



Leadership in today's organizations

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For MPTI program, 2020

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Objectives

- To train responsible, ethical, collaborative, international leaders by appropriating the foundations of leadership theories and their evolution,
 - in order to access the means to become tomorrow's leaders.
- To prepare students to manage and lead in today's complex work environments, in which managers often have to interact in multicultural, virtual, cross-functional and/or diverse teams, without prioritizing their collaborators.



Targetted skills

- Being able to appropriate current and historical theories and concepts
 - to become a true inspirational leader for tomorrow's organization.
- Comprehending different tools that will help you to understand, to develop and to critically reflect on your own leadership experiences and expectations.
 - through an assessment of your leadership and its development to date, as well as opportunities for future development.



Context

- The unprecedented disruptions in the work environment we are witnessing today inevitably lead us to consider a change of model.



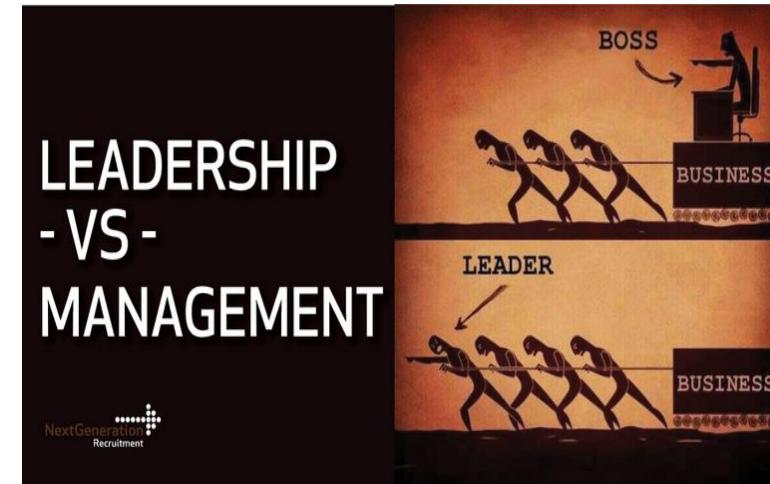
- Many organizations, whether in the public, private or non-profit sectors, are moving away from traditional management functions to models of people empowerment
 - based on a variety of leadership approaches.
- The perceived archaic roles of the leader focused solely on achieving results and performance are no longer effective,
 - leading to the abandonment of the Boot camp style of management.

Main focus of the workshop

- Browsing different trends and foundations of leadership theories in people management and its evolution to better understand and prepare for leadership roles, situations & experiences
- FROM GREAT MEN THEORY
- TO **TRANSFORMATIONAL LEADERSHIP**
- VIA
 - BEHAVIORAL
 - SITUATIONAL
 - TRANSACTIONAL
- NOT EXCLUSIVE BUT RATHER COMPLEMENTARY
- NEXT THEORY BASED ON PREVIOUS ONES AND THEIR LIMITATIONS
- AUTHENTIC
- CHARISMATIC
- ETHICAL
- RESPONSIBLE
- SERVANT
- VIRTUOUS

1. What is leadership?

- Leadership is
 - the ability to influence
 - a group
 - towards the achievement of a vision/or a set of goals
- Remarks:
 - Non coercitive influence
 - Influence directed towards a goal
 - Leader/Follower(s)
 - Not hierarchical
- Leader or manager?
 - Not all leaders are managers
 - Not all managers are leaders
- Successful organizations have strong leadership and strong management
 - Leaders inspire and create vision
 - Managers create plans and oversee day-to-day operations



2.Three Main Schools of Leadership Theory

- Great men theory
 - Trait: born to be leader
- Behavioral theories
 - Task- Structure
 - nurture
- Situational theories
 - Hersey & Blanchard
 - Contingency theory
 - Fiedler





Be the change you want to see in the World.

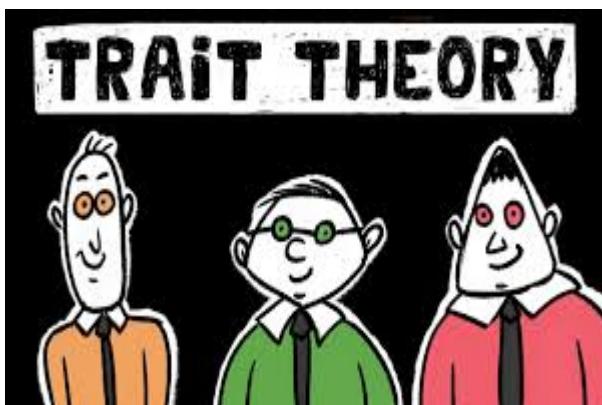
-Mahatma Gandhi

I. Trait Approach (1)

- “Great Men” theory (T. Carlyle, 1888)
 - Nature
 - 5 major traits
 - **Intelligence**
 - verbal, perceptual, reasoning ability
 - **Self confidence**
 - ability to be certain about one’s competencies and skills
 - **Determination**
 - desire to get the job done and includes characteristics such as initiative, persistence, dominance and drive
 - **Integrity**
 - honesty and trustworthiness
 - **Sociability**
 - leader’s inclination to seek out pleasant social relationships

Trait approach (2)

- Trait theories of leadership
 - Focus on personal qualities and characteristics
 - Big Five Personality Framework
 - (McCrae et al., 1992 for revised version,
 - 2005 for comparison across countries & Nature VS. Nurture debate)
 - Extraversion has strongest relation to leadership
 - Conscientiousness and Openness to Experience also strongly related to leadership
 - Agreeableness and Emotional Stability are not correlated with leadership



Emotional Intelligence is correlated with leadership; however, this link is under-investigated

