these objectives**
 - direct effort toward performance of important duties and responsibilities,
 - encourage a search for efficient ways to do the work, and
 - facilitate evaluation of performance by providing a benchmark against which to compare it.
- Clarifying is a **core component** of
 - initiating structure.
 - also the primary component of instrumental (directive) behavior in the path-goal theory of leadership (House & Mitchell, 1974).
- A positive relationship between clarifying and managerial effectiveness was found (Bauer & Green, 1998; Kim & Yukl, 1995; Yukl & Van Fleet, 1982; Yukl, Wall, & Lepsinger, 1990).
- There is ample evidence that **setting specific, challenging goals results in higher performance as long as the goals are accepted** (see Locke & Latham, 1990).

Task behaviour: Monitoring operations and performance

- Monitoring **involves**
 - gathering information about the operations of the manager's organizational unit, including
 - the progress of the work,
 - the performance of individual subordinates,
 - the quality of products or services, and
 - the success of projects or programs.
- Monitoring **can take many forms**, including
 - observation of work operations,
 - reading written reports,
 - watching computer screen displays of performance data,
 - inspecting the quality of samples of the work, and
 - holding progress review meetings with an individual or group.
- Two observational studies found that leaders who did **more monitoring were more effective** (Komaki, 1986; Komaki, Desselles, & Bowman, 1989).
- In the survey studies, monitoring was **related to leader effectiveness for some samples but not others** (Kim & Yukl, 1995; Yukl, Wall, & Lepsinger, 1990).

Realtions behavior

(1) Supporting

- defined as showing consideration, acceptance, and concern for the needs / feelings of other people.

(2) Developing

- showing someone a better way to do a task, asking questions that help someone learn how to perform a task better, helping someone learn from a mistake, and explaining how to solve a complex problem rather than just providing the solution, providing opportunities to develop skills and confidence and facilitating skill learning (making it easier for subordinates to attend courses or workshops).

(3) Recognizing

- giving praise and showing appreciation to others for effective performance, significant achievements, and important contributions to the organization / is often given along with tangible rewards.

(4) Consulting

- involving followers in making important decisions / is one form of participative leadership.

(5) Empowering

- includes delegating and providing more autonomy and discretion to subordinates.

Change behaviour

(1) External monitoring

- the concerns of customers and clients, the availability of suppliers and vendors, the actions of competitors, market trends, economic conditions, government policies, and technological developments.

(2) Envisioning change

- vision articulation - if it is relevant for follower values and ideals, it is communicated with enthusiasm and confidence, and it is perceived as feasible.

(3) Encouraging innovative thinking

- intellectual stimulation

(4) Taking personal risks to implement change

- change is risky, especially when the need for change is not yet obvious to most people and there is a lot of vested
- interest in maintaining the status quo.
- The possible risks entailed by pushing for change when there is strong resistance
- include loss of job, diminished reputation, derailed career, and personal rejection by colleagues.

Table 5. Definition of the 12 Specific Leadership Behaviors

CLARIFYING ROLES: assigning tasks and explaining job responsibilities, task objectives, and performance expectations.

MONITORING OPERATIONS: checking on the progress and quality of the work, and evaluating individual and unit performance.

SHORT-TERM PLANNING: determining how to use personnel and resources to accomplish a task efficiently, and determining how to schedule and coordinate unit activities efficiently.

CONSULTING: checking with people before making decisions that affect them, encouraging participation in decision making, and using the ideas and suggestions of others.

SUPPORTING: acting considerate, showing sympathy and support when someone is upset or anxious, and providing encouragement and support when there is a difficult, stressful task.

RECOGNIZING: providing praise and recognition for effective performance, significant achievements, special contributions, and performance improvements.

DEVELOPING: providing coaching and advice, providing opportunities for skill development, and helping people learn how to improve their skills.

EMPOWERING: allowing substantial responsibility and discretion in work activities, and trusting people to solve problems and make decisions without getting prior approval.

