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LEADERSHIP: A CONCISE CONCEPTUAL OVERVIEW¹

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The Massachusetts Community College Leadership Academy (CCLA) is designed to prepare faculty members and administrators working in community colleges with the knowledge, skills and values needed to be better leaders. However, it can be a daunting challenge to master the complexities of leadership. There are literally hundreds of leadership theories and models; a condition that contributes to confusion about how best to define and understand this extremely important concept. Part of the reason for the plethora of theories is that leadership is a very complex phenomena and any one theory only provides a partial view of the complexity involved with leading others (each of whom is a unique individual) within complex environments that often lack clear or consistent values, goals, and methods – particularly in higher education! The existence of numerous leadership models and theories not only creates confusion about which one is ‘right’ or which are ‘best’; it also contributes to the “theory-practice” divide, causing people to get frustrated that no one model fits every context or situation. However, it has been noted that “there is nothing so practical as a good theory” (Lewin, 1951, p.169). A good theory serves multiple purposes, including:

- Describes, predicts or explains phenomena
- Simplifies complex phenomena
- Provides a common language or frame of reference
- Knowledge-based guide for action
- Legitimizes expertise and authority
- Useful for leadership development
- Serves as a conceptual tool

Focusing on the last point, we can think of any model, theory or approach as a “conceptual tool” and our goal is to not just have one tool, but to be aware of what tools are available and for each of us to develop our own “conceptual tool kit” so that we are well-equipped to meet the complex and diverse challenges that all leaders face. Leadership is a daunting endeavor that requires hard work, multiple tools (conceptual knowledge, practical skills, and value-based integrity), and collective effort.

Therefore, the purpose of this short article is to introduce a conceptual map that provides categories of major approaches to leadership with a discussion of how each approach contributes

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to a more comprehensive understanding of leadership. This article also serves as a quick introductory overview and does not go into great depth on any topic; rather it is designed to provide a conceptual framework of what tools are available and how they relate to each other.

The various theories and models of leadership are divided into three major categories, each of which has three sub-categories. The major categories focus on three foundational aspects of leadership – achievement, relationships, and values.

Achievement-Oriented Leadership

The study and practice of leadership has been dominated by a focus on achievement. The emphasis on achievement is not surprising given that accomplishing goals, both formal and informal, are essential requirements of leadership. The earliest models of leadership focused on *individual* leadership and the ways in which leaders embodied certain characteristics that enabled them to achieve desired results. Increasingly, scholars of leadership recognized that how a leader *behaves* is more important than merely focusing on his/her characteristics and that a successful leader matches his/her behavior to the situation at hand as she/he engages in both results-oriented task production and effective relationship behaviors. Over time it has also become clear that there are numerous *contingencies* (e.g. relationships, structures, and power) that impact the ability of leaders to facilitate the accomplishment of goals. These three perspectives on leadership – *individual, behavioral, and contingent* – collectively emphasize leadership as an achievement-oriented endeavor that is reliant on a combination of the characteristics of the individual leader, the behavior of the leader, and the contextual contingencies of the work at hand. Each of these factors is discussed in more detail below.

Individual Leadership

The importance of leadership in its many forms has been recognized for centuries in a wide variety of cultural contexts. In Western society, enduring conceptions of leadership originated in the writings of ancient Greek philosophers such as Plato, and European Renaissance writers such as Machiavelli, among many others. Yet, while Western societies were developing highly individualistic notions about leadership, Eastern philosophers, such as Confucius, were developing more collectivist-oriented definitions. Regardless of the cultural contexts in which ideas about leadership were being developed, these formulations were derived through the observations of particularly successful leaders, and these definitions of leadership were largely philosophical, rather than practical in nature. There was little, if any, rigorously developed or scientifically-based evidence about the nature of leadership.

The earliest known empirical studies of leadership emerged out of the Industrial Revolution in the late 19th century and continued to shape popular and enduring conceptions of leadership throughout the twentieth century. Most of these early works focused on individual leaders and the traits they possessed, and were largely prescriptive (what leadership ought to be) rather than descriptive (what leadership is). Many of these approaches fall into what Carlyle (1993) termed the “Great Man Theory” of leadership, which assumes that leaders (almost always males – regardless of cultural context) lead by virtue of talents and traits that they possess. This set of assumptions led to hundreds of studies over the last century that have generated numerous lists which collectively identify dozens and dozens of traits that are associated with successful leadership.

