Leadership theories: An executive summary

Juliet Adams FCIPD, A Head for Work
July 2017

© Juliet Adams (2017)
A Head for Work: Mindful approaches to leadership, change and performance
Email info@aheadforwork.com Phone 01223 929480
Leadership theories: An executive summary

Contents

1: Executive summary .......................................................... 3
2: Leadership theories overview ........................................... 4
3: Behaviourism: Key authors, theories and books .................. 4
   3.1: Autocratic / democratic leadership – Kurt Lewin ............ 4
   3.2: Theory X & Theory Y - DM McGregor ....................... 5
4: Contingency theories: Key authors, theories and books ...... 5
   4.1: The one minute manager – Kenneth Blanchard ............. 5
   4.2: Task, team & individual – John Adair ....................... 5
   4.3: Differences between Leadership and Management – John Kotter .... 5
5: Transformational theories: Key authors, theories and books ... 6
   5.1: Team leadership ..................................................... 6
      5.1.1: Team roles – Meldrith Belbin .................................. 6
      5.1.2: Effective team leading & building - Rupert Eales-White .... 6
      5.1.3: Virtual teams - Jessica Lipnack & Jeffrey Stamps ............ 7
   5.2: The leader as a catalyst for change ............................. 7
      5.2.1: On becoming a leader – Warren Bennis .................... 7
      5.2.2: The leadership practices inventory - James Kouzes & Barry Posner .... 8
      5.2.3: The seven habits of highly effective people – Stephen Covey .... 8
      5.2.4: Followership - Robert E Kelley .................................. 9
   5.3: The leaders as a strategic visionary ............................ 9
      5.3.1: Future state visioning - JM Stewart ......................... 9
      5.3.2: The fifth Discipline – Peter Senge .......................... 10
6: Human potential: Key authors, theories and books .......... 10
   6.1: Authentic and Resonant Leadership ............................ 11
      6.1.1: Authentic Leadership ........................................... 11
      6.1.1.1: The Authentic Leader by Bill George .................... 11
      6.1.1.2: Authentic leadership validation scale – Journal of management 2008 .... 12
      6.2.1: Resonant Leadership .......................................... 12
      6.2.1.1: Becoming a Resonant Leader by Richard E. Boyatzis, Annie McKee .... 12
   6.2: Positive and Mindful Leadership ............................... 12
      6.2.1: Positive Leadership ............................................ 12
      6.2.2: Mindful leadership ............................................. 13
      6.2.2.2: The Mindful leader by Michael Carroll ................... 14
      6.2.2.3: The mindful workplace - Michael Chaskalson .............. 14
   6.3: Brain based / Neuro-leadership ................................. 14
      6.3.1: Whole brain leadership – Ned Hermann .................... 14
      6.3.2: Neuro-leadership – David Rock ............................. 15
7: Leadership development challenges for organisations ......... 15
   7.1: Confusion over differences between managers and leaders ... 15
   7.2: Most commonly used leadership development methods v most effective methods .... 16
   7.3: The Integrated Leadership Development Model ............... 17
1: Executive summary

This briefing sets out to summarise a large volume of leadership theories and research from the last 90 years. It describes the main schools of thought on leadership, starting with Trait theories (leaders are born), to Behavioural theories (leadership is a set of behaviours that can be taught). From Contingency theories, also called Situational theories (leadership styles and actions are contingent on the situation) to Transformational theories (the leader as a change agent transforming the workplace by improving team work, acting as a strategic visionary or a change agent). Most recently Human potential theories (Incorporating Authentic leadership, resonant leadership & neuro-leadership – maximising your potential as a leader by being true to your values, and working with your brain rather than against it).

Transformational leadership models are probably the most commonly at present on leadership development programmes. Today’s leaders and their organisations face unprecedented challenges to perform at peak capacity in times of accelerating change, mounting complexity and the need to do more for less. Leaders now, more than ever before, need to be agile. In addition they need to increase their emotional intelligence and emotional resilience. Leadership agility and emotional resilience are now key skills required of leaders at all levels. Human potential theories are specifically linked to the development of these skills.