ENVISIONING CHANGE: presenting an appealing description of desirable outcomes that can be achieved by the unit, describing a proposed change with great enthusiasm and conviction.

TAKING RISKS FOR CHANGE: taking personal risks and making sacrifices to encourage and promote desirable change in the organization.

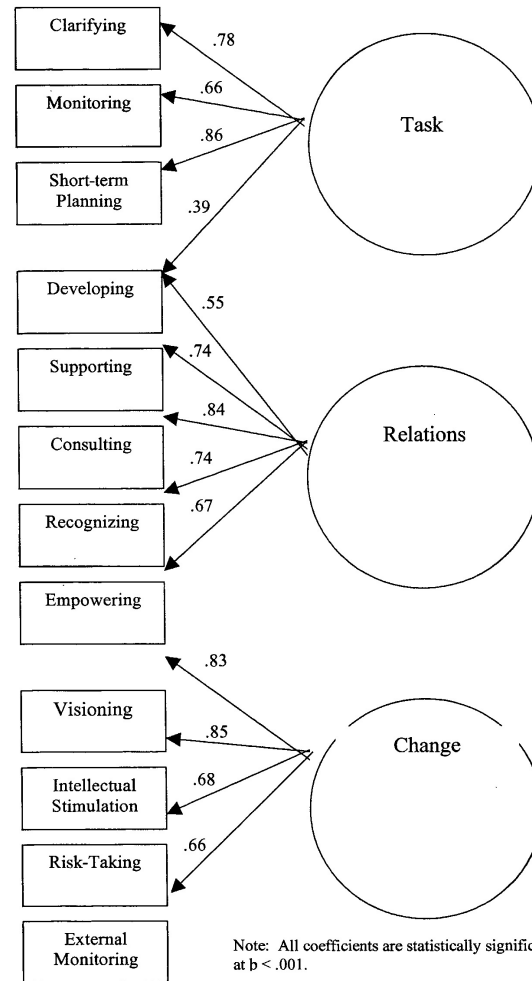
ENCOURAGING INNOVATIVE THINKING: challenging people to question their assumptions about the work and consider better ways to do it.

EXTERNAL MONITORING: analyzing information about events, trends, and changes in the external environment to identify threats and opportunities for the organizational unit.

Table 6. Correlation Matrix for Behavior Scales.

	1	2	3	4	5	6	7	8	9	10	11	12
1. Clarifying												
2. Monitoring	.53											
3. Planning	.67	.58										
4. Consulting	.38	.27	.42									
5. Supporting	.29	.19	.33	.62								
6. Recognizing	.35	.33	.42	.59	.61							
7. Developing	.55	.41	.59	.65	.52	.56						
8. Empowering	.18	.09	.22	.59	.52	.44	.47					
9. Visioning	.47	.37	.54	.54	.46	.58	.61	.41				
10. Risk Taking	.30	.23	.33	.47	.39	.38	.49	.40	.54			
11. Innovating	.41	.36	.47	.59	.45	.54	.65	.51	.69	.59		
12. Scanning	.37	.32	.47	.37	.31	.33	.49	.29	.54	.51	.56	

Figure 1 Path Coefficients for Modified Model 3.



Czabanowska, K., Smith, T., Könings, K. D., Sumskas, L., Otok, R., Bjegovic-Mikanovic, V., & Brand, H. (2013). In search for a public health leadership competency framework to support leadership curriculum—a consensus study. *The European Journal of Public Health*, ckt158.

In search for a public health leadership competency framework to support leadership curriculum—a consensus study

In search for a public health leadership competency framework: Introduction

- There has been an **increasing interest in competency-based** medical education due to its **focus on outcomes**,
 - emphasis on abilities,
 - de-emphasis of time-based training and
 - the promotion of learner centredness.
- **Competency-based education** (CBE) has also been introduced in public health training and education
 - to close the gap between public health educational content and the competencies required in practice.
- CBE is **organized around competencies**, or **predefined abilities**, as **outcomes of the curriculum**.
- Competencies are **composites of individual attributes** (i.e. knowledge, skills and attitudinal or personal aspects) that represent context-bound productivity.

