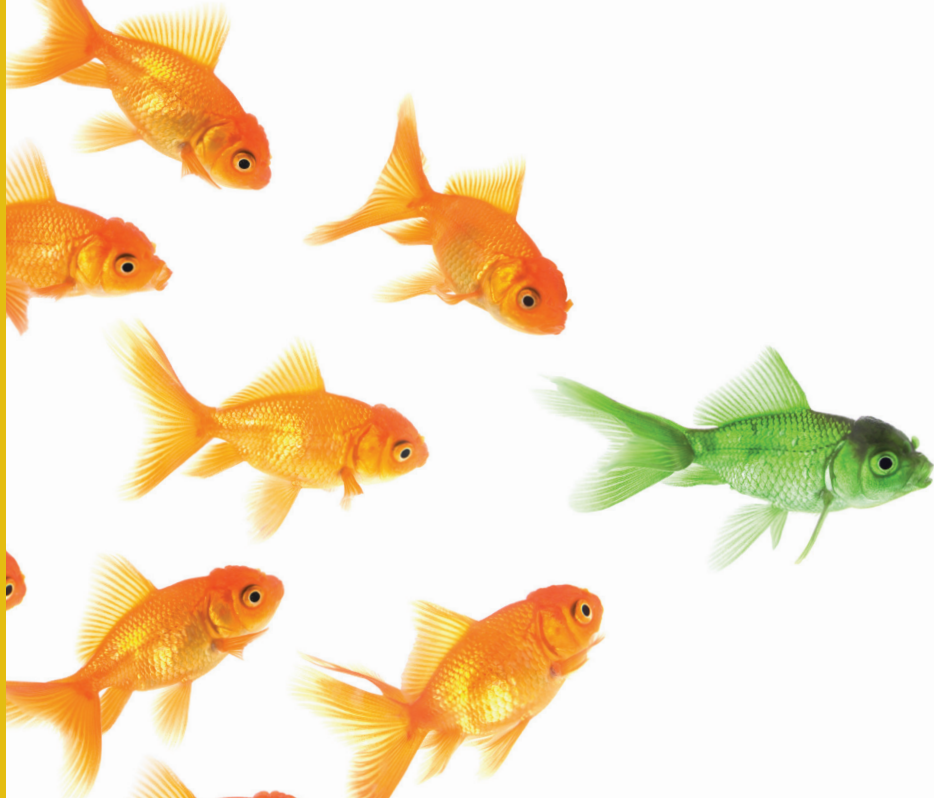


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SAGE Publications Ltd
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55 City Road
London EC1Y 1SP

SAGE Publications Inc.
2455 Teller Road
Thousand Oaks, California 91320

SAGE Publications India Pvt Ltd
B 1/I 1 Mohan Cooperative Industrial Area
Mathura Road
New Delhi 110 044

SAGE Publications Asia-Pacific Pte Ltd
3 Church Street
#10-04 Samsung Hub
Singapore 049483

Editor: Chris Rojek
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Production editor: Katherine Haw
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Proofreader: Audrey Scriven
Indexer: Bill Farrington
Marketing manager: Alison Borg
Cover design: Wendy Scott
Typeset by: C&M Digitals (P) Ltd, Chennai, India
Printed by: CPI Group (UK) Ltd,
Croydon, CR0 4YY



© Jonathan Gosling, Stephanie Jones and
Ian Sutherland 2012

First published 2012

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Library of Congress Control Number: 2012932162

British Library Cataloguing in Publication data

A catalogue record for this book is available from
the British Library

ISBN 978-1-84920-588-7

ISBN 978-1-84920-589-4 (pbk)

Jonathan Gosling – to SJ, with thanks and admiration

Stephanie Jones – to CCW, with love

Ian Sutherland – to JK, with thanks and understanding

Joost Dijkstra – to Margot, for a better understanding of her business life

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about the authors

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acknowledgements

Parts of the chapter on leadership definitions and theories are based on an extract from J. Remme, S. Jones, B. van der Heijden and S. de Bono (2007) *Leadership, Change and Responsibility*. Oxford: Meyer & Meyer. This material is included here with permission from the publishers.