Whilst some human potential theories (most notably resonant leadership, positive leadership and mindful leadership, may been viewed by some organisations as “soft” or “overly spiritual”, they are in fact based on a large volume of multi-disciplinary research including neuroscience research into the way the brain deals with work demands, how to improve attention and decision making capabilities, and maintain peak performance for longer.

Whilst Transformational, Contingency and to some extent Behavioural theories may provide tools for the leaders toolbox, Human Potential theories ensure leaders are in a fit state emotionally, physically and mentally to use those tools appropriately and wisely.

This paper is structured as follows:

- Section 2 provides a brief summary of the leadership schools of thought.
- Sections 3-6 summarise the key leadership theories & authors for each school of thought.
- Section 7 briefly explores leadership development challenges for organisations.
2: Leadership theories overview

Many leadership theories have evolved over the last 90 years. They can be split into four main categories:

**Trait theories** – In the 1920s & 30s interest was shown in the attributes of leadership. The prevailing belief was that leaders were born, not made

**Behavioural theories** – Popular from the 1940s to the 60s, and much of the thinking remains true today. The belief is that leadership can be taught and is just a matter of adopting the right behaviours when attempting to lead

**Contingency theories** – Are based on the theory that no one leadership style is correct, it is contingent on the situation. Situational Leadership falls into this category.

**Transformational theories** – see leaders as agents of change. They are concerned with the leader changing the workplace via team work / team development, by acting as an agent of change or by acting as strategic visionaries.

Contingency and Transformational theories were dominant in the 1980s and 1990s.

**Human potential theories** - are concerned with the performance of the leader from a human perspective. They incorporate Authentic leadership, Resonant leadership, Positive and Mindful leadership and Neuro-leadership. Human potential theories are concerned with maximising your potential as a leader by being true to your values, and building on your inherent strengths as a leader. The application of simple neuroscience insights helps leaders to understand themselves better, and manage themselves better as a result. Employees are organised and led in a manner that helps them to bring their best self to work, focussing on and maximising strengths rather than emphasising weaknesses.

These theories started to emerge in the early 2000 and are continuing to emerge and develop.

3: Behaviourism: Key authors, theories and books

3.1: **Autocratic / democratic leadership – Kurt Lewin**

Kurt Lewin undertook one of the first studies of leadership behaviour. Lewin examined leader’s bias towards autocratic and democratic leadership. Tannenbaum & Schmidt developed this idea further in a Harvard business review feature called “How to choose your leadership pattern” (1958). Blake and Moulton questioned the “either or” aspect of autocratic v democratic leadership and proposed a model that examined the extent to which a leader focussed on task or people (relationships)
Leadership theories: An executive summary

3.2: Theory X & Theory Y - DM McGregor

DM McGregor proposed in “The human side of enterprise” a theory about leader’s mind-sets in terms of what they thought would motivate people. The theory became known as “Theory X and theory Y”. Within the theory, Theory X managers were autocratic, believing that people dislike work, avoid it where possible, don’t want responsibility and need controlling. A Theory Y manager believed that people can self-direct, people can be committed to achieving work objectives and see work as a natural part of life.

4: Contingency theories: Key authors, theories and books

4.1: The one minute manager – Kenneth Blanchard

Kenneth Blanchard is well known for his 1982 best seller “the one minute manager”, but had received many awards for his work in management & leadership prior to this. His premise was that a leader’s style will be most effective when it meets the demands of the situation confronting the leader. The basic premise of Blanchard’s arguments is that the appropriate choice of leadership depends on three factors:

- The characteristics of the leader
- The characteristics of the follower
- The situation (Blanchard suggests 4 different leadership styles that may be adopted depending on the situation)

4.2: Task, team & individual – John Adair

John Adair has been named as one of the forty people worldwide who has contributed most to leadership thinking. Adair’s most well regarded books include Effective leadership (1983), Great leaders (1987) and Effective Leadership master class (1997) He is well known for his three circle concept of Task, Team & Individual:

- Task: Why is the task worthwhile? What is its value to society? How is the value measured?
- Team: What is the commonly accepted framework for values – including ethics – that hold the group together?
- Individual – Do I share the same values as this group? Is the task worthwhile in my eyes?

