



North-West University Business School

MBAD 821:LEADERSHIP

Study school 1.3

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

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
 - a 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.
 - 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 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.

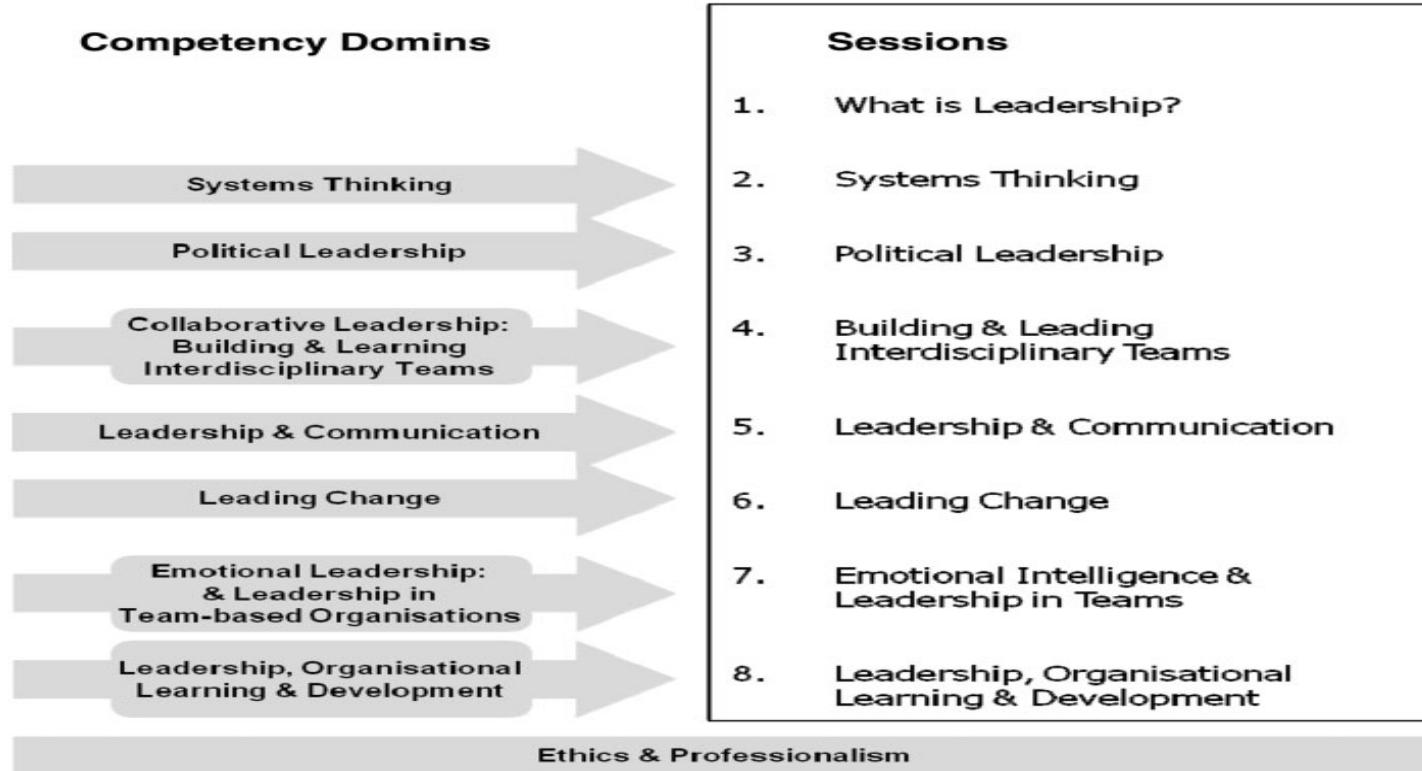
In search for a public health leadership competency framework: Results

- 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 organisations;
 - Leadership organisational 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 organisation.
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 organisation.

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 organisational 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 organisations

- 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 organisational 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, organisational learning and development

- 40. Foster an environment of trust.
- 41. Develop and mentor potential future leaders within the organisation.
- 42. Advocate for learning opportunities within the organisation.
- 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 organisation.
- 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 organisation.
- 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.

Leadership Practices: LPI

- Challenge the process
- Inspire a vision
- Enable others to act
- Model the way
- Encourage the heart

Leadership Skills

- Problem-solving
- Planning and implementation
- Solution construction
- Solution evaluation
- Social adjustment
- Meta cognitive processing
 - Strategic and business skills
 - Wisdom, intelligence and creativity

Leadership attribute

- Talks about **values and beliefs**
- Explain the **vision**
- Talks **optimistic about the future**
- Provides **encouragement** for effort
- Give **feedback**
- Discuss **conflict** openly
- Supportive **organisational culture**
- Consider moral and ethical **consequences**
- Satisfy with **rewards**
- **Agreements are adhered to** by all
- Ideas and suggestions are **considered**
- **Present** when needed most
- Only present when **there is a problem**