Parts of the introduction to entries 1, 4 and 12 are based on an extract from S. de Bono, S. Jones and B. van der Heijden (2008) *Managing Cultural Diversity*. Oxford: Meyer & Meyer. This material is included here with permission from the publishers.

Parts of entries 17, 19 and 25 are based on extracts from S. Jones (2010) *Psychological Testing*. Petersfield: Harriman House. This material is included here with permission from the publishers.

Different versions of some material (on Quiet Leadership and Toxic Leadership) have appeared in *Leadership Matters*, a regular publication of the Centre for Leadership Studies, University of Exeter, UK.

Parts of entries 3, 5, 8, 18, 22, 23, 27 and 31 include many references to S. Jones and J. Gosling (2005) *Nelson's Way: leadership lessons from the great commander*. London: Nicholas Brealey. Readers are referred to this book for further insights.

Parts of entries 2, 7, 21, 26 and 29 include many references to J. Gosling and H. Minzberg (2003) 'The Five Minds of the Manager', *Harvard Business Review*, November. Readers are referred to this article for further insights.

how to use this book

This book is designed to help you, the reader, to identify and consider the range of leadership styles, approaches and situations you might use to describe yourself and others. It explores the potential strengths and weaknesses associated with each leadership mode or preference, presented in a uniquely didactic way. The evolution and development of the field of leadership styles is outlined in the detailed introduction which follows.

Have you ever been accused of being authoritative, opportunistic or toxic as a leader? Is this bad? What does this really mean, and what are the implications? How about if you are praised for being purposive, ethical and reflective? Is this good? Again, what do these terms mean? To a certain extent these are explained by studying the history of leadership terms, but we need practical examples to help bring them to life.

Imagine you are being recruited for a leadership role. You are asked to describe the kind of leader you think you are, and the strengths and weaknesses of your approach. You may be reflecting on this very issue as you prepare for a new job or promotion interview. Is your leadership approach helping or hindering your career? Or, you are reporting to your boss, trying to describe your colleagues and management team in an accurate and detailed way. You are asked what kind of leaders you need for the future, given changing situations and tasks. These leaders might be recruited from outside or developed from within, but a leadership 'specification' with a detailed list of competencies and preferences is needed. Meanwhile, after this meeting with the big boss, you are trying to explain to your team what kind of leader you report to, and his or her priorities. Or you might be advising a client. Or you are discussing the attributes of a new political leader with friends in a social setting.

Whatever the scenario, you need words, definitions – a leadership vocabulary. So, you hunt through the index and the alphabetical listing of the entries in this book for ideas and inspiration, and check through the definitions and examples to either accept or reject the chosen terminology and descriptors, using the cross-referencing provided. Armed with more insights, you can feel more informed and confident.

The entries in this book look at a variety of leadership constructs, each with a balance or continuum of alternatives inviting debate and comparison, but not judging any as intrinsically 'good' or 'bad'. Each approach may be appropriate for different circumstances, jobs, tasks and organizational cultures. It's a question of 'horses for courses'. These descriptions of leadership can be used to help clarify the situations when different approaches may be appropriate. None are totally negative or totally positive – they all have their uses.

These leadership options can be expressed as extremes or sometimes as a continuum, and depend on personality, behaviour preferences, competencies and contexts. They can be intentional or involuntary, permanent or temporary.

Each entry defines a leadership concept and explains the balances, debates and options involved, considering leadership as a range of action possibilities. The entries provide detailed practical examples of leaders exhibiting these behaviours, considering the impact and implications, with reflective conclusions. The reader can easily identify his or her own style and approach, especially with feedback from colleagues, and select leadership approaches to which he or she might aspire or avoid. The entries can also be used to identify the leadership characteristics of others, especially in terms of those desired or to be avoided.

The criterion for inclusion of an entry was the existence of a distinct leadership approach with a clear opposite, both of which could be appropriate for a leadership situation. This dialectical approach adds value by going beyond claims that there is 'one best way to lead', recognizing instead the special mix that suits each situation.