4.3: Differences between Leadership and Management – John Kotter

John Kotter is a prolific and respected writer on leadership. Well known books include: The leadership factor (1988) & What leaders really do (1998). One of the key issues Kotter addresses is the difference between leadership and management. He summarised effective business leadership as having the following elements in common:

- Creating an agenda for change (including vision & strategy)
- Building a strong implementation network (for support, to elicit co-operation, teamwork, commitment & motivation).
Leadership theories: An executive summary

Kotter defined management as being concerned with Planning, budgeting, organising and controlling. He regards leadership and management as not being mutually exclusive – and points out that they can be complementary and overlap.

5: Transformational theories: Key authors, theories and books

Transformational leadership theories view the leader as a change agent. Transformational leadership theories can be split into three areas:

- Transforming the organisation by developing and improving teams
- Transforming the organisation by acting as an agent of change
- Transforming the organisation by acting as a strategic visionary

5.1: Team leadership

5.1.1: Team roles – Meldrith Belbin

Meredith Belbin is best known for her work on team roles (first introduced in 1981). She developed a diagnostic tool that categorised workers into eight different team roles:

- The co-ordinator – originally entitles the chairman – pulls together and focussed team efforts
- The Shaper – shapes teams efforts
- The Plant – plant ideas in the team
- The Monitor Evaluator – is a critical intelligence in a team – vital as a means of quality control
- The Company Worker – Often called the implementer – good at scheduling, charting, budgeting and making things happen
- Team worker - Support others ideas and foster team harmony – support agreed objectives and direction of the team
- The Resource Investigator – Explore and report on ideas, obtain information & influence.
- The Completer Finisher – Ensures the team meets deadlines, inject a sense of urgency into proceedings.

5.1.2: Effective team leading & building - Rupert Eales-White

Rupert Eales-White is an enthusiastic exponent of team working. Key books include Building your team (1995) and How to be a better team builder (1996). His driving force is a desire to see business effectiveness brought about by good leadership, and the use of creativity for making business processes work more efficiently. His main thesis is that a leader can adopt two roles when working with a team. Earles-White believes that its desirable to be an effective team leader (ETL), but to be one you must also be an effective team builder (ETB) – the roles are intertwined. ETL need to create a team climate where it is acceptable to question all assumptions.
Leadership theories: An executive summary

- ETL identify the issue, question and uncover assumptions and constraints and remove barriers to identify new principles and better solutions.
- ETB believe in the power of teamwork, know their strengths and weaknesses, ask probing questions to promote self-discovery, and listen effectively.

His model for effective team building includes 1: acknowledging uncertainty, 2: agreeing objectives, 3: Sharing knowledge, 4: Clarifying roles / managing expectations, 5: Use of techniques like brainstorming, 6: Agreeing the process, 7: Applying the process, 8: Agreeing actions and next steps.

5.1.3: Virtual teams - Jessica Lipnack & Jeffrey Stamps

Jessica Lipnack & Jeffrey Stamps wrote Virtual Teams (1997) to present good examples of virtual teams and how they work as a network. They define virtual teams as “a group of people who interact through independent tasks guided by a common purpose”. They studied the difficulties of working together virtually with little or no face to face contact. They prescribe a number of principles for virtual team working. The team must:

- Involve the right people from both internal and external organisations
- Carefully define its purpose and use it as a compass when things get off track
- Establish excellent communication links amongst team members using various media as well as face to face meetings where possible.

This can be summarised as people, purpose & links.

Lipnack & Stamps identified six basic leadership roles required by virtual teams, namely coordinator, designer, disseminator, tech-net manager, socio-tech manager and executive champion.