Activity

- LEADERSHIP TRAIT QUESTIONNAIRE
- CASE STUDY: CHOOSING A NEW DIRECTOR OF RESEARCH
- Source: In Northouse P. (2018). Leadership: theory and practice. *Sage publication*
- <https://www.scbs-education.com/blog-recherche/trump-great-leader/>



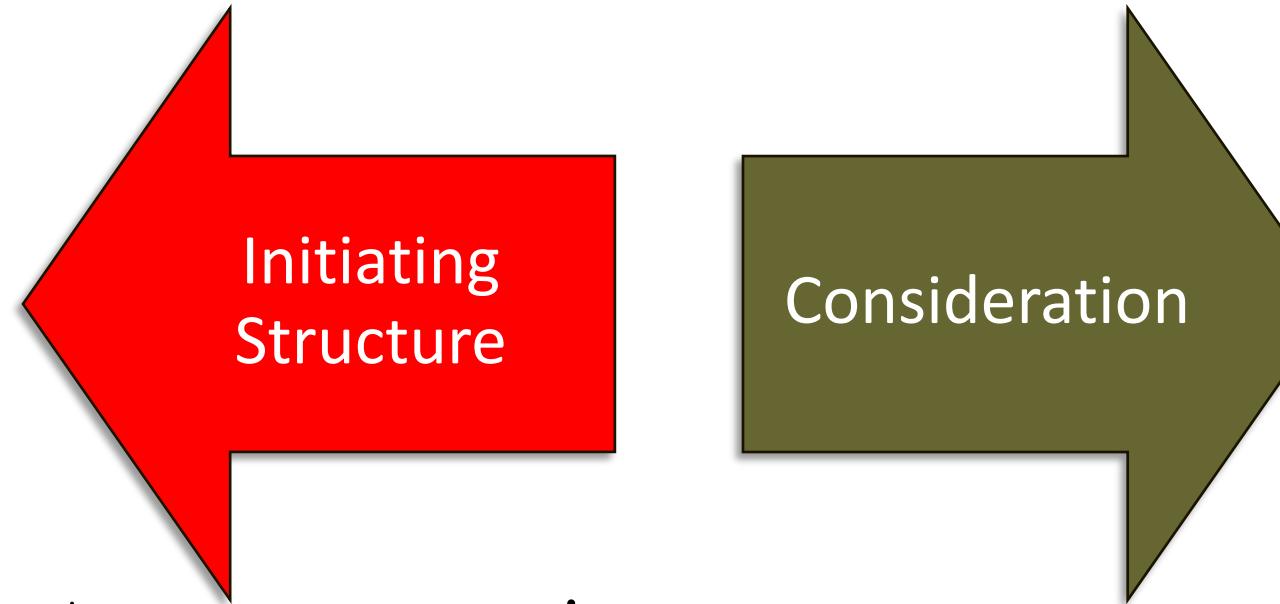
Trait theory (3)

- **Two conclusions**
 1. Traits can predict leadership
 2. Traits do a better job **predicting** the emergence of leaders and the appearance of leadership than distinguishing between effective and ineffective leaders

II. Behavioral Theories (1)

- Behavioral theories of leadership or Style Approach
 - 3 trends: Ohio, Michigan and Blake & Mouton
 - Emphasizes the behavior of the leader
 - Nurture
 - Can determine leadership effectiveness by
 - Leader behavior,
 - and perhaps train people to be leaders
 - Main postulate:
 - Behaviors can be taught – traits cannot
 - Leaders are trained – not born

Ohio State Studies



- Attempts to organize work, work relationships, and goals
- Concern for followers' comfort, well-being, status, and satisfaction

Behavioral theories

Ohio state studies

2 dimensions

- Initiating structure
 - extent to which a leader is likely to
 - define and structure his or her role
 - and those of subordinates
 - in the search for goal attainment.
- Consideration
 - extent to which a leader is likely to have job relationships characterized by
 - mutual trust, respect for subordinates' ideas, and regard for their feelings.
 - Leaders with high consideration are the most effective

University of Michigan Studies



- Emphasize the technical or task aspects of the job: people are means to an end
- Emphasize interpersonal relations and accept individual differences

Behavioral theory (3)

- **University of MICHIGAN Studies**
 - Employee-oriented leader
 - emphasizing interpersonal relations
 - taking a personal interest in the needs of employees, and
 - accepting individual differences among members.
 - Production-oriented leader
 - emphasizing technical or task aspects of the job
 - Leaders with high employee-oriented behavior tend to be associated with
 - higher group productivity and
 - higher job satisfaction.

Behavior of leader

Structure

- Make sure that the members of the group follow rules
- Decides what and how
- Tasks are distributed
- Expectations are announced

Consideration

- Friendly and approachable
- Treat others as equals
- Welfare
- Suggestions of the group will be acted on

Behavioral theory (4)

- Blake and Mouton's Managerial Grid

2 dimensions

- **Concern for People**

- degree to which a leader considers the needs of team members, their interests, and areas of personal development when deciding how best to accomplish a task

- **Concern for Production**

- degree to which a leader emphasizes concrete objectives, organizational efficiency and high productivity when deciding how best to accomplish a task