While describing a way of leading, each entry also implies different ways of dealing with people and objectives. It provides models for describing leadership as an aspect of organizational cultures as well as an accurate, defined terminology for leader recruitment and development. We help you to frame answers to questions such as: What kind of leadership is going on here? Does this fit the situation or could it be more appropriate? When reading the descriptors listed here, remember they are not mutually exclusive, and it may be helpful to apply several to your analysis of an individual leader, organization or project.

The format for each entry includes a definition, an assessment of the value of the approach when applied to specific situations and an introduction to the 'voices', the practical examples of both sides of the particular leadership dialectic, with concluding remarks and suggestions for further reading.

We have chosen to list the concepts in alphabetical order to avoid bias – one approach is *not* inherently better than another. We value personal authenticity, integrity and situational sensitivity in leadership above any leadership panacea.

The 'voices' used in many of the examples (where not quoted from secondary sources) are based on the long and varied experiences of the four authors in teaching, training, consulting and leading, totalling over a hundred years combined – and their contacts and associates. The geographical spread of their experience includes North America, the United Kingdom, Europe, North Africa, Western Asia, South Asia and the Pacific Rim, and a variety of emerging markets.

introduction

Before we start looking at the 'Key Concepts' below, we discuss the origins and definitions of leadership theories and philosophies, and suggest that leadership theory also needs to take into account leadership practice. This is where the leadership debates – or dilemmas as we have posed them in this volume – come in. And we think that these debates, dilemmas and questions will open the study of leadership to an appreciation of the countervailing forces that give rise to so much diversity in the practice and experience of leadership.

As we will see in our entries discussing the key concepts of leadership, there is no one-dimensional view of leadership. We have approached the subject as a series of ongoing dialogues, continuing discussions, and sharing of impressions and insights – which we have tried to show here, with reflections by observers and practitioners. We have tried not to make judgements about 'good' or 'bad' practice, but have emphasized the diversity of styles, approaches and views found in every-day leadership scenarios in many different situations.

How can we analyse and synthesize these wide-ranging leadership perspectives? We could look at them first in *leadership motives, styles and attitudes*: why an individual might want to be a leader in the first place. A leader may pride himself or herself on expert knowledge of a particular sector, field or discipline of leadership, different from being a generalist leader, able to lead in any context. And there's the leader who is always visible, out in front, clearly seen by all, rather than behind the scenes. There is also the leader who balances his or her job and private life, keeping the latter very private and enjoying both public and private identities, compared with being extremely focused and passionate. Other leaders encourage others to participate, compared with one who favours the more authoritative approach of taking the lead in a more singular way and making individual decisions. There are also the debates about being predominantly a leader or a manager – whatever those differences mean in a particular context; and being inspirational, or pedestrian and ordinary. For many, it is OK just to focus on trying to do the job of a leader now, rather than thinking about leadership legacies.

How about analysing leadership in terms of the leader's *mindsets*? The way a leader thinks about and tackles the predicaments he or she faces include being reflective, thinking through why they might do their work in a certain way, and what they might do to keep on improving. But many operate in a knee-jerk way, doing what needs to be done and worrying about it later. Others analyse everything in detail, seeking explanations of structures and systems. Some operate in a much more unstructured way, focusing on maximizing the benefits of immediate opportunities. As business becomes more global, some leaders pride themselves on their worldly perspectives, seeking an understanding of the range of differences wherever they go. Other leaders look for commonalities and convergence. They see similar needs and demands by customers and business partners the world over.

Many leaders build relationships with their staff members, collaborating and sharing, whereas others are more distant and aloof. Their mindset might be that 'these people work for me – so I need to get value out of them!' Many leaders focus on action and continual change; others are more comfortable with continuity and preserving the benefits accrued in an organization's history.

Another, further way of considering leadership dilemmas is through reactions to *conflict*. What happens if a leader is highly competitive, or, by contrast, accommodating? How about compromising compared with more collaborative or co-operative behaviours? Leaders can also be high or low on taking a stance on avoiding – they will try to minimize stirring up trouble and also empower people, or they will get involved in everything.