5.2: The leader as a catalyst for change

5.2.1: On becoming a leader – Warren Bennis

Warren Bennis has written over 20 books on the subject of leadership including Leaders: strategies for taking charge (1985), Why leaders can’t lead (1997) and On becoming a leader (2009)

Bennis describes the basic ingredients of leadership as:

- A guiding vision – a leader has to have a clear idea of what they want to do and the strength to persist.
- Passion – The leader who communicates passion gives hope and inspiration to others
- Integrity – candour about your own strengths and weaknesses is the key to self-knowledge. Integrity is the basis of trust which cannot be acquired – it must be earned.
- Curiosity and daring – the leader must wonder about everything, be willing to take risks and embrace error as a basis for learning

Bennis concludes that in making the shift from a manager to a leader; individuals are their own raw material. It is necessary to know yourself and then become the maker of your own life in order to fulfil that leadership potential. Bennis’ four lessons of self-knowledge are:
Leadership theories: An executive summary

- You are your own best teacher
- Accept responsibility. Blame no one
- You can learn anything you want
- Understanding comes from reflecting on your experience

5.2.2: The leadership practices inventory - James Kouzes & Barry Posner

James Kouzes & Barry Posner set out to show that leadership is something that can be learned and mastered. Their work has been used as the foundation of many organisations leadership development programmes. They set about to find out what leaders did when leading (as oppose to managing) others. From their analysis of over 1300 leaders, they developed “the Leadership Practices Inventory” (1987), to enable them to measure the behaviours they had observed. They identified five fundamental practices that enable leaders to get things done. They concluded that these practices were open to anyone who wanted to accept the challenge of being a leader – that leadership could be learnt. The set of practices they proposed were:

- Challenging the process – search for opportunities, experiment and take risks
- Inspiring a shared vision – Envision the future and enlist others
- Enable others to act – foster collaboration and strengthen others
- Model the way – set an example, plan small wins
- Encourage the heart – recognise individual contributions and celebrate accomplishments

5.2.3: The seven habits of highly effective people – Stephen Covey

Arguably, one of Stephen R Covey’s most well-known books is the seven habits of highly effective people (1989). It’s is an approach to personal and interpersonal effectiveness. Covey’s seven habits are:

- Be proactive
- Begin with the end in mind
- Put first things first
- Think win/ win
- Seek to understand, then to be understood
- Synergise
- Sharpen the saw

Intertwined with the habits is a continuum of dependence, interdependence, a process of increasing maturity and ability to lead. Habits 1,2 & 3 are about the move from dependence to interdependence. This provides the basis for interdependence explored in habits 4,5 and 6. Habit 7 is one of renewal.

Covey’s work is sometimes criticised for being too American, but the sheer volume of his books sales makes his work difficult to ignore.
5.2.4: Followership - Robert E Kelley
Kelley introduced the concept of “followership” in his bestselling book “The power of fellowship” (1992). Kelly asserts that the characteristics of a good leader and a good follower have much in common. He divides followers into five types, and differentiates them by their tendency to be either passive or active, and by their display of either independent critical thinking or dependent critical thinking. The five types are:

- Sheep: Passive and non-critical in thinking
- Yes people. Active but non critical
- Alienated followers: Passive but critical thinkers
- Survivors: They know when to adopt either active or passive, critical or non-critical approaches, as well as keeping their heads down
- Effective followers: They have an adaptive approach, coupled with independent, critical thinking. The characteristics of these followers closely resemble effective leaders, and good leaders need good followers to make them good.

Kelley also conducted researched into star performers / high potential employees. He identified what he called “nine break through strategies you need to succeed”. They are: 1: Initiative, 2: Networking, 3: Self management, 4: Perspective, 5: Followership, 6: Leadership, 7: Teamwork, 8: Organisational savvy (political astuteness) 9: Show and tell (being persuasive communicators).