Many of these traits are bound by specific conditions – whether they be cultural contexts (i.e. the traits identified in Confucian writings about effective leaders are markedly different from Plato’s

analysis of effective leadership traits), historical periods, organizational settings, type of issues involved, etc.. Moreover, it is clear that other factors such as socio-economic status, gender, and other individual characteristics of both leaders and followers influence the effectiveness of any set of particular traits that may be related to effective leadership.

As these and other weaknesses were identified over time, attention shifted away from the inherent traits of leaders, and towards skills that could be learned and developed amongst a wider variety of individuals. While this approach enabled leadership theory to move beyond mere traits, it still focused too heavily on individual attributes; yet it remains a popular approach that has branched out to include the identification of gender related, culturally defined, and context specific traits, skills, competencies, and dispositions (attitudes and values). Most recently, “strengths-based leadership” has become a popular approach to identifying and enhancing individual leadership skills in order to improve each leader’s ability to achieve positive results.

Behavioral Leadership

Building upon the identification of traits and skills as the defining characteristic of leadership, numerous studies of leadership began to focus on the fact that the traits and skills of a leader are less important than the behaviors s/he exhibits in response to various situations. It has become increasingly clear over time that leadership effectiveness is determined by the combination of individual leadership attributes and situational variables—different behavioral *styles* are more or less effective given particular contextual *situations*. Decades of research (beginning with the Ohio State and Michigan studies in the 1940s and 1950s) have identified the ways in which leaders can engage in behaviors that are *task/production (or directive)* and/or *relationship (or supportive)* oriented. The ways in which leaders behave in terms of being more directive about tasks or more supportive of personal relationships—or some balance of each—impacts their effectiveness. Initially, these studies identified various behavioral styles possessed by different leaders, including:

- Directive = high concern for productivity and low concern for relationships
- Country Club = low concern for productivity and high concern for relationships
- Impoverished = low concern for productivity and low concern for relationships
- Middle-of-the-Road = balanced concern for productivity and relationships
- Team = high concern for productivity and high concern for relationships

While the early studies listed above provided a foundation for defining leadership as being dependent on styles matched to situations that provided a behavioral-basis leadership, it was the work of Ken Blanchard that fully developed Situational Leadership as the dominant form of Behavioral Leadership that continues to be widely used in a wide variety of contexts. Figure 1 demonstrates how situational leadership builds upon the concept of leadership styles by identifying how leaders can adapt their behavior to match the needs and levels of development of their followers. Followers with low levels of development (e.g. being new to a specific job or organization or lacking experience, knowledge, skills and/or confidence) is a situation that requires leaders to use directing behavior. As the development of followers increases, leaders can begin being less directive and more supportive, moving from coaching to supporting and ultimately to delegating (very low levels of direction and high levels of support) as the followers take charge of their own direction.