In search for a public health leadership competency framework: Introduction

- Competency frameworks have already been developed in the area of public health and medical leadership, which apart from bringing together leadership principles are also useful for planning professional training.
- However, their focus differs.
- The Healthcare Leadership Alliance Competency Directory is
 - more oriented towards management and business administration,
- The National Public Health Leadership Network's Public Health Leadership Competency Framework is
 - geared towards developing leaders who are political-change agents able to use interpersonal skills.
- Being more focused on senior clinicians and senior managers, the 2005 National Health Service (NHS) Leadership Qualities Framework was followed by a new NHS Medical Leadership Competency Framework in calls for bottom-up leadership of innovation.
- However, in 2011, a more comprehensive NHS Leadership Framework of the National Leadership Council was launched, which has the NHS Medical Leadership Competency Framework at its centre.
- It includes a vision and strategy, which surprisingly are not included in the first framework.

In search for a public health leadership competency framework: Introduction

- Considerable work has been done in the development of leadership competencies in the field of health worldwide, these frameworks
 - seem very generic and
 - none of them was specifically developed to support the educational curriculum for public health professionals.
- The aim of this study was
 - to develop a public health leadership competency framework
 - to support the development of competency-based European public health leadership curriculum.
- The framework was designed in the context of the Leaders for European Public Health (LEPHIE) Erasmus Multilateral Curriculum Development Project, supported by the EU Lifelong Learning Programme.

In search for a public health leadership competency framework: Method

- The study was carried out in three phases:
 - a literature review,
 - consensus development panel and
 - Delphi survey.
- The public health leadership competency framework was initially developed from an extensive literature review
 - carried out by two reviewers focusing on literature,
 - which primarily addressed public health leadership in Europe,
 - published in English between 2000 and 2011.
- Two hundred fifty-three (253) references were initially identified.
- Finally, 53 citations were included in the review.
- Citations and frameworks were reviewed for possible competencies and a list compiled including 119 competencies.
- This list was edited for duplicates by the same researchers and competencies were organized using a template analysis approach that utilized an evidence-based thematic framework by Smith et al. for development of the leadership curriculum for public health professionals within the LEPHIE project.

In search for a public health leadership competency framework: Method

- The **template comprised** the following **domains**:
 - Theory and alternative discourses,
 - Systems Thinking,
 - Political Leadership,
 - Inspiring and Motivating Others,
 - Building and Leading Interdisciplinary Teams,
 - Leadership and Communication,
 - Leading Change and
 - Emotional Intelligence.
- **Two horizontal domains**:
 - Professional Networking and
 - Ethics and Professionalism were added by the researchers to embrace specific competencies related to these areas as identified in the literature review.
- The **initial draft framework of 92 competencies** for public health leadership was then **submitted to a panel of experts** consisting of
 - 7 public health and
 - 7 leadership academics from 4 European Universities

In search for a public health leadership competency framework: Method

- Two rounds of a Delphi survey were then carried out to validate and obtain broader consensus on the domains and competencies in the framework.
- The goal was for 80–100% consensus.
- A traditional Delphi process begins with a survey gathering opinions from participants, followed by two or more rounds to reach consensus.
- The number of survey rounds, size of expert pool and degree of consensus required are defined by the researcher, but typically two or more rounds of surveying must be conducted.
- The first round questionnaire consisted of 73 items describing competencies.
 - Participants were asked to respond 'yes/no/with changes' on the inclusion and grouping of each competency.
 - Space was also provided to add other competencies that respondents considered suitable for public health leadership.
 - The respondents could also put forward their arguments for or against the proposed competencies.
- The second Delphi survey contained only three items and sought a simple 'yes/no' response regarding the edits made in the previous round.
- This was followed by a yes/no response regarding approval of the framework as a whole.