5.3: The leaders as a strategic visionary
5.3.1: Future state visioning - JM Stewart
JM Stewart published future state visioning – A powerful leadership process in long range planning in 1993. Future state visioning (FSV) is a practical method for predicting what an organisation could be in the future without becoming mentally trapped by and exhaustive analysis of where it is now. The framework can be applied to improve thinking about future change, and corporate, team or individual vision. It can be used to develop new ways to address specific situations or problems. The key to FSV is looking at ones organisation from the vantage point of an imaginary impartial outside observer using the following steps:

- Develop a comprehensive list of stakeholders and try to view the future state and present state through their eyes
- Develop a broad description of the likely future environment
- Create a comprehensive vision of what the organisation could be – dissociated from the barriers of today before considering the present state
- Contrast the future vision with the present state
- Express the values that will guide the organisation as it seeks to achieve its vision
- Ensure that the vision is expressed in terms of actionable concepts

Stewart concludes by stating “what is” can be a great barrier to “what can be”. He recommends that those who wish to progress should begin with sorting out the end – where they want to be and using it as a powerful leadership process to deliver action and commitment
Leadership theories: An executive summary

5.3.2: The fifth Discipline – Peter Senge

Peter Senge is probably best known for his book: The fifth discipline (1990). Senge sets out a concept of the learning organisation and five essential disciplines that must underpin it. Whilst the book is not overtly about leadership, many regard it as containing more challenges and pragmatic advice for leaders than many books aimed specifically at leaders. Senge’ five disciplines can be developed individually but each is important to the others success.

- Systems thinking – in order to understand the system of anything, you need to look at the whole.
- Personal mastery – Continually deepening and clarifying one’s personal vision
- Mental models – recognising deeply ingrained assumptions and generalisations that influence how individuals see the world and how they take action
- Building shared visions – the skill of translating personal visions into shared visions to galvanise action within their organisation without falling into the trap of dictating visions
- Team learning – the importance of teams rather than individuals taking on learning – if teams can learn, the organisation will not learn.

Senge identifies the skills needed by future leaders as:

- To see interrelationships, not things and processes, not snapshots
- To move beyond blame
- To distinguish detail complexity from dynamic complexity
- To focus on areas of high leverage
- To avoid symptomatic solutions

6: Human potential: Key authors, theories and books

Human potential theories are concerned with the performance of the leader from a human perspective. Human potential theories can be split into three main categories, as described below:

Authentic leadership & Resonant Leadership

- Authentic leadership is emerging as an alternative perspective on leadership in different organisational settings. Authentic leadership draws upon ethical, transformational leadership, stewardship, and spirituality

- Resonant leadership proposes that leaders often become involved in a vicious cycle of stress, sacrifice, and dissonance. Resonant Leadership draws upon multi-disciplinary research and proposes a researched framework for creating the resonance that fuels great leadership. Resonant leadership usually incorporates the use of mindfulness as a leadership tool.

Positive and Mindful Leadership

- Mindful Leadership is capturing the imagination of a new generation of business leaders, who use mindfulness as a cutting-edge leadership tool. Simply described, Mindful leadership is the application of a mindfulness to the work of being a leader. According to Dr Jutta Tobias “Mindfulness is a natural capacity, present in all of us to some extent. It is an inherent human capacity akin to language acquisition. It involves paying purposeful attention to our experience, with particular attitudes like openness
Leadership theories: An executive summary

and curiosity. When we spend more time alive to our experience, we unlock our
potential for learning and growing and are better able to respond creatively to life’s
challenges”. Scientific research suggests that the practice of mindfulness can help
individuals to gain clarity and focus, reduce stress, optimise performance, improve
working relationships, and improve physical and mental well-being. Mindfulness is a
key component of resonant leadership.

- **Positive leadership** - According to Positive Leadership specialists Serrano 99 “Positive
  Leadership is Positive Psychology applied to the human challenges of the workplace.
  Its goal is to help leaders and their organisations achieve extraordinary results.” They
  argue that “Human Strengths can be identified and developed with far greater impact
  than traditional training that emphasises filling gaps and addressing weaknesses.”

**Neuro-leadership**

Neuro-leadership incorporates neuroscience findings, especially the field of neuro-plasticity
(the brain's potential to rewire itself and change how we think) underpin Resonant
leadership theories. Neuro-leadership aims to maximise leadership performance by working
with the brain rather than against it.

**6.1: Authentic and Resonant Leadership**

**6.1.1: Authentic Leadership**

**6.1.1.1: The Authentic Leader by Bill George**

According to Bill George, "the authentic leader brings people together around a shared
purpose and empowers them to step up and lead authentically in order to create value for all
stakeholders”.