Further leadership options may be determined by *leader personality* and *behaviour* differences. A leader may place a higher priority on the importance of emotional quotient (EQ), or might be more disposed towards the expert knowledge and intelligence quotient (IQ) in himself or herself and others. Some leaders behave as Shapers, with associated preferences for being Coordinators, Monitor-Evaluators and Resource Investigators. By contrast, other leaders see the Implementer preference as their main determinant of behaviour, and might also be Specialists and Completer-Finishers. Other leaders – less typically – prefer to operate as Teamworkers, keeping everyone happy, or as Plants, supplying creative and innovative ideas. A leader might also exhibit an extrovert personality, but many are introverted by nature. These factors can have an impact on leadership choices.

Leaders can also vary in the choices they make in terms of the approach to *leadership development* that they may have experienced – or the leader development strategies they are themselves implementing. Mentoring processes and being coached as a leader are popular among some – but many leaders believe that a more directive and getting-on-with-it, being-told-what-to-do style of leadership training can be just as effective. Some leaders are developed and nurtured by a single organization, which provides them with career building and training – others train themselves and take responsibility for their own development by switching jobs and gaining insights into leadership by a multiplicity of practical experience. Some leaders believe they can create and develop their own leadership brand, separate and independent from the brand of the organization where they work. Other leaders think their personal brand should reflect where they work now – but this can and will change as they change organizations, based on personal developmental experience.

Leadership options are very often determined by leader experiences in specific management and *leadership functions* – such as the polar opposites of finance and marketing (saving or spending money), or through the human resources (HR) as opposed to production routes. This functional background tends to colour the leader's view of leadership and influence his or her style of operating, and can give the leader a limited view. So an obvious area for leader preference is broad-based or functional, silo-based approaches.

A final dichotomy in ways of leading analysed in this book looks at *leadership practice*, such as questioning if project management represents a unique approach

to leadership. If leadership tasks are seen project by project, in what ways is this different from a more continuous and uninterrupted view of a leader in a more long-term situation? And the difference comparing 'interim' or 'temp' leaders on short-term, specialist contracts working in highly specific organizational situations, compared with permanent appointees. How different is the job of leading volunteers, from that of leading paid employees? Increasingly, leaders are under pressure to take into account ethical and corporate social responsibility (CSR) considerations – but they still need to be pragmatic and practical to run a business. The need to promote diversity in leadership is often discussed; the challenging task of managing and leading celebrities, prima donnas and big egos is another issue. Then there is the matter of what happens when the leadership environment is no longer healthy and becomes toxic. And many leaders are impacted by their national culture, especially the difference between East and West.

These debates will continue, and new debates will emerge, whilst some old debates may no longer seem worth arguing about. Questions are likely to be based around leadership styles, attitudes, approaches; leader mindsets; leader responses to conflict; leader personality and behaviour preferences; the way that leaders have been developed; the functional roots of individual leaders; and the realities of leadership practice. New questions will emerge, based on other areas of leader involvement, especially in terms of follower reactions and situational demands. But as long as people and organizations see the need for leadership, the debates will carry on, and are unlikely to ever reach a final conclusion!

As you will see, this book is based on a dialectical approach to key concepts to leadership. Throughout we present many exaggerated examples to illuminate these key concepts. In the end, leadership is still about context and situation – about finding the best means of leading in different times, places and within different organizational structures and populations. Above all, leaders need to operate out of sensitivity to these issues and to act in ways which navigate the dynamics of working with others. As a final key concept for leadership, leaders should remember that their work is ultimately about working with others to create environments where all can develop and achieve.

leadership definition, theory and practice

What is leadership? Who are leaders? What do leaders do? These are some of the most fundamental questions of Leadership Studies. Like all fundamental questions, they defy clear-cut answers. Each opens a universe of challenging, complex, dynamic debate and practice. Far from solving fundamental leadership questions, the study of leadership has compounded the complexity but in a way which provides increasingly sophisticated and sensitive ways of understanding leadership as part of situations of collective activity in group and organizational contexts. Before we turn to the dialectics of specific leadership styles it is useful to briefly review the historical trajectory of leadership studies to lay the foundation for entering the muddy waters of leadership practice.

