



North-West University Business School

MBAD 821:LEADERSHIP

Study school 1.2

Contact 1:Theme 1

*The historical development of leadership theory,
Leadership behaviour, competencies and skills
and Emotional Intelligence (EQ)*

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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 (self-study)
- 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 initial leadership theories**
- 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.
- Shrestha, A.K., & Baniya, R. (2016). Emotional Intelligence and Employee Outcomes: Moderating Role of organisational Politics. *Business Perspectives and Research*, 4(1), 15-26.
- Yukl, G., Gordon, A., & Taber, T. (2002). A Hierarchical Taxonomy of leadership behaviour: Integrating a Half Century of Behaviour Research. *Journal of leadership and organisational Studies*, 9(1), 15-32.
- Chapter 12, Leadership

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

A Hierarchical Taxonomy of Leadership behaviour: Integrating a Half Century of behaviour 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 behavioural 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 behaviour

- The early leadership research emphasized
 - 2 general, **broadly-defined behaviour categories “metacategories”** that are best described as
 - **relations-oriented behaviour and task-oriented behaviour.**
- Examples include
 - **consideration and initiating structure** (Fleishmen, 1953; Halpin & Winer, 1957) in early research on leader behaviour, and
 - **concern for people and concern for production** in the managerial grid model (Blake & Mouton, 1982).
- Research on leader **behaviour was dominated by a focus on these two** broadly-defined categories of behaviour.
- A **meta-analysis** of this survey research found that **both behaviours** have a
 - **positive but weak correlation** with **subordinate performance** (Fisher & Edwards, 1988).
- Subsequent research on **specific types of task and relations behaviour** 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** behaviours,
 - 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** behaviours,
 - because **all three types** of behaviours **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** behaviours 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** behaviours, and
 - there is **growing evidence** that these behaviours are **related to effectiveness of leaders** (e.g., Lowe, Kroeck, & Sivasubramaniam, 1996).
- However, the **high level of confounding among specific transformational behaviours**
 - 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 behaviour.
 - The **first evidence that change oriented leadership is a distinct type of behaviour comes from two studies** conducted during the 1990s.
 - In the first study, Ekvall and Arvonen (1991) developed a **behaviour 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 behaviour correlated the strongest with subordinate ratings of the manager's competence,**
 - whereas **employee centered behaviour correlated highest with subordinate satisfaction** with the manager.

Evidence for the three meta categories

- Yukl (1998) administered leader behaviour questionnaires to 318 direct reports of managers in charge of 48 organisational units of varying size from 15 private and public sector organisations.
 - An exploratory factor analysis produced a clear factor structure for task-oriented, relationship oriented, and change-oriented behaviour.
- 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 behaviour were all
 - correlated significantly with subordinate satisfaction with the leader and
 - organisational 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** behaviour 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) behaviour**
 - **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 organisational 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 behaviuor

Supporting

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

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).

Recognizing

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

Consulting

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

Empowering

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

Change behaviour

External monitoring - the concerns for

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

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.

Encouraging innovative thinking

- intellectual stimulation

Taking personal risks to implement change

- change is risky, especially when the need for change is not yet obvious to most people and
- when 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.