He focuses on the need for better corporate leaders who espouse and act consistent with
higher order business ethics and ethical values. The approach outlined by George focuses on
the "leader as person", and could be classified as a "self-awareness approach to leadership
and leadership development.

George (2003) defines authentic leadership as having five dimensions. Authentic leaders:
- Understand their purpose
- Practice solid values
- Lead with the heart
- Establish connected relationships
- Demonstrate self-discipline

George believes that acquiring these five dimensions is not a sequential process, but
happens throughout a leader’s life.
Leadership theories: An executive summary

6.1.1.2: Authentic leadership validation scale – Journal of management 2008
Fred Walumbwa and his co-authors developed a scale to determine the extent to which an individual was demonstrating authentic leadership characteristics.

Their measure includes the following 8 questions that they use to tap self-awareness (1 and 2), relational transparency (3 and 4), internalized moral perspective (5 and 6), and balanced processing (7 and 8). These 8 questions would be asked of the follower to determine the degree to which a leader was seen as authentic:

1. Seeks feedback to improve interactions with others
2. Accurately describes how others view his or her capabilities
3. Says exactly what he or she means
4. Is willing to admit mistakes when they are made
5. Demonstrates beliefs that are consistent with actions
6. Makes decisions based on his/her core beliefs
7. Solicits views that challenge his or her deeply held positions
8. Listens carefully to different points of view before coming to conclusions

In summary, their model of authentic leadership suggests that authentic leaders show others that they genuinely desire to understand their own leadership in order to serve others more effectively. They act in accordance with deep personal values and convictions to build credibility and win the respect and trust of followers. By encouraging diverse viewpoints and building networks of collaborative relationships with followers, they lead in a manner that followers perceive and describe as authentic.

6.2.1: Resonant Leadership

6.2.1.1: Becoming a Resonant Leader by Richard E. Boyatzis, Annie McKee
Primal Leadership, co-written in 2001 with Daniel Goleman) introduced the concept of resonant leaders - individuals who manage their own and others’ emotions in ways that drive success. Their sequel books – Resonant Leadership (2005) and Becoming a Resonant leader (2008) helped readers to translate the theory of resonant leadership into their everyday work.

The authors propose that rather than constantly sacrificing themselves to workplace demands, leaders can manage the cycle using specific techniques to combat stress, avoid burnout, and renew themselves physically, mentally, and emotionally.

Resonant leaders work at developing their emotional intelligence — "the competencies of self-awareness, self-management, social awareness and relationship management."

6.2: Positive and Mindful Leadership

6.2.1: Positive Leadership
In recent years psychology research has produced a number of important insights into human behaviour in the workplace. It has identified a number of the differentiating factors that help some people to substantially enhance their performance.
Leadership theories: An executive summary

Positive leadership has emerged from this new research. Leadership behaviours are guided by the premise that the psychological well-being of employees, and the financial well-being of business organizations are interrelated. Positive leaders lead from behind by focusing on identifying and developing the strong/positive points of their employees. Management of teams and organisational structures are designed to achieve high-level performance on a sustainable basis.

According to Dr Juan Humberto Young, Academic Director of IE’s Executive Master in Positive Leadership and Strategy, “One of the main tasks of every leader or manager is to take effective decisions in uncertain environments. It is precisely in this area that the science and art of positive leadership brings enormous advantages. In the seventies, the rigorous research of psychologist Alice Isen demonstrated that people who work under the influence of positive emotions have a greater cognitive flexibility and generate more ideas and creative solutions, regardless of the context of their work. Over the last fifteen years, these findings have been corroborated again and again by different studies that discovered that positive emotions, in addition to increasing cognitive capacity, increase the capacity to make a swift recovery from adverse situations.”

Scientific findings have demonstrated that when people and teams optimise their strengths and work in a positive environment, they:

- feel more accomplished;
- become more engaged;
- develop deeper professional relationships;
- experience greater meaning in their work; and
- accomplish extraordinary results.