An early – and persistent – approach to viewing leadership has been to point to the achievements of great leaders, and to explain leadership as the effect of their actions and behaviours. This has become known as the ‘great man’ theory, because that’s how history was taught for many years: a saga of the exploits of (mainly male and often military) leaders: Alexander the Great, Julius Caesar, Admiral Lord Nelson, George Washington. These are some of the classics, now joined by more peaceable figures such as Mahatma Gandhi, Martin Luther King and Nelson Mandela. But what is it about these people that makes them able to be ‘great’? Did they have leadership qualities that can be discovered or developed in other people? How about the task of developing leadership in women as well as men? In other words, is leadership an essential quality of the individual person, or are there also cultural and political forces that determine who does or does not get a chance to lead, or whose leadership gets noticed?

So if we want to understand leadership in the real world, should we be looking more deeply at individual personalities, at group dynamics, or at social forces? In fact, leadership studies have progressed on all fronts. From ‘great man’ theories, we have moved to an exploration of leadership traits or characteristics, studied their behaviours and the situations in which they are more or less successful, and then contingency theories. The more recent development of transactional and transformational leadership theories reiterates a consistent theme: the special relationship that exists between groups and their leaders, and the peculiar impact of the leader.

The earliest leadership theories tend to focus on the characteristics and behaviours of singular, successful leaders. Current leadership studies have come to focus on the role of followers and group processes, the contextual nature of leadership, and the relationships between leadership and management. Other contemporary theories look at leadership as a dynamic process involving many individuals rather than seeing leadership emanating solely from a single person, and include perspectives on ‘distributed leadership’, ‘quiet leadership’, ‘soft leadership’, ‘authentic leadership’, ‘aesthetic leadership’,

‘narcissistic leadership’, ‘spiritual leadership’ and ‘toxic leadership’. Modern leadership studies view leadership as a dynamic, subtle, nuanced process emerging from the actions of groups of people – leaders and followers alike – working together to achieve common goals, in group and inter-group relationships. Some also point to the contrast between ‘formal’ and ‘informal’ leadership, with its connotations of authority and participation (House and Baetz, 1979). (See the summary in Table 1).

Table 1 Summary of popular leadership theories over time

<i>Great Man Theories</i>	Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term ‘man’ was an unquestioned assumption until the late twentieth century, as leadership was primarily male and usually military. Few people bothered to look for examples of leadership outside these categories.
<i>Trait Theories</i>	Trait theories studied successful leaders and moments of leadership to identify traits or qualities which appeared essential to leadership practice. These included adjectives describing mostly positive human behaviours, from A for ambition to Z for zest for life. Maturity, confidence, breadth of interest, intelligence and honesty were qualities common across much of the trait theory research. Traits were seen as characteristics of the person. More recently, interest has shifted towards descriptions of what people can actually do, regardless of personality. Thus traits are often referred to as <i>competencies</i> .
<i>Behaviourist Theories</i>	These theories, still regarded as currently useful, concentrate on what leaders actually do rather than on their qualities or characteristics. Different patterns of behaviour are observed and categorized as ‘styles of leadership’, which are then discussed by practicing managers in the field. Some of these ‘styles’ include charismatic leadership, servant leadership and quiet leadership.
<i>Situational Leadership</i>	This approach (also still widely popular) sees leadership behaviour as determined by the situation in which leadership is being exercised. Some situations may require an autocratic style; others may need a more participative approach. It also suggests that there may be differences in required leadership styles at different levels in the same organization, depending on follower readiness.
<i>Contingency Theory</i>	This is a refined version of the situational view, focusing on identifying the situational variables (contingencies) which best predict the most appropriate or effective leadership style to fit particular circumstances.
<i>Transactional Theory</i>	This approach emphasizes the importance of the relationship between leaders and followers, focusing on the mutual benefits derived from a form of ‘contract’ through which the leader delivers rewards or recognition in return for the commitment, loyalty and efforts of the followers.
<i>Transformational Theory</i>	The central concept here is of follower change, and the role of leadership in transforming the performance of his or her followers, through influences which impact on their growth and personal development. Transactional and transformational leaders are frequently contrasted but they are not mutually exclusive.