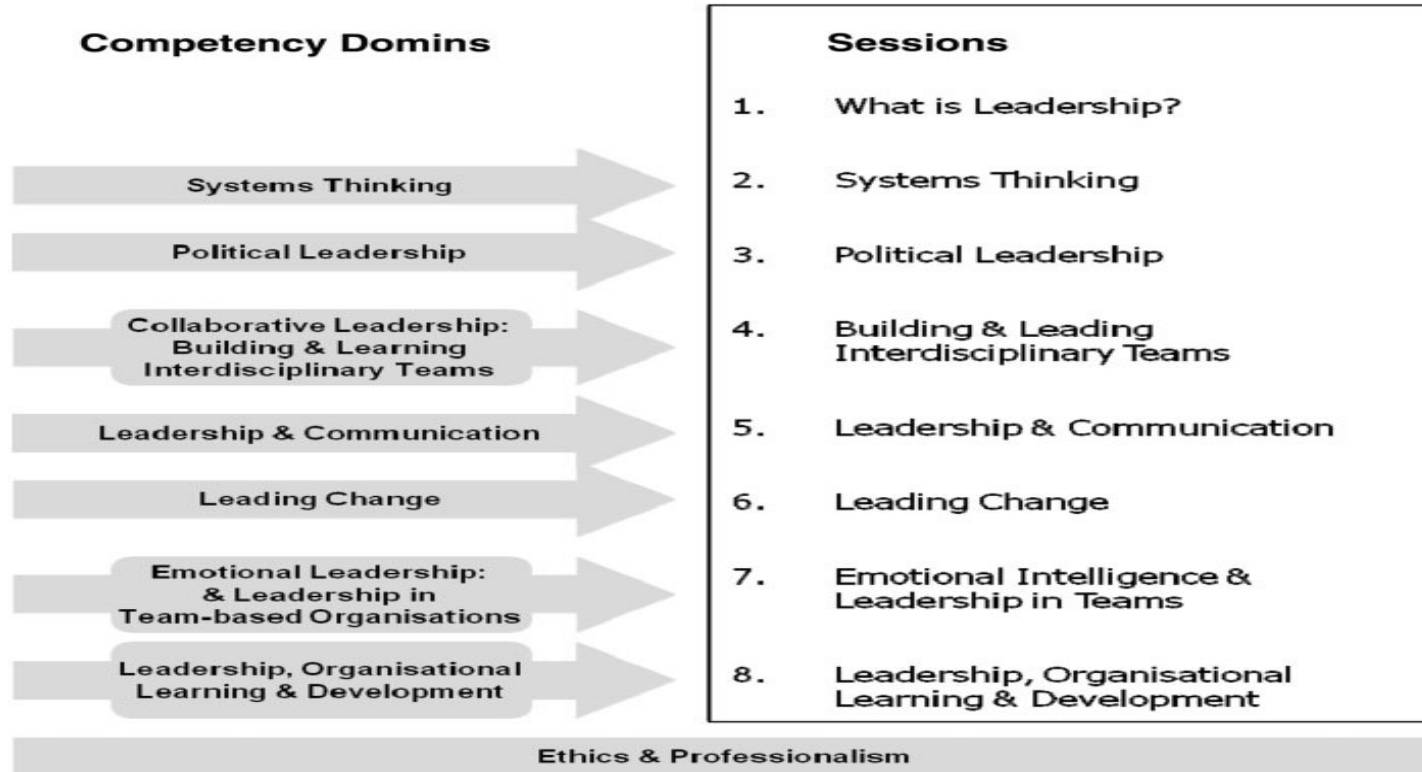
In search for a public health leadership competency framework: Results

- Based on our literature review, 119 competencies were identified and organized into leadership domains developed by Smith et al.
- Based on the responses to the questionnaire used in the second phase of the consensus development panel process, the domains were edited to better reflect considered leadership areas.
 - Inspiring and Motivating Others was merged with Building and Leading Interdisciplinary Teams and Leadership and Communication.
 - Building and Leading Interdisciplinary Teams was rephrased into Collaborative Leadership: Building and Leading Interdisciplinary Teams to better fit the content.
 - Emotional Intelligence domain was reformulated into Emotional Intelligence and Leadership in Team-based Organizations;
 - Leadership Organizational Learning and Development was added to fit the competencies that belonged to such a category but placed under other headings.
- The final 73 competencies were organized into nine domains.
- The Professional Networking domain was removed,
 - as the reviewers believed that networking cannot be taught and is too general.
- However, some of its competencies were identified as strongly related to collaborative leadership and so were subsumed into that category.