Over the last decade, research in psychology, neuroscience, and economics has demonstrated that individuals, teams, functional departments and organisations that incorporate positive approaches are able to achieve superior performance in a sustainable way. The aim of positive leadership is to provide the conditions for employees to become more engaged and derive greater satisfaction from their work. It also aims to improve bottom-line results, improving productivity.

This is a new and emerging field so there are no key books published yet.

- A good overview of Positive leadership can be found in: Mindfulness-Based Strategic Awareness Training: A Complete Program for Leaders and Individuals (2016) by Juan Humberto Young

6.2.2: Mindful leadership

Mindfulness is a key component of resonant leadership. A number of books have now been written on mindful leadership, some of which (to a greater or lesser extent) propose a resonant approach to leadership.
Leadership theories: An executive summary

6.2.2.1: Mindful Leadership for Dummies
Written as a simple, accessible introduction to mindfulness for leaders, Mindful Leadership for Dummies (Adams, 2016) describes what mindfulness is and how it can be developed and cultivated. It includes chapters on the application of mindfulness to a range of leadership challenges such as change and leading remote teams.

6.2.2.2: The Mindful leader by Michael Carroll
In The Mindful Leader (2007), Michael Carroll explains what mindfulness is and how to develop it in the hectic and often stressful environment of the twenty-first century workplace. He focuses on the key principles of mindfulness and how they apply to leading groups and organisations. Carroll addresses a range of topics, including how to heal the “toxic workplace,” where anxiety and stress impede performance, cultivating courage and confidence to pursue organisational goals without neglecting what’s happening here and now.

6.2.2.3: The mindful workplace - Michael Chaskalson
A practical and theoretical guide to the benefits of scientifically researched Mindfulness–Based Stress Reduction (MBSR) in the workplace, describing the latest neuroscience research into the effects of mindfulness training.

6.3: Brain based / Neuro-leadership
Neuroleadership refers to the application of findings from neuroscience to the field of leadership. The term neuroleadership was first coined by David Rock in the late 1990s. Neuroscience research has increased exponentially in recent years due to advances in brain scanning techniques. The field of neuro-leadership is one that leaders would be wise to follow closely in years to come.

6.3.1: Whole brain leadership – Ned Hermann
Ned Hermann is the author of “The creative brain (1989) and The whole brain business book (1996). Hermann saw creativity reaching all levels of organisational life, especially the leadership level. Reacting to a comment by Henry Mintzberg that it was surprising how people could be so smart and so dumb at the same time, Hermann researched the workings of the human brain, and developed a construct that built on the emergent concept of left and right brain thinking.

Hermann’s four quadrants of thinking, are based on the physiology of the brain, as well as a business based concept of the organising principle. Hermann then developed a brain dominance instrument by which an individuals thinking preference could be measured. He went on to sketch out typical styles of leaders who have a marked predominance of thinking in any one quadrant.

Hermann’s work could also be categorised as a transformational leadership theory - viewing the leader as a catalyst for change.
Leadership theories: An executive summary

6.3.2: Neuro-leadership – David Rock

David Rock has currently published two books on neuro leadership. His first, Quiet Leadership (2006) cites new discoveries of the brain and the way we think as his foundation for a new leadership approach based on coaching. The main thrust of his “Six Step” coaching model for leaders; is that leaders should not tell people what to do; in fact they shouldn't even concern themselves with the details of what their people do; but rather, with the way their people think. He proposes that the way to improve behaviour is by improving the way people think.

His second (and better known) book is “Your brain at work (2009). Rock proposes brain based strategies for dealing with non-stop emails, phone calls, meetings, projects, proposals, and plans. The book explores issues like why our brains feel so taxed, and how to maximise our mental resources; why changing behaviour is so difficult - and how to make it less so; why focusing on problems doesn't seem to create the desired change; how concentration and focus change the brain, and how to maintain energy and productivity at work; why providing critical feedback is so difficult, and how to make it easier; how corporate/office culture is formed and can most effectively be altered.

7: Leadership development challenges for organisations

Research by Adams (Learning to Lead, CLMS, 2007) examined the methods organisations used to develop leadership capability. It identified a number of key factors that organisations needed to consider when developing or procuring leadership development programmes or interventions for their staff. The top three are summarised below.