Source: Remme et al., 2008

Most of these theories (summarized in general terms above from several sources) take a rather individualistic perspective of the leader, although a school of thought gaining increasing recognition is that of ‘dispersed’ or ‘distributed’ leadership, sharing the leadership function throughout a team. This approach, with its foundations in sociology, psychology and politics rather than management science, views leadership as a process that is diffuse throughout an organization rather than located solely within a formally designated ‘leader’. The emphasis thus shifts from developing ‘leaders’ to developing ‘leaderful’ organizations with a collective responsibility for leadership. (See Bolden, 2011, for a comprehensive review.)

Below, we look at how theories of leadership have evolved, suggesting the development of different philosophies of leadership reflecting the thinking of different eras.

THE TRAIT APPROACH TO LEADERSHIP

As we have seen, the trait approach arose along with the ‘Great Man’ theory as a way of identifying the key characteristics of successful leaders. The aim is to isolate and identify crucial leadership traits, so that people with such traits could be recruited, selected and installed into leadership positions. This approach was common in the military and is still often used as a set of criteria to select candidates for commissions. The problem with the trait approach lies in the fact that there is no agreement about what these traits are – countless research projects have identified almost as many traits as studies undertaken. Although there has been no overall consistency in the results of the various trait studies, certain traits appear more frequently than others including: technical skill, friendliness, task motivation, application to task, group task supportiveness, social skills, emotional control, administrative skills, general charisma and intelligence. Of these, the most widely explored – and hardest to define and measure – has tended to be ‘charisma’. Table 2 lists the main leadership traits and skills identified by Stogdill in 1974.

THE BEHAVIOURAL SCHOOL

As can be imagined, the results of trait studies were inconclusive, subjective and ambiguous. Traits are hard to measure. How, for example, do we measure traits such as honesty, integrity, loyalty or diligence? Traits are also hard to define. How, for example, how do we define ‘self-confident’ or ‘socially skilled’ in any practical sense? Additionally, each trait has positive and negative potential. In one situation, a leader who is being dominant (in influencing others) may be effective in providing a clear direction and mobilizing a team. However, in another situation such a leader may be seen as arrogant and overbearing, resulting in refusals to follow. Another approach to the study of leadership and the identification of leaders had to be found.

McGregor’s Theory X and Theory Y Managers

The behavioural theories concentrate on what leaders actually do rather than on elusive ‘inherent’ qualities. Different patterns of behaviour have been observed and categorized as ‘styles of leadership’. After the publication of Douglas McGregor’s

Table 2 Leadership traits and skills

Traits	Skills
Adaptable to situations	Clever (intelligent)
Alert to social environment	Conceptually skilled
Ambitious/achievement oriented	Creative
Assertive	Diplomatic and tactful
Cooperative	Fluent in speaking
Decisive	Knowledgeable about group task
Dependable	Organized (administrative ability)
Dominant (in influencing others)	Persuasive
Energetic (high activity level)	Socially skilled
Persistent	
Self-confident	
Tolerant of stress	
Willing to assume responsibility	

Source: Stogdill, 1974

classic book *The Human Side of Enterprise* in 1960, attention shifted to this behavioural mode of theorizing. McGregor was a teacher, researcher and consultant whose work was considered to be on the cutting edge of management thinking at that time. He influenced many behavioural theories, emphasizing the impact of human relationships on output and performance.

Although strictly speaking not a theory of leadership, the strategy of participative management proposed in *The Human Side of Enterprise* has had a tremendous impact on managers. The most publicized concept is McGregor's thesis that leadership strategies are influenced by a leader's assumptions about human nature and the attitude of workers to their work. As a result of his experience as a consultant, McGregor summarized two contrasting sets of assumptions made by managers in the workplace, shown in Table 3. It can be seen that a leader holding Theory X assumptions would tend towards an autocratic style, whereas one holding Theory Y assumptions would prefer a more participative style.

Blake and Mouton's Managerial Grid

Another behavioural or style approach model from the same period is the Managerial Grid developed by Robert Blake and Jane Mouton in 1964. Their work focuses on the task (production) and employee (people) orientations of managers, as well as combinations between the two extremes. The Managerial Grid locates concern for production on the horizontal axis, and concern for people on the vertical axis, and plots five basic leadership styles (see below). In the centre is 'Middle of the Road', referring to an equal balance between the concern for people and the concern for