In search for a public health leadership competency framework: Results



In search for a public health leadership competency framework: Results



In search for a public health leadership competency framework: Systems thinking

1. Understand **current public health issues** and **engage in systemic change** to address them.
2. Synthesize and **integrate divergent viewpoints** for the good of an organization.
3. Understand **reflective leadership** and **demonstrate that all leadership begins from within**.
4. Facilitate the **development of servant leadership capacity** including selflessness, integrity and perspective mastery.
5. Recognize the **relevance of adaptive leadership** and use it in the appropriate circumstances.
6. Recognize the **relevance of leading from behind** and use this in the appropriate circumstances.
7. Identify **opportunities for growth, innovation, change and development** of the organization.

In search for a public health leadership competency framework: Political leadership

8. Foresee potential **impacts and consequences of decision-making** in both internal and external situations.
9. Understand and **apply effective techniques** for **working with** boards and governance structures.
10. Evaluate and **determine appropriate actions** regarding **critical political issues**.
11. **Promote** the European and national **public health agenda**.
12. **Translate broad strategies** into **practical terms** for others.
13. Build alliances, **partnerships, and coalitions** to **improve the health** of the community or population being served.
14. Identify and **engage stakeholders in interdisciplinary projects** to improve public health.
15. Advocate and **participate in public health policy initiatives** at the local, national and/or international levels.

In search for a public health leadership competency framework: Collaborative leadership: building and leading interdisciplinary teams

16. Provide an environment **conductive to opinion sharing**.
17. Model **effective group process behaviours** including listening, dialoguing, negotiating, rewarding, encouraging, and motivating.
18. Model **effective team leadership traits** including integrity, credibility, enthusiasm, commitment, honesty, caring, and trust.
19. Understand and **manage expectations**.
20. Offer **opportunities for collaborative** learning and quality improvement.

In search for a public health leadership competency framework: Leading change

- 28. Facilitate reassessment and adaptation of mission to match vision.
- 29. Manage staff to effectively deal with change.
- 30. Serve as a driving force for change, including strategies of change.
- 31. Make strategic decisions based on recognized values, priorities and resources.
- 32. Identify and communicate new system and structures as needs are identified and opportunity arises.
- 33. Ensure that organizational practices are aligned with changes in the public health system and the larger social, political, and economic environment.

In search for a public health leadership competency framework: Emotional intelligence and leadership in team-based organizations

- 34. Demonstrate **awareness of the impact of your own** beliefs, values, and behaviours on your own decision-making and the reactions of others.
- 35. Demonstrate **empathy and concern for people** as individuals while ensuring that organizational goals and objectives are met.
- 36. Be **aware of the impact of your own behaviours and reactions** on the behaviours and reactions of others.
- 37. Demonstrate **personal responsibility and accountability** for the achievement of a given task.
- 38. **Respond appropriately to the positive criticism of others** about your own behaviour or performance.
- 39. **Demonstrate resilience** and the ability to **call upon personal resources and energy** at times of threat or challenge.

In search for a public health leadership competency framework: Leadership, organizational learning and development

- 40. Foster an **environment of trust**.
- 41. Develop and **mentor potential future leaders** within the organization.
- 42. **Advocate for learning opportunities** within the organization.
- 43. Create and **communicate a shared vision** for the future and inspire team members to achieve it.
- 44. **Encourage others to feel ownership** in the public health mission in the organization.
- 45. **Assist others to clarify thinking, create consensus, and develop ideas** into actionable plans.
- 46. Offer **opportunities for collaborative** learning and quality improvement.