7.1: Confusion over differences between managers and leaders

Literature research quickly demonstrates the confusion that exists within organisations over the differences between the role of a manager and the role of a leader. The term “leadership” is frequently found in literature to describe management roles. If an organisation seeks to develop leadership skills amongst their staff, they need to understand the difference between management and leadership.

Management is the product of the last 100 years, developed in response to the emergence of a last number of complex companies. Management was needed to bring order and consistency to the quality and profitability of products.

In the 1990s, John Kotter studies successful middle and senior managers. He found a number of common factors in their approach. Kotter summarises the processes that make up the core of modern management as:

- Planning and budgeting
- Organising and staffing
- Controlling & problem solving

He concludes that Leadership is very different to management. Whilst management creates consistency and order, leadership creates movement. Kotter summarises the three main functions of leadership as:
Leadership theories: An executive summary

- Establishing direction (developing vision & strategy)
- Aligning people (to company strategies and objectives)
- Motivating and inspiring (keeping people moving in the right direction by appealing to human needs, values and emotions).

In short leaders create momentum whilst managers control processes. Although there are distinct differences between managers and leaders, Kotter argues that management and leadership are not mutually exclusive: they are complementary and overlap. He argues that any combination other than strong management and strong leadership has the potential for producing highly unsatisfactory results.

Companies wishing to develop leadership skills would be wise to determine if it is leadership skills, management skills or a combination of both that they require prior to commissioning leadership development programmes.

7.2: Most commonly used leadership development methods v most effective methods

Research by Helen Handfield-Jones (How executives grow – McKinsey quarterly 2000) concluded that the top three most effective methods to develop leadership are:

1. Being given challenging or stretching special projects
2. Structured job moves, shadowing or secondments
3. Appropriately targeted mentoring or coaching

However, Adams research discovered that the top three most commonly used leadership development methods were:

1. Taught input
2. Action learning sets (ALS)
3. Feedback, self-assessment or psychometric testing

In addition there were significant differences in opinion as to the most effective leadership development methods between participants, their line managers and the L&D managers who were running, or had procured, the leadership programme.

Research suggested that the reason why taught input, ALS & testing were so commonly used was that they were very visual displays of leadership development, with less risk and work attached to them than arranging and supporting staff to undertake challenging work / assignments or job rotations.

When asked to supply evaluation data to measure the effectiveness of the programme, few organisations could supply data to validate their choice of leadership development methods, or the success of the programme in developing leadership potential.

Whilst it is recognised that it is notoriously difficult to measure the effectiveness of leadership programmes, the lack of quantifiable data to demonstrate a tangible return on investment is surprising considering the sums of money concerned. Organisations researched seemed to value the intangible benefits of the programme almost as much as the tangible leadership outcomes. These included staff feeling recognised, valued and invested in, staff motivation and retention.
7.3: The Integrated Leadership Development Model

Adams (2007) proposed an integrated leadership development model (the ILDM). The ILDM sees leadership development programmes in the context of the organisation they exist within. It demonstrates the importance of the link between organisational strategies and culture and the programmes design, delivery and contribution to business success.

In brief the ILDM proposes that:

1. The organisation's mission / vision should drive its strategy. Its strategy should drive organisational objectives, which in turn drives organisational culture and thus the required leadership style, skills and behaviours.

2. The organisational culture in turn shapes the leadership style, skills & behaviours required, in conjunction with the extent to which the programme is actively supported by senior leaders, and underpinned by HR policies. These elements form the “Leadership Development Environment” within which the Leadership programme takes place.

3. For a leadership programme to be effective, the involvement and support of senior leaders is essential, as is integration with HR policies and practices. When designing a programme, time and thought has to be given to determine its structure, content and duration. The most effective leadership methods should be deployed to gain the desired outcomes (as opposed to those that are easiest to teach or manage).

4. Opportunities to apply and practice new skills during and after the programme are essential to leadership development success. Billions of pounds are wasted each year teaching leadership skills that learners never embed in their long term memory because they are not given adequate opportunities to apply and practice them within a short time of learning them.