Behavioural theories

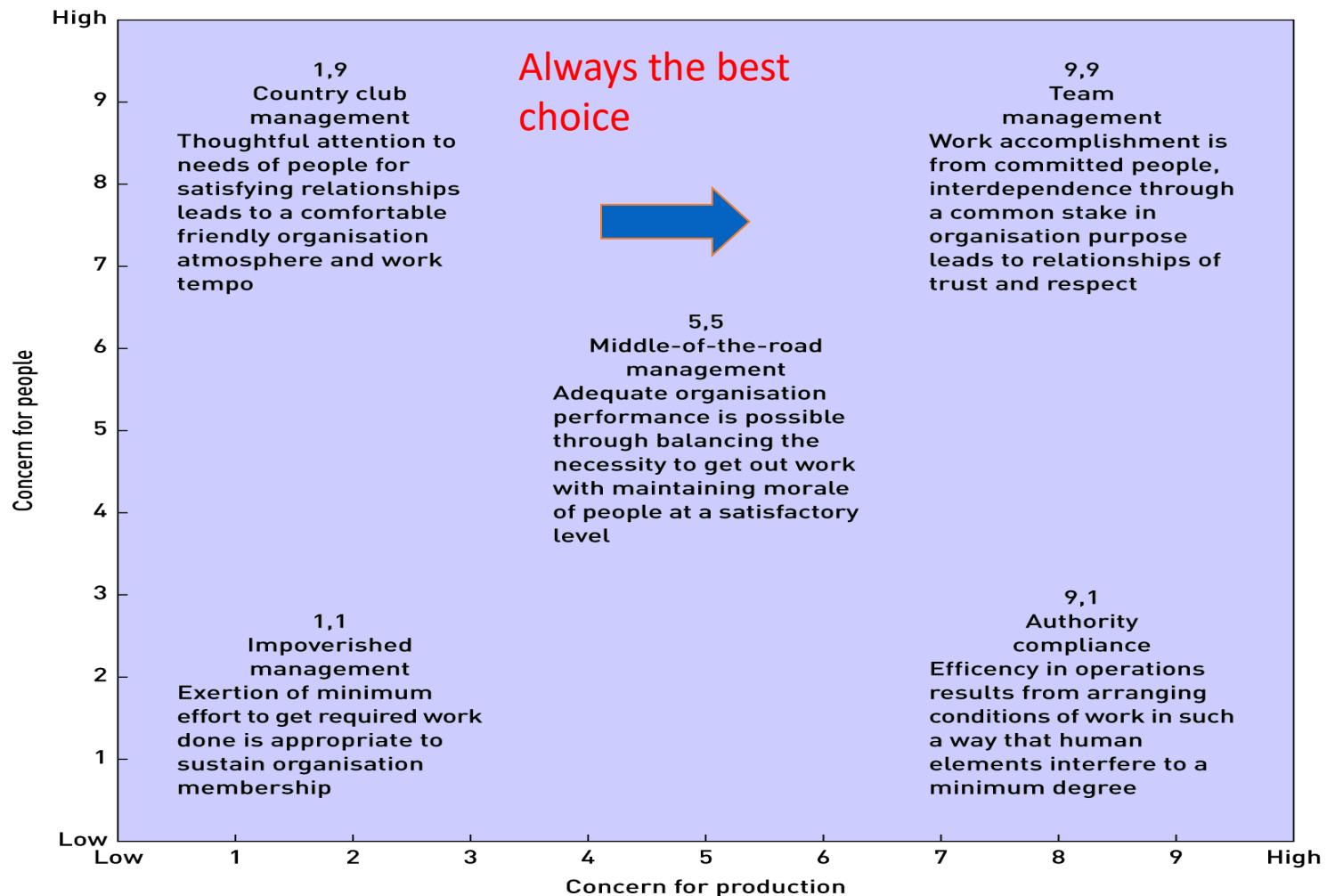
Blake & Mouton

- Leadership functions can be formulated in several ways
 - Two points of extreme
 - Leaders oriented towards production
 - Leaders oriented toward co-workers
 - Purpose of the grid
 - Train leaders to get a balance between production and co-worker orientation

ACTIVITY

- TEST YOUR LEADERSHIP STYLE
 - Leadership style questionnaire
- CASE STUDY:
 - A Drill Sergeant at First
 - 1/ From the style perspective, how would you describe Mark Young's leadership?
 - 2/ How did his style change over time?
 - 3/ In general, do you think he is more task oriented or people oriented?

Blake & Mouton grid



Global Implications

- **GLOBE* Leadership Project (House, Hange, Dorfman & Javidan, 2004)**
 - Results
 - Brazil – Leaders are participative and humane
 - France – Leaders are bureaucratic, task oriented, and autocratic
 - China - Initiating structure and consideration important: status differences but participation valued
 - Charisma and transformational leadership important in all

*Global Leadership and Organizational Behaviour Effectiveness

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.). (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Sage publications.

Shortcomings regarding the trait and behavioral approaches

- Lacks the application in many situations
 - Lacks the **interactions** between:
 - People: who lead and are led
 - Task: what people do
 - Context: surrounding people and task



Need for refinements

III. Situational Approach (1)

- Hersey & Blanchard (1969)
 - Focus on leadership in situations
 - Development level : degree to which subordinates have
 - the competence and
 - Commitment
 - necessary to accomplish a given task or activity

Concept of followers'readiness

Hersey & Blanchard's approach

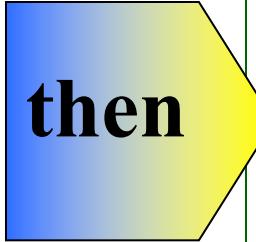
- D1: Low Competence, High Commitment - lack the specific skills required for the job in hand.
- D2: Some Competence, Low Commitment – some relevant skills, but not able to do the job without help
- D3: High Competence, Variable Commitment - experienced and capable, but may lack confidence to go it alone, or motivation to do it well
- D4: High Competence, High Commitment- experienced at the job, and comfortable with own ability to do it well

Hersey-Blanchard Situations Leadership Theory (SLT)

competence of the subordinate

Leader evaluates readiness

- *Job related knowledge or skills to do the task*
- *Psychological Self motivation and willingness or wish to do the task*