In search for a public health leadership competency framework: Ethics and professionalism

- 47. Adhere to ethical legal and regulatory standards.
- 48. Encourage a high level of commitment to the purposes and values of the organization.
- 49. Make a clear declaration of any conflict of interest that is likely to affect your leadership or decision-making and take appropriate action to minimize this.
- 50. Respect diverse cultures and build upon the strength of diversity to bring about innovation and added value in the work environment.
- 51. Practice and promote professional accountability and social responsibility.
- 52. Actively work towards reducing inequalities in access to public health.

Shresta, A.K., & Baniya, R. (2016). Emotional Intelligence and Employee Outcomes: Moderating Role of Organizational Politics. *Business Perspectives and Research*, 4(1), 15-26.

Emotional Intelligence and Employee Outcomes: Moderating Role of Organizational Politics

Emotional intelligence (EI): Introduction

- EI has **gained the wider attention** of scholars and practitioners in the fields of
 - psychology, leadership,
 - organization psychology,
 - human resource management, and
 - organizational behavior in the past two decades.
- However, **interest in this area is not new.**
 - During the **eighteenth century**, the “**follow your heart**” philosophy, an opinion that feeling and intuition, guard truth which is more valid than reason, was widely popular (Reddy, 2001).
 - On the other hand, in ancient Greece, **rationality was given more priority over emotions.**
 - The arguments on emotions and rationality **existed from ancient times.**
- **Scholarly interest in the concept of EI is also not new** as scholars had started working in this area from the early 1920s (Carmeli, 2003).

Emotional intelligence (EI): Definition

- Salovey and Mayer (1990) were the first to introduce the term EI in the literature on psychology
- These authors **defined EI** as
 - “the subset of social intelligence that
 - involves the ability to monitor one’s own and others’ feelings and emotions,
 - to discriminate among them and
 - to use this information to guide one’s thinking and actions”
- In 1997, Salovey and Mayer **refined this definition** and defined EI as
 - “the ability to perceive emotions,
 - to access and generate emotions so as to assist thoughts,
 - to understand emotions and emotional knowledge, and
 - to reflectively regulate emotions so as to promote emotional and intellectual growth”

The Components of Emotional Intelligence

Component	Definition	Hallmarks
Self-awareness	The ability to recognize and understand your moods, emotions, and drives, as well as their effects on others	Self-confidence Realistic self-assessment Self-depreciating sense of humor
Self-regulation	The ability to control and redirect disruptive impulses and moods The propensity to suspend judgment – to think before acting	Trustworthiness and integrity Comfort with ambiguity Openness to change
Motivation	A passion to work for reasons beyond money or status A propensity to pursue goals with energy and persistence	Strong drive to achieve Optimism, even in the face of failure Organisational commitment
Empathy	The ability to understand the emotional make-up of other people Skill in training people according to their emotional reaction	Expertise in building and retaining talent Cross-cultural sensitivity Service to clients / customers
Social skills	Proficiency in managing relationships and building networks Ability to find common ground and building rapport	Effective in leading change Persuasiveness Expertise in building and leading teams

EI: Approaches and correlates

- From their review of the literature suggest that there are **two models of EI**.
 - **Mental ability** models view EI as a well-defined and conceptually related **set of cognitive abilities for processing emotional information and regulating emotion adaptively**, whereas
 - **mixed models** view it as a diverse construct that includes **aspects of personality and the ability to perceive, assimilate, understand, and manage emotions**
- There are numerous studies investigating the linkage between **EI and several other outcome variables** such as
 - **leadership effectiveness** (e.g., Mills, 2009),
 - **work attitudes and behaviors** (e.g., Carmeli, 2003),
 - **job performance** (e.g., O'Boyle et al., 2011)
 - **work–family conflict** (e.g., Carmeli, 2003),
 - **decision-making skills** (e.g., Hess & Bacigalupo, 2011),
 - **team performance** (e.g., Naseer, Chishti, Rahman, & Jumani, 2011), etc.
- The findings of these **studies have clearly established the linkage** between **EI and these individual and organizational outcome variables**.