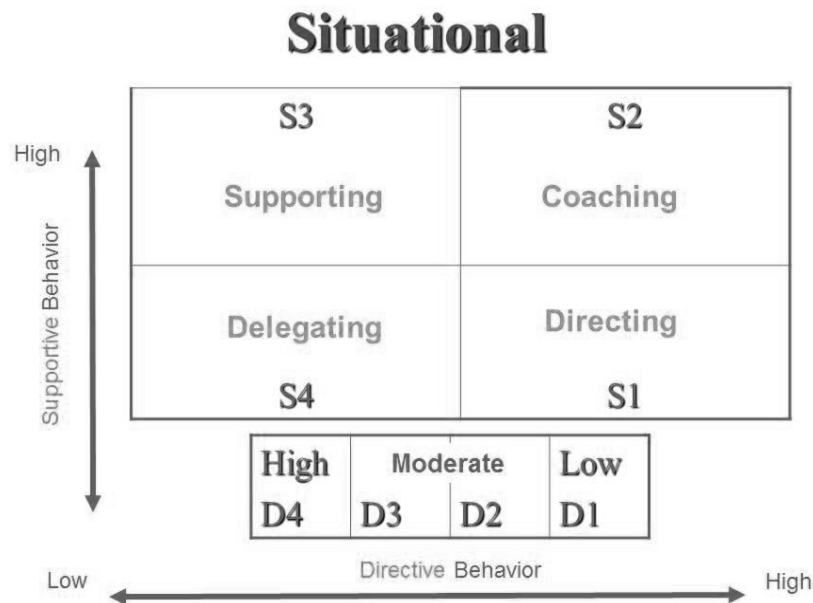


Figure 1 – Situational Leadership (adapted from Northouse, 2012)

The following characteristics define Behavioral Leadership:

- Leaders are responsible for managing others in order to accomplish tasks
- Successful leaders know how and when to focus on the production of tasks and/or relationships among people
- Successful leaders match their behavior to the situation.

Subsequent research has shown that leaders do not need to restrict their behavioral approaches to the four behavioral strategies suggested by Blanchard (1997) and other proponents of situational leadership. There are numerous other behavioral styles which can be used that range from authoritarian to parental or mentoring, and many more. The key point to remember is that leaders who match their *behavior* to the situation tend to be more successful in achieving desired goals. The term *behavioral* is preferable to *situational* for this type of leadership because it emphasizes the importance of the leader being aware of the situation and adapting his/her behavior appropriately. Changing a situation does not necessarily improve achievement; however, appropriate behavioral adjustments by the leader are essential to enhancing achievement.

Contingent Leadership

While Individual and Behavioral Leadership theories focus primarily on whom a leader is and what a leader does – contingent models emphasize the contextual factors that influence leadership and productivity. Early contingency theories were built on behavioral models by looking at how not only task structure and interpersonal relationships impact leadership, but also how other situational variables also impact the achievement of goals. For example, the seminal work on contingency theory that was developed by Fiedler (1978) also emphasizes the importance of authoritative power (strong or weak formal authority over followers) in addition to the structure of the task (simple or complex), and how relationships with followers (good or

poor) also influence how a leader should behave in a complex environment. Contingency theory focuses less on how a leader ought to behave in a given situation and more on how contingencies shape the ways in which leaders' preferences (either more task-oriented or more relationship-oriented) match the context. This particular theory is based on research which indicates that not all leaders are capable of adapting their behavior to any situation. Rather, leaders have preferences and need to be able to assess their chances of success given how their preferences match the set of contingencies. In many ways, this model is a combination of the *individual* characteristics (i.e. traits and skills) and the *behavioral* tendencies of leaders. Figure 2 depicts a summary of how combinations of contingencies match leaders' preferred behavioral styles.

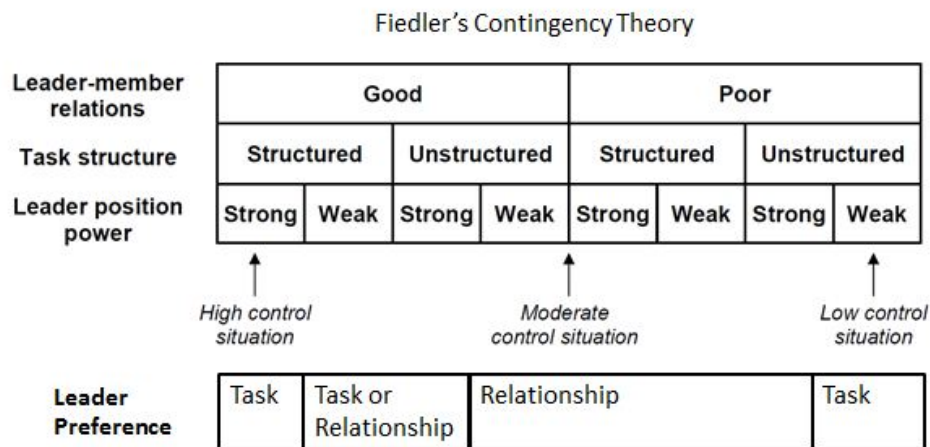


Figure 2 – Contingency Theory (adapted from Northouse, 2012)

Path-Goal theories are another well-known group of conceptual models that provide an even more complex set of contingencies, as this group of models requires leaders to think about and engage in behaviors that motivate followers and remove structural obstacles in order to meet group/organizational goals. Figure 3 summarizes how Path-Goal models incorporate all of these elements together. In addition to the contingencies described above (leader-member relations, follower characteristics, and task structure), Path-Goal models also focus on a more complex understanding of position power, and take other factors such as organizational culture into account as influences on a leader's preferred and enacted behavior styles. From this perspective, position power is not merely either weak or strong; but varies by the type of power held by the leader. Key types of power include formal authority, coercion (ability to punish), reward, referential (charisma or the ability to have others look up to the leader), expertise, seniority, or group power (obtained through membership in powerful groups or through coalition building). Additionally, Path-Goal models focus on whether an organizational culture is weak (limited shared values and norms) or strong; leaders typically have less power in strong cultures.

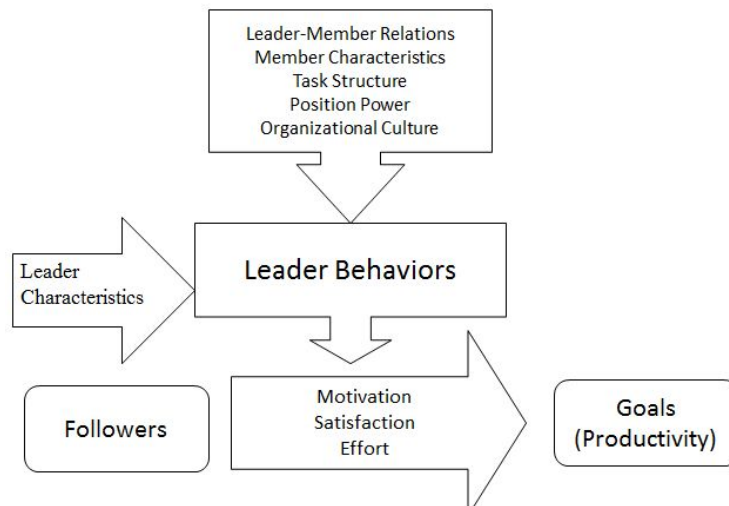


Figure 3 – Path Goal Models (adapted from Northouse, 2012)

Key assumptions of these models include:

- Contingent factors – such as power, follower (or subordinate) relationships, and nature of the task structure - impact leadership effectiveness
- Successful leaders can identify key contingencies in a given situation that enable or constrain the ways in which people can accomplish goals

Figure 3 demonstrates some of the key contingencies that impact how leaders need to shape their leadership behavior and ability to achieve goals.

Summary of Achievement-Oriented Leadership

The three types of models – individual, behavioral and contingent –all focus on the ways in which leaders are defined by their ability to achieve goals. The individual models focus on the traits, skills, competencies, and dispositions within leaders. Recognizing the importance of leadership as behavior in response to particular situations, behavioral models emphasize how leaders can match their behaviors in terms of styles (consistent patterns of behavior that match the leaders’ preferences and/or aptitudes) or situations. Contingent models build on our understanding of objectives that are achieved by emphasizing other contingent factors which leaders must pay attention to as they match their abilities and behavior to larger contexts. Taken together, these models focus on how leaders are responsible for achieving results (the assumption inherent in all of these models is that “the buck stops” with the leader). These models are often used to identify which individuals will be effective for particular leadership roles. While these models developed over time in a manner that recognizes the increasingly complex challenge of providing achievement-oriented leadership (as we move from merely focusing on the leader to her/his behavior to the contingent factors that the leader must somehow control), they all focus strictly on a specific individual as a leader who is ultimately responsible for success or failure.

Relationship-Oriented Leadership

Leadership is a human endeavor and any achievements that result from the efforts of leaders occur because of the contributions of followers and the quality of the relations among the people involved in the collective endeavor. The leadership models covered in the section on

Achievement-Oriented Leadership recognizes that relationships matter, but only in a utilitarian manner in which they were viewed as a means to the end of achieving results. However, leadership is not only defined by the achievement of goals, but also by the quality of relationships. This section focuses on the transactional nature of relationships between leaders and followers, the need to be inclusive in our relationships so that we embrace a diverse array of talent, and the important insights that arise from feminist approaches to leadership that help combat the ubiquitous forces of gender inequity that cut across all societies as we strive to enhance the range of leadership capacities and possibilities for all.

Transactional Leadership

While Achievement-Oriented models of leadership focus almost exclusively on the individual leader, transactional leadership shifts the emphasis to an understanding of how leadership occurs as a relationship between leaders and followers. Initial attention on leader-member relations focused on exchanges among individuals, and these approaches (such as LMX theory) are defined by transactions (social exchanges) between leaders and followers in which they provide mutual satisfaction of goals and needs. From this perspective, leaders depend on followers for production and legitimacy, while followers rely on leaders for material and symbolic rewards

Moreover, each individual, regardless of their role, seeks to maximize their investment (e.g. resources, time, and effort) while minimizing associated costs. The nature of the transactional relationship is shaped by determinants that are both internal (e.g. goal adjustment, motivation, and leadership styles) and external (e.g. ability, similarity, proximity and complementarity.) ‘Good’ leadership occurs when there is a fair exchange (distributive justice) between leaders and followers based on mutual respect and trust. ‘Good’ leaders also maximize the extent to which individual and collective goals are compatible. However, the quality of the relationships between a leader and followers varies across both dyadic (one-on-one) and multi-lateral relationships over time. In other words, relationships that a leader has with followers (whether they are one-on-one or with groups) are not static, rather they are dynamic and can change over time and can vary from issue by issue. Leaders need to be aware of the nature and quality of relationships and can most effectively lead when they embrace the complexities of working with other people in a dynamic and intentional manner rather than in a taken-for-granted and static way. Early theories in this area focused on one-on-one relationships, but increasingly the focus has also shifted to improving group dynamics through participative leadership and team leadership. However, these latter perspectives still rely heavily on defining the transactional nature of relationships as an exchange among members for mutual benefit.

Inclusive Leadership

Colleges and universities, like all organizations, exist within historically-embedded, broader social environments in which resources are unequally distributed among individuals and groups. Moreover, organizations are not neutral; their existence facilitates, maintains and reproduces advantages for some and inequities for others in the distribution of material and symbolic resources (resources available to an individual on the basis of honor, prestige or recognition). Many theories of leadership fail to explicitly account for these larger socio-historical power relations. By doing so they are unable to adequately address the role that educators and administrators can play in helping higher education contribute to greater social justice, equitable educational opportunities, and social transformation. Unexamined assumptions about leadership and taken-for-granted approaches to leadership limit how we define leadership and severely restrict whom we identify as leaders and potential leaders. Inclusive approaches to leadership

help us overcome these traditional shortcomings so that we take advantage of the entire range of leadership talent in our diverse and increasingly global world.

Major assumptions of this perspective include:

- Traditional organizational structures and leadership behavior enable individuals and groups that have historically-bound sources of power to dominate, oppress, and exploit individuals and groups who have historically had less access to sources of power;
- Power-holders within organizations have tended to be power-holders outside of organizations who act to perpetuate their power and resource base and in doing so marginalize opportunities for advancement by others;
- Organizations and many organizational leaders have subtle, hidden, taken-for-granted agendas designed to contribute to the reproduction of broader patterns of economic, cultural and social inequity;
- Inequity in organizations and throughout society is reinforced by hegemony, taken-for-granted assumptions about the nature of society and organizations that inhibit the ability of individuals to perceive and subsequently act on the existence of domination, exploitation, and discrimination;
- Authentic and responsible leadership is only possible when leaders recognize existing structures and their associated inequities;
- Authentic and responsible leadership occurs when leaders act in ways that contribute to creating greater social justice inside and outside of the academic organization;
- Authentic and responsible leadership involves being inclusive and empowering others (particularly those who have been traditionally marginalized).

Given these assumptions, it is essential that leaders cultivate and recognize diverse perspectives, norms, talents, and potential that transcends the dominant assumptions about who has the capacity to lead. This approach means more than increasing racial/ethnic diversity, socio-economic and ideological diversity in an organization and in leadership positions. Inclusive leadership challenges leaders to work closely with others who are not like them and who not only represent marginalized groups, but bring new and different ideas and approaches into the organization in order to expand the ability of the organization to maximize the range of human talent available and to contribute to the development of a more just society above and beyond the immediate organization.

Feminist Leadership

Most leadership theories, models, and research focus exclusively on male leadership; these experiences are often generalized and applied to women's experience as well. As a result, women have been disadvantaged in male-dominated societies as they have been judged through the lens of male experiences within the context of cultures that are dominantly patriarchal. Therefore, it is also important to acknowledge that organizational structures in contemporary society continue to privilege men, and work towards breaking down the barriers that impede the development of gender neutral organizations. Role incongruity describes the cognitive dissonance that occurs when women are expected to behave in stereotypically feminine ways,

while leaders are defined primarily by traits that are considered masculine. As a result, women leaders continue to be assessed differently than their male colleagues in comparable positions. If they act in stereotypically “feminine” ways (e.g. being kind, caring, emotional), they are seen as being weak; if they act in more “masculine” ways they are seen as being aggressive and angry.

Feminist models of leadership have been developed from the more general approach of feminist theory and include the following values and assumptions:

- Organizations should reflect, and their leaders should embody, the feminist values of inclusion, collaboration, gender equity and social justice.
- Like inclusive leadership, there is an emphasis on shared leadership where consensus building is valued. Decision-making involves as many diverse voices as possible. Organizational structures are non-hierarchical and egalitarian. Relationships in an organization can be envisioned as a web with the leader in the center rather than a top-down structure with the leader at the top.
- Interpersonal connectedness is at the heart of organizational functioning; building and maintaining relationships is of prime importance.
- One of the primary responsibilities of leaders is to empower others in the organization to develop as individuals and leaders.. Mentoring and “giving back” to others are fundamental values.
- Leaders must view the people in their organization as whole individuals, not just workers. The lives that colleagues live outside the workplace are important. Organizations and society as a whole need to learn to provide space and time for childbearing and childrearing without penalizing parents (most often women) in terms of career advancement and salaries.
- There is an implied ethical or moral dimension to leadership. Being a leader provides the opportunity and obligation to make the world a better place by empowering others and working towards social justice.

Moving from theory to practice, the question emerges as to whether women lead differently than their male colleagues. It is important to acknowledge that women leaders and feminist leaders are not synonymous. Women come from the same traditional, hierarchical views of leadership as men, and we need to be conscious of the impact of experience and the tendencies to recreate that experience despite a desire to move in a new direction. Just because someone is a woman does not make them an embodiment of feminist values. Nonetheless, there is some evidence that women’s management styles tend to be more democratic and participatory. These are gender-related, rather than gender-specific, approaches to leadership that can be embraced by all leaders.

Summary of Relationship-Oriented Leadership

The three types of models – transactional, inclusive, and feminist – are all focused on how and why leaders and followers relate to each other. The relationship-oriented perspective also emphasizes the importance of leadership as a human endeavor rather than merely as achievement-oriented work. Moreover, it introduces value-oriented concepts that impact not only how we achieve goals through relationships with others, but raises foundational questions about why we pursue goals, structure activities in particular ways, and interact with others. These issues are explored more fully in the following section.

Values-Oriented Leadership

Building upon achievement- and relationship-oriented approaches to leadership, it has become increasingly apparent that values and ethics are the essential foundations for leadership. Moreover, values are one of the key factors that separate leadership from management. As Peter Drucker once observed, “Management is doing things right; leadership is doing the right things.” The essential question for any leader is: what are the “right” things? Ethical, transformational, and authentic leadership focus on how leaders emphasize values as the bases for identifying the right things”, and pursuing values-based courses of action. Ethical leadership focuses on identifying underlying values and principles that guide decision-making and action when leading. Transformational leadership builds on ethical principles by focusing on how shared values can and should be the driving motivation behind purposeful change. Finally, authentic leadership focuses on integrity and how effective leadership only occurs when leaders are authentic in their efforts to promote transformation through word and deed.

Ethical Leadership

Ethics is essential to leadership because leaders are often responsible for “doing the right thing.” Leaders are responsible for others, while having agendas of their own. Therefore, leadership, by definition, is an ethical activity that focuses on how leaders influence others and get the job done in ways that are consistent with personal, organizational, professional, cultural, and societal values (some of which may be unclear or conflicting). Because colleges and universities exist in a larger social context and because they are “organized anarchies” with problematic goals, unclear technologies and even contested values, ethics are often difficult to determine, but essential for leadership. Major assumptions of this perspective include:

- Leaders are responsible for serving others and for “doing the right thing”;
- It is often difficult to know what the “right thing” is as it can depend on a variety of factors including the situation, context, and culture;
- Ethics are a system of principles or values that guide decision-making and behavior;
- Ethics can be defined in terms of conduct (how should we behave?), duty (what are our obligations?) and virtue (what are our values?);
- Ethical leadership involves principles such as respecting others, serving others, showing justice, being honest, and building community. Ethical leaders also respect autonomy, do no harm, and are faithful to their word;
- Leaders can use an ethic of care (paying particular attention to relationships and the unique context of each situation), an ethic of justice (paying attention to agreed-upon principles and the need to treat everyone in an equitable and just manner), or both, to guide their decisions and actions;
- Reflecting, modeling (integrity in word and action), mentoring, and motivating are essential for ethical leadership;
- Ethical leadership is not just concerned with outcomes, but also with the ways in which we relate to and work with each other;

- Ethics are most important when there is no clear “right” thing to do;
- Ethical leadership is most important, and most difficult, in challenging situations.

Transformational Leadership

Change is inevitable, yet few theories of leadership actually address change. There are many types of change — most of it is unintentional and reactive to internal and external challenges. Ideally, change is not only proactive, but is built on shared values and purposes. Leaders are not only responsible for reacting to change, but for creating an environment that intentionally creates change that is on-going learning, and facilitates positive and enduring progress around shared values. Perhaps the most succinct perspective on transformational leadership comes from Rost (1988) who notes that transformational leadership is an **influence relationship among leaders and followers who intend enduring changes that reflect their mutual values**. Emphasis on shared values and purposes distinguishes transformational leadership from mere change management. Assumptions of the transformational perspective include:

- Leaders are responsible for helping people within their organizations to understand the process of change and be intentional with regards to organizational responses to inevitable change;
- Successful leaders focus on second-order change (addressing underlying systemic causes or assumptions) rather than first-order change (addressing specific symptoms or consequences);
- True organizational learning leads to transformation — enduring second-order values-oriented change that results in positive developmental growth for individuals, the organizations to which they belong, and the broader surrounding environment;
- Transformation is enduring, sustainable, purposeful change that helps the organization realize new possibilities;
- Transformation is a process rather than an event that occurs when values-based learning is strategically and systematically implemented in an on-going basis.

It should be noted that more recent work by Heifitz, Grashow & Linksy (2009) and others have used the term “adaptive” rather than “transformational” to describe this approach to leadership. However, the under-lying principles are essentially the same – leadership is ultimately defined by how leaders are able to have a broader, longer-term, values-based approach to guiding organizational change rather than merely reacting to immediate concerns and pressures.

Authentic Leadership

It has increasingly become apparent that merely identifying values and ethical principles and influencing others to follow them is insufficient if the leader is not authentic and genuine in the articulation and enactment of values. Authentic leadership is intrapersonal, developmental, and interpersonal. From an intrapersonal perspective, leadership must be genuine and truly reflect a leader’s inner values; this requires self-knowledge and reflection on the part of the leader. From a developmental perspective, authentic leadership focuses on how leaders can cultivate and nurture an authentic ethical orientation that reflects the evolving (or sometimes dramatically shifting) understanding of their own values that change over time. Finally, the interpersonal perspective focuses on how leaders’ own values develop as they relate to others, particularly with those individual and groups that they are responsible for leading.

Our understanding of authentic leadership is both prescriptive and descriptive. We have ideals, values, systems, ethical principles and theories that provide prescriptive guides for how leaders ought to think and act authentically. In many ways, the ethical and transformational leadership approaches provides prescriptive models that can contribute to authentic leadership if the leaders are genuine in the ways in which their own values align with the ethical principles and shared values inherent in these theories. More practically, there are models that provide more “how to” oriented approaches to living and acting authentically as a leader. Authentic leadership requires leaders to not only look outward for ethical principles and transformative actions, but to look inward with integrity at themselves as essential contributors to value-oriented leadership for those that they lead. Major assumptions of this perspective include:

- Effective leaders must be authentic or genuine in the ways that they understand and enact values;
- Authentic leadership involves self-knowledge, on-going growth and development of awareness in response to changing circumstances, and congruent alignment of personal values with larger group values;
- Authentic leadership is both a prescriptive ideal and a practical approach to enhanced leadership;
- Leaders must be intentionally aware of and reflective about external principles and shared values in order to navigate and lead in an authentic manner.

In many ways, authentic leadership takes us full circle back to individual leadership as this approach focuses on authenticity as one of the essential traits for all leaders to possess, regardless of context.

Summary of Values-Oriented Leadership

The three types of models – ethical, transformational, and authentic – focus on the underlying reasons for leading and challenge us to be intentional about acting in ways that ethically and authentically promote core values. Moreover, values-oriented leadership also requires us to critically examine our work and efforts so that we can transcend current realities by creating and working towards shared visions of an improved future. Thus, leadership is not merely concerned with “what is”, but with “what can be” and “what should be”. These are the significant challenges that largely distinguish leadership from management. Values-oriented leadership is vital, yet extremely difficult given the variety of values and ethical principles that exist across the diverse spectrum of individuals, groups, organizations, cultures and societies in which we are all embedded.

Conclusion

The conceptual framework described above is merely a starting point for understanding leadership. The purpose of this article is to provide a quick introduction so that each of you has a way to think about the most important aspects of leadership while also recognizing how these various conceptual tools relate to each other and how they might fit into your own ‘tool kit’ as you further develop your leadership capacities. In closing, there are three other aspects of leadership and leadership development that we wish to emphasize:

- Knowing some of the major terms, concepts and theories of leadership is important for each of you as future graduates of CCLA and as leaders in community colleges. It will enhance your legitimacy as leaders to be familiar with and be able to recognize major concepts, terms and ideas associated with leadership.
- We often think of leadership as being synonymous with ‘leader’, yet, leadership transcends any one leader. We need to be focused on enhancing leadership in our community colleges – which means focusing on developing leadership capacities throughout our campuses so that we have leadership at all levels and all areas of the organization. We are also increasingly focusing on ‘leading’ as an active, dynamic verb rather than ‘leadership’ which is a static noun. Leading is about doing and improving and not just about holding the position as a leader.
- Leadership is a distinct concept from management; and these two concepts along with ‘organization’ are collectively essential for us to be able to effect enduring transformational success and change as we strive to live up to the challenging responsibilities we have to serve our diverse constituencies and multi-faceted missions in community colleges. If we had more time, we could also discuss the tool kits we have identified in the areas of management and organization. The outline below provides an overview of how all of this fits together. It takes knowledge and skill in all three areas to be effective in leading and managing organizations in the community college setting.
 - Leading
 - Achievement-oriented – individual, behavioral, and contingent
 - Relationship-oriented – transactional, inclusive, and feminist
 - Values-oriented – ethical, transformational, and authentic
 - Managing
 - Strategic-oriented – change, planning, and quality
 - Humanistic-oriented – personnel, cross-cultural, and self
 - Operational-oriented – financial, information, and environment
 - Organizing
 - Design-oriented – systemic, institutional, and chaordic
 - Stability-oriented – bureaucratic, collegial, and symbolic
 - Dynamic-oriented – political, critical, and entrepreneurial

Again, this is just a very brief introductory overview of one way to think about leadership theory as the source for a set of conceptual tools. CCLA is designed to introduce you to these and other concepts while giving you very real and practical opportunities to engage in the specific context of community colleges on your campuses as you enhance your capacity to lead through active engagement and learning. We realize that many of you already know some leadership theory, but hopefully this reading (and the next two monthly sessions) along with the leadership book assignment will provide you with tools that you can actively apply to your own college project, current work, and future leadership opportunities.

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