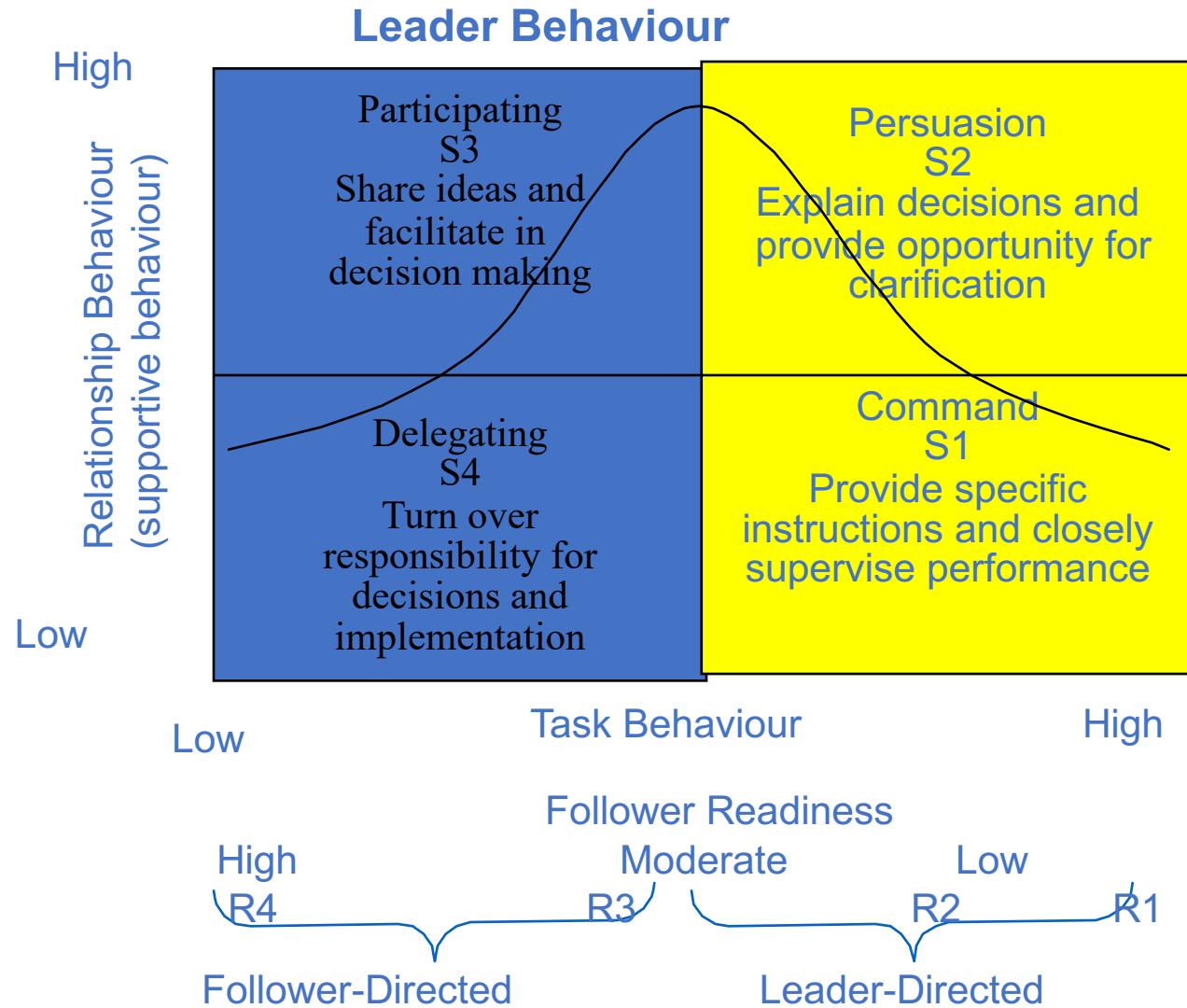


then

selects a style of leadership

- *Command (S1)*
- *Persuasion/ coaching (S2)*
- *Participation/ support(S3)*
- *Delegation (S4)*

Hersey and Blanchard's Situational Leadership Theory



ACTIVITY

- SITUATIONAL LEADERSHIP QUESTIONNAIRE
- MacFarland leadership style

Utiliser la théorie de Hersey & Blanchard pour déterminer

1/ le niveau de développement des joueurs

1. Les joueurs sont-ils

- a/ très compétents
- b/Moyennement compétents
- c/ Pas du tout compétents

2/ Est-ce qu'ils sont

- a. très motivés
- b. peu motivés
- c. moyennement motivés

3/ Par conséquent le niveau de développement est

- D1 ?
- D2 ?
- D3 ?
- D4 ?

4/ Quel style de leadership l'entraîneur doit-il adopter?

- S1. Directif ? Diriger
- S2. Coaching ? Persuader
- S3. Participatif ? Entrainer
- S4. Délégatif ? Déléguer



- Le style à adopter correspond au style participatif, c'est-à-dire une approche peu directive mais très encourageante et « supportive » (pour motiver) S3

Hersey & Blanchard, 1977

Limitations & Contributions

- Contribution: the readiness is what determines the choice of leadership style
 - The qualifications of followers do not have any importance in any other leadership theory
 - Qualifications are considered static.
- Strength
 - Readiness is facilitated by adjusting the style of leadership
- Weaknesses
 - Difficult to evaluate readiness
 - No tools in the theory
 - Only perception; trial and error
- Can leaders vary the leadership behavior as assumed?

4. Situational Approach (2)

- **Contingency Approach, Fiedler**
 - Effective group performance depends upon the proper match between
 - the leader's style and,
 - the degree to which the situation gives control to the leader

Contingency theory: Fiedler

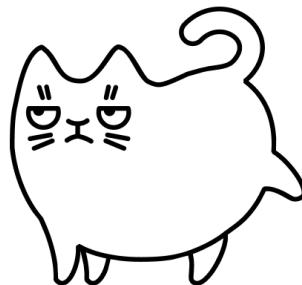
2 steps:

- Identifying leadership style
 - the least preferred coworker
 - (LPC) questionnaire
 - high LPC score, (≥ 73) relationship oriented
 - low LPC score, (≤ 64) task-oriented
 - 16% population unclassifiable (65-72)
- Defining the situation:
 - Leader-member relations
 - degree of confidence, trust, and respect members have in their leader
 - Task structure
 - degree to which the job assignments are procedural
 - Position power
 - degree of influence a leader has over power
 - variables such as hiring, firing, discipline, promotions, and salary increases

ACTIVITY

- Least preferred co worker scale

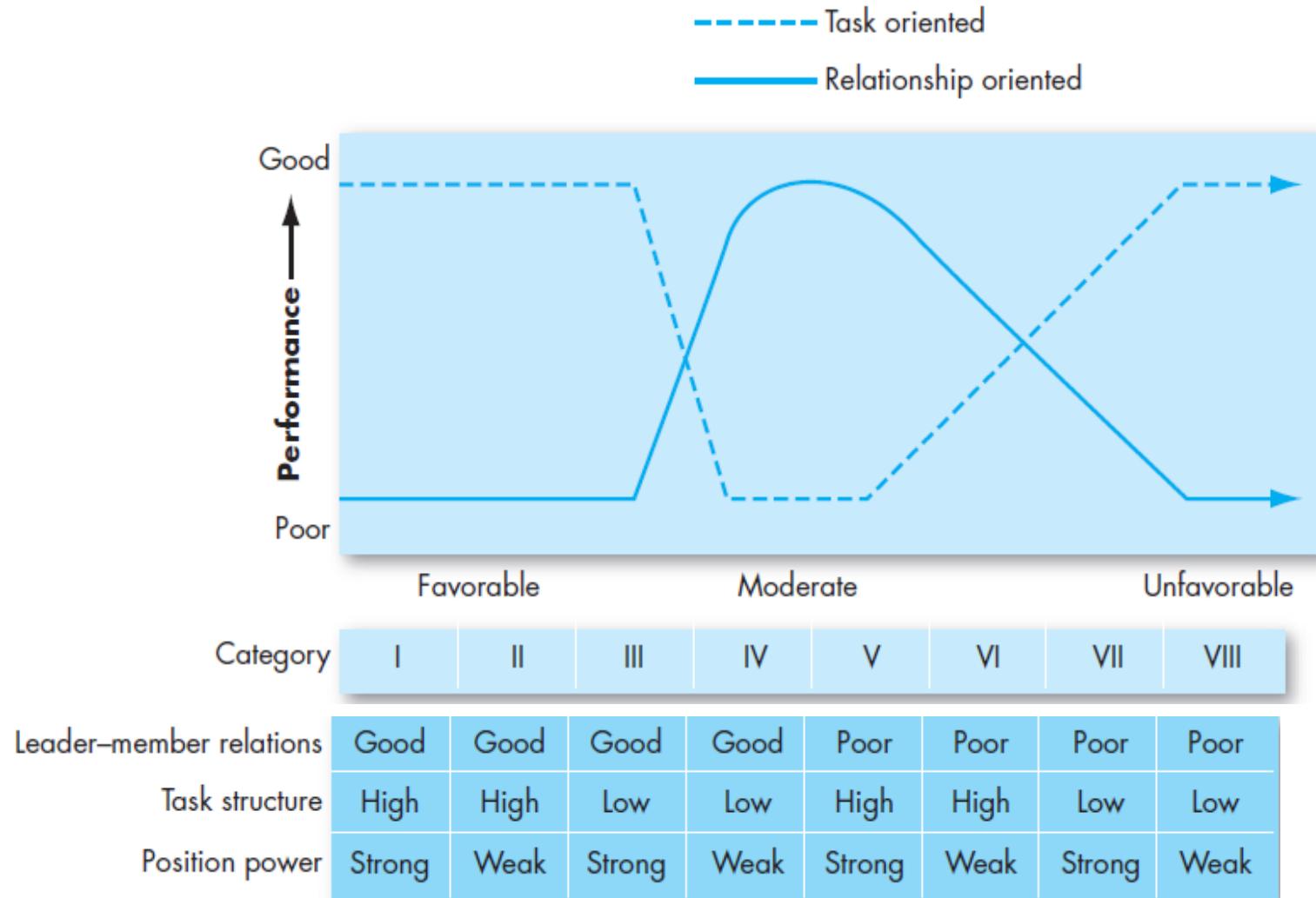
- LPC: least preferred co-worker
 - Think of all the people that you have worked with.
 - Now think of people you could have worked least well with
 - Describe this person with 18 bipolar traits
 - Nice/ not nice
 - Reliable/ not reliable
 - A number indicated the degree to which leader sees the least preferred coworker with negative traits



workforce motivation
theories and your

**least
preferred
coworker**

Matching leaders and situations



The Contingency Leadership Model

Group performance depends on leadership
and nature of the situation

Leadership style

- *Least-preferred coworker scale (LPC) (fielder, 1967)*
- *Degree of positive and negative feelings*
- *LPC score*
 - *Low task-oriented*
 - *High- relations-oriented*

The nature of the situation

1. *Leader –follower relation*
 - *Degree of trust and respect*
2. *Task structure*
 - *Task specific*
3. *Power of the position*
 1. *Power in the postion of the leader*

Evaluation of Fiedler's theory

- **Strengths**

- Focus on all elements
 - Leader – follower tasks
- Diagnosis
 - Leader behavior is not that flexible
- Task of leader
 - match the strong side of the leader and the demands of the situation

- **Weaknesses**

- Categories are complex and difficult to evaluate
- Difficult to find out in practice how good the relationship is between leader and followers, how structured the task is, how much power the leader has
- No attention to the traits of the follower
- Ignores technical competence
- Weak documentation for matching
- LPC is a vague conceptual measure

Additional Perspectives on Leadership

- So far, theories have focused on how the leader **influence the group**, whether according to his traits, to the situation, to the followers' development
- Limits: they don't take into account **interactions** between the leaders, and followers as **individually** to make them out perform.

Additional Perspectives on Leadership

Graen's Leader-member Exchange (LMX) Model

- * Graen (1976) predicts that one of two distinct types of leader-member exchange relationships evolve, and these exchanges are related to important work outcomes.
 - in-group exchange: a partnership characterized by mutual trust, respect and liking
 - out-group exchange: a partnership characterized by a lack of mutual trust, respect and liking

- * Research supports this model

Leader-Member Exchange Approach

Emphasizes differing relationships that leaders develop with different subordinates.

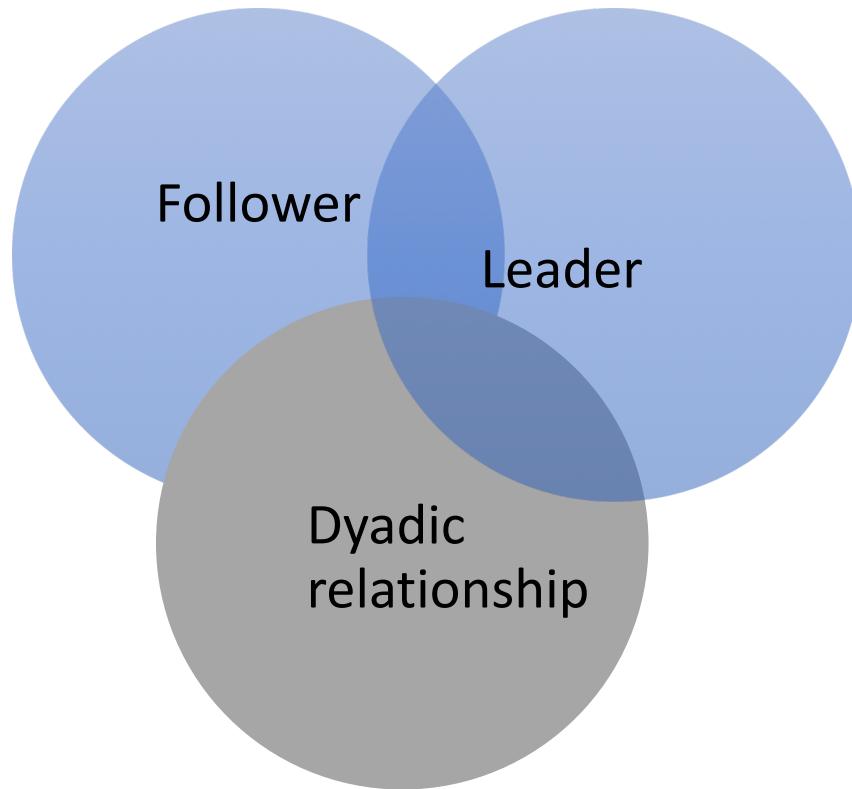
Subordinates Classified as:

- **In-group members**
 - Those having a common bond and value system and interact with the leader
- **Likely receive**
 - More challenging assignments
 - More meaningful rewards

Subordinates Classified as:

- **Out-group members**
 - Those having less in common with the leader and do not share much with him/her
- **Likely receive**
 - Less challenging assignments
 - Little positive reinforcement

LMX: relationship based approach to leadership



Phases in leadership making

	Phase 1 STRANGER	Phase 2 ACQUAINTANCE	Phase 3 PARTNER
Roles	Scripted	Tested	Negotiated
Influences	One way	Mixed	Reciprocal
Exchanges	Low quality	Medium quality	High quality
Interests	Self	Self/other	Group

TIME

TOWARDS TRANSFORMATIONAL LEADERSHIP

- TEST YOUR DEGREE OF
TRANSFORMATIONAL
LEADERSHIP
 - MLQ TEST
MULTIFACTOR
LEADERSHIP
QUESTIONNAIRE



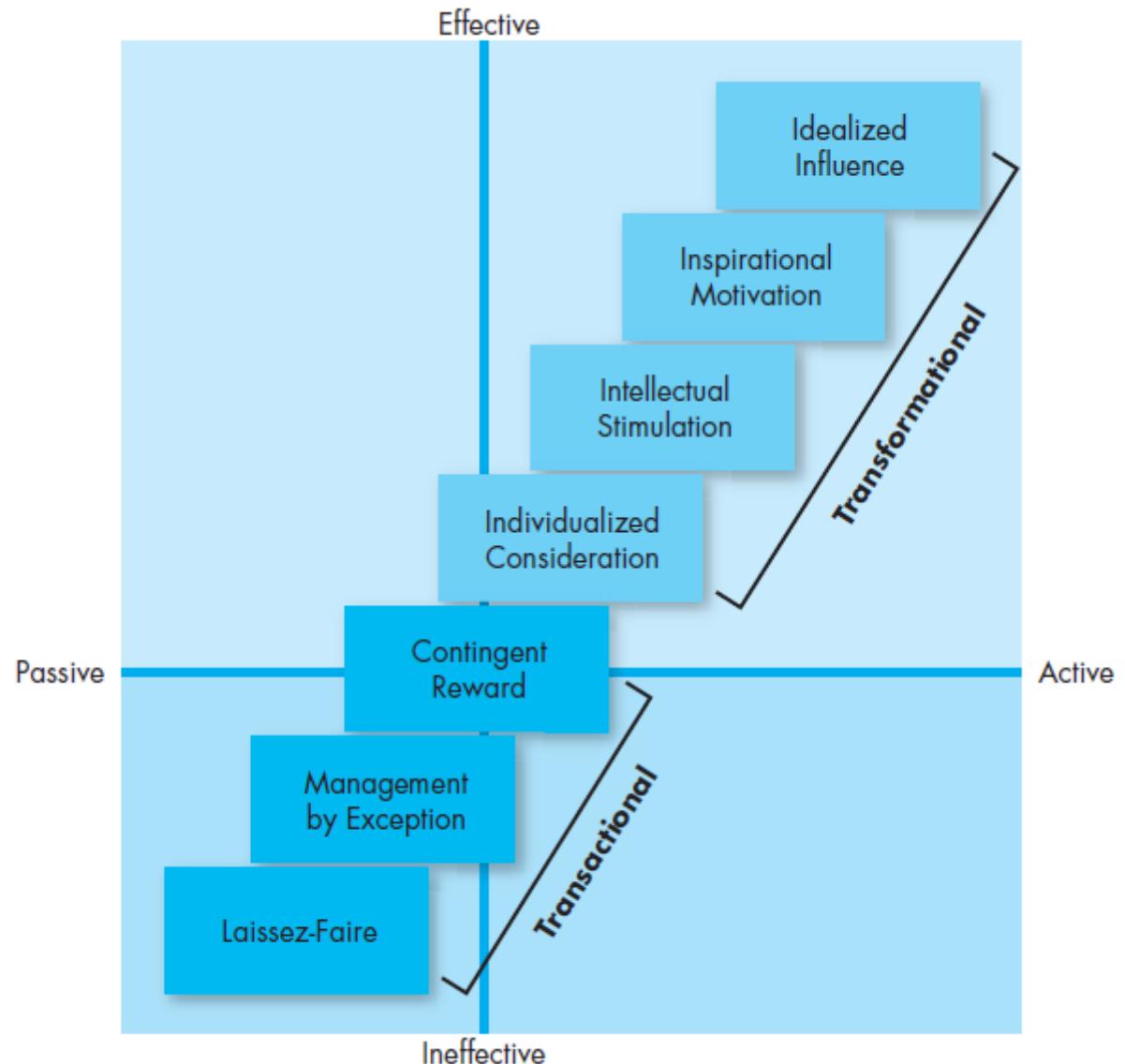
3. Transformational leadership

- Transformational Leadership (TL) Perspective
- Transformational Vs. Transactional Leadership
- How Does the Transformational Approach Work?
- Charismatic Leadership
- Dark side,
- Leadership and future trends:
 - Ethical, Virtuous, Servant, Distributed

5. TRANSFORMATIONAL LEADERSHIP

- Process that changes and transforms individuals
- Concerned with emotions, values, ethics, standards, long term goals
- Includes assessing followers' motive, satisfying their needs, and treating them as full human beings
- Form of influence that moves followers to accomplish more than it is expected
- Process incorporating charismatic and visionary leadership

Full Range of Leadership Model



Non leadership Factor

Laissez-Faire

The absence of leadership

- ❖ A hands-off, let-things-ride approach
- ❖ Refers to a leader who
 - ❖ abdicates responsibility
 - ❖ delays decisions
 - ❖ gives no feedback, and
 - ❖ makes little effort to help followers satisfy their needs

Transactional Leadership

Factors

Management by Exception

Leadership that involves corrective criticism, negative feedback, and negative reinforcement

- Two forms

- *Passive* - Intervenes only after standards have not been met or problems have arisen
- *Active* - Watches follower closely to identify mistakes/rule violations

Contingent Reward

The exchange process between leaders and followers in which effort by followers is exchanged for specified rewards

Transformational Leadership Factors: The 4 “I”s

- **Individualized Consideration**

- Listening carefully to the needs of followers
- Acting as coaches to assist followers in becoming fully actualized
- Helping followers grow through personal challenges
 - Ex. Showing optimism helps employees become more engaged in their work (Tims et al., 2011)

- **Intellectual Stimulation**

- Stimulating followers to be creative and innovative
- Challenging their own beliefs and valuing those of leader and organization
- Supporting followers to
 - try new approaches
 - develop innovative ways of dealing with organization issues

Transformational Leadership Factors: The 4 “I”s

- **Inspirational Motivation**

- Communicating high expectations
- Inspiring followers to commitment and engagement in shared vision
- Using symbols & emotional appeals to focus group members to achieve more than self-interest

- **Idealized Influence**

- Acting as strong role models
- High standards of moral and ethical conduct
- Making others want to follow the leader’s vision

Transactional or Transformational Leadership?

- **Transactional leaders:**
Motivate their followers in the direction of established goals by clarifying role and task requirements
- **Transformational leaders:**
Inspire followers to transcend their own self-interests for the good of the organization

Transformational Leadership

- **Transformational leadership (TL)**
 - *motivates followers beyond the expected by:*
 - raising consciousness about the value and importance of specific and idealized goals
 - transcending self-interest for the good of the team or organization
 - addressing higher-level needs
- **TL is more strongly correlated with**
 - Lower turnover
 - Higher productivity
 - Lower employee stress and burnout
 - Higher employee satisfaction

Transformational Leadership & Charisma

- **Charismatic leadership theory (House, 1976)**
 - Attributions of heroic leadership abilities when followers observe certain behaviors
 - Vision and articulation
 - Personal risk-taking
 - Sensitivity toward followers
 - Unconventional behaviors

Charismatic leadership

- **Charismatic Leadership:**
 - emphasises symbolic leader behaviour
 - that transforms employees to pursue organisational goals over self-interests
- **Charismatic Leaders**
 - use visionary and inspirational messages
 - rely on non-verbal communication
 - appeal to ideological values
 - attempt to intellectually stimulate employees
 - display confidence in self and followers
 - set high performance expectations

Charismatic Model of Leadership

Leader behaviour	Effects on follower self-concepts	Motivational mechanisms	Personal outcomes
<ul style="list-style-type: none">• Follower motivation, achievement orientation and goal pursuit• Follower identification with both the leader and the collective interests of organizational members• Follower self-esteem and self-efficacy		<ul style="list-style-type: none">• Increased intrinsic value of effort and goals• Increased effort - performance expectations• Increased intrinsic value of goal accomplishment	

Charismatic Leaders: Born or Made?

- On the nature versus nurture debate
 - Obama case study
- Charisma is partially attributed to genetics and partially to training and experience
 - Developing an aura of charisma:
 - Be optimistic
 - Be passionately enthusiastic
 - Communicate with body, not just words
 - Draw others in – inspire others
 - Tap into emotions – bring out the potential in others

How Charismatic Leaders Influence Followers ?

- A four step process
 - Articulate an appealing **vision**
 - Communicate a new set of values
 - Model behaviors for those values
 - Express dramatic behavior

<https://theconversation.com/peut-on-vraiment-etre-exemplaire-75021>

“The key to successful leadership today is influence, not authority.”

Barney Bannister

Characteristics of charismatic leadership influence

The leader

- High degree of self confidence
- Strong convictions about ideas
- High energy and enthusiasm
- Expressiveness and excellent communication skills
- Active image building and role modeling

The followers

- High degree of respect, affection, and esteem for the leader
- Loyalty and devotion to the leader
 - Identification with the leader
 - High confidence in leader
- High performance expectations
- Unquestioning obedience

Charismatic Leadership

The situation

- Sense of real or imminent crisis
- Perceived need for change
- Opportunity to articulate ideological goal
- Availability of dramatic symbols

■ Opportunity to clearly articulate follower's role in managing the crisis

Keys for successful leadership

- Richard Branson
 - In this video, identify the keys highlighted by Richard Branson and link it to leadership trends



Charismatic speeches, why?

- [Yes we can!](#)
- Barak Obama, New Hampshire,
Jan., 9, 2008

- [I have a dream](#)
- M.L. King, Washington DC, Lincoln
Memorial, Aug. 28, 1963



Charismatic speech tactics

- Identifying key points of charismatic speeches
- Elements of framing
 - Amplify values and beliefs
 - Bring out the importance of the mission
 - Clarify the need to accomplish the mission
 - Focus on the efficacy of the mission
- Rhetorical techniques
 - Use of metaphors, similes, analogies,
 - Brief stories or anecdotes
 - Contrast
 - Rhetorical question
 - Three-part lists, repetition, alliteration
 - Gearing language to the audience:
 - expression of moral convictions, reflection of the group's feelings, setting high goals, conveying confidence that can be achieved
 - Non verbal message (voice, facial expression, gesture)

And you?

- Make groups of 2 peoples
- Make a speech
- Each group must focus on
 - At least one of the rhetorical elements of a charismatic speech tactics,
 - non verbal elements, and elements of framing
- Be ready to present in 10mn

Charisma & Situational Dependency

- Charisma: a necessary but not sufficient condition (cf. Bass, 1985)
- Charisma is strongly correlated to high performance and satisfaction
- Charisma is best used when
 - Environment is uncertain or stressful
 - Ideology is involved
- Most closely associated with upper-level executives
- People are most receptive to charisma when there is a crisis

Global Implications

- The GLOBE* study found that many elements of transformational leadership are universal
- Vision is important in any culture, but how it is formed and communicated may need to vary by culture

The Potential Dark Side of Charismatic Leadership

- Pseudo-transformational leadership (Burns, 1978)
- Some leaders:
 - Use organizational resources for personal benefit
 - (Re)Shape companies in their own image
 - Allow self-interest and personal goals to override organization's goals



<https://theconversation.com/comment-les-leaders-toxiques-nuisent-aux-personnes-et-aux-organisations-53182>

4. « New » trends in leadership... authentic, ethical, virtuous, servant, distributed, shared, sustainable, responsible

Contemporary notions of leadership
related to the transformational approach

Not theories but complementing the
theories & the complexity of more
classical approaches leadership.

Authentic Leadership

- **Authentic leadership**
 - a leadership style in accordance with the personality traits, the values of a leader conceived as honest provided with ethical sensitivity and practicality (George, 2003).
- **Authentic leaders**
 - Know who they are, what they believe in and value, and act on those values and beliefs openly and candidly
 - Create trust
 - Encourage open communication
 - People have faith in them
- Jacinda Ardern

Ethics and Leadership

Ethics and leadership intersect at many junctures

- Executives set the moral tone for an organization
 - they must set and adhere to high ethical values
- Leadership is not value free
 - the means by which a leader achieves their goal must be framed by ethics
- **Socialized charismatic leadership**
 - leadership that conveys other-centered values by leaders who model ethical conduct

Ethics and Leadership (2)

- The focus is on virtues of individuals and their motivation, the principles that lead them to make decisions in terms of "good or wrong", "right or wrong", "right or wrong" in specific situations.
- Two areas are differentiated in leadership ethics:
 - what leaders do and
 - what leaders are

TeaTime

What are the two principles of TL highlighted?

Servant Leadership

(Greenleaf, 1970)

The notion of "servant leadership characterizes a leader which focuses before all about wellness people and communities of work with which it interacts and to which he is in "service".

Servant leaders

- Go beyond their own self-interest and focus on opportunities to help followers grow and develop
 - Emphasize persuasion
- Effects of servant leadership:
 - Higher levels of commitment to the supervisor, self-efficacy, and perceptions of justice
 - Increased team potency and higher group performance
 - Higher levels of creative performance
- Servant leadership may be more effective in certain cultures

Distributed leadership