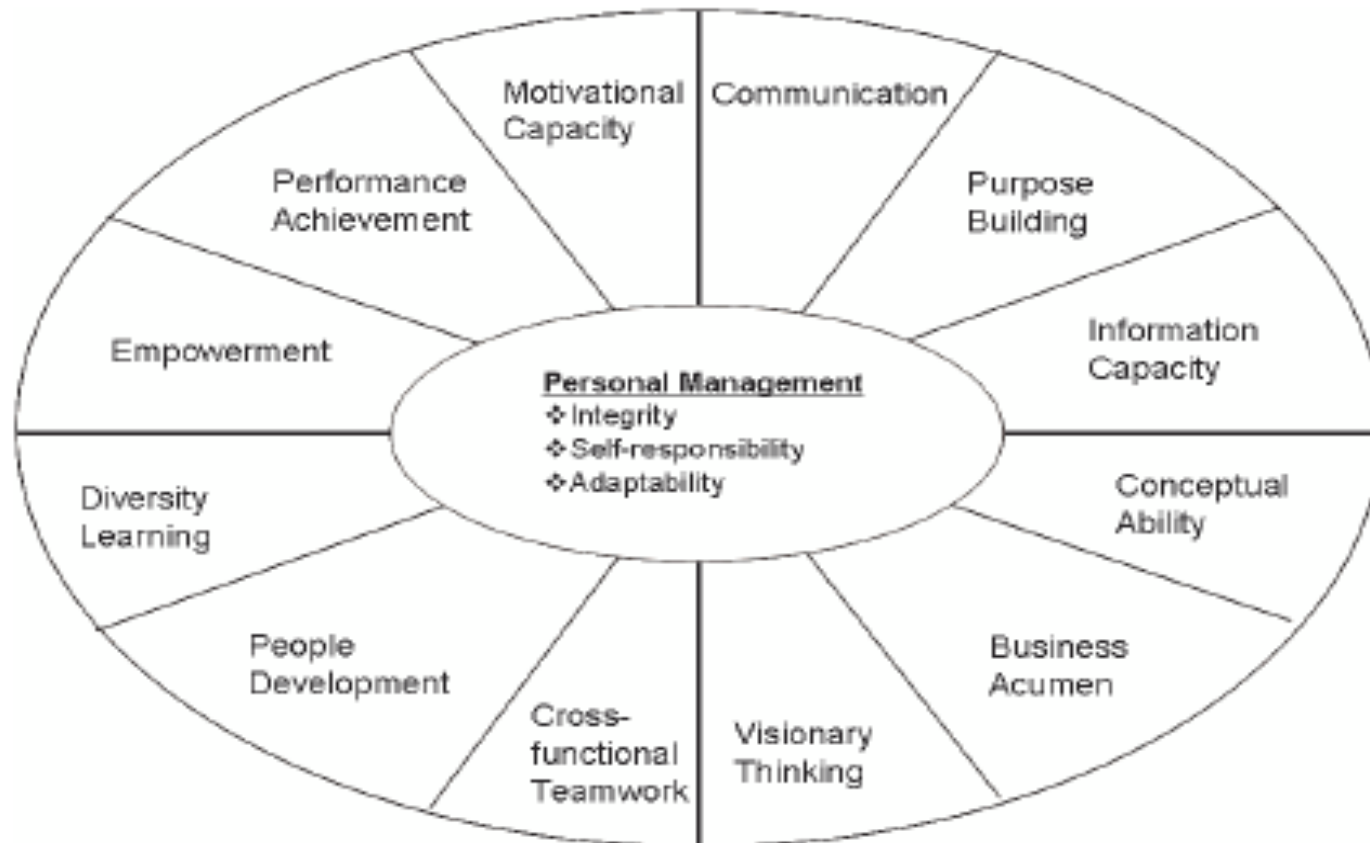
Leadership characteristics

- Support
- Develop
- Recognize
- Consult
- Empower

Leadership 360 Feedback

- Envisioning
- Empowering
- Energizing
- Designing
- Rewarding
- Team building
- Organisational justice
- Outside orientation
- Global mind set
- Tenacity
- Emotional intelligent
- Life balance
- Character
- Resilient to stress

The fifteen leadership competencies



Self-Leadership

- Behaviour focussed strategies
 - Self-goal setting
 - Self-reward
 - Self-punishment
 - Self-observation
 - Self-cueing
- Natural reward strategies
- Constructive thoughts strategies
 - Visualizing
 - Successful performance
 - Self-talk
 - Evaluating beliefs and assumptions

Paradoxical Leadership Behaviour in People management

- Uniform v/s individualization
- Self v/s other centeredness
- Decisional control v/s autonomy
- Work requirements v/s flexibility
- Distance v/s closeness

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

Emotional Intelligence and Employee Outcomes: Moderating Role of organisational Politics

Emotional intelligence (EI): Introduction

- EI has **gained the wider attention** of scholars and practitioners in the fields of
 - psychology, leadership,
 - organisation psychology,
 - human resource management, and
 - organisational behaviour 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-deprecating 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 behaviours** (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 organisational outcome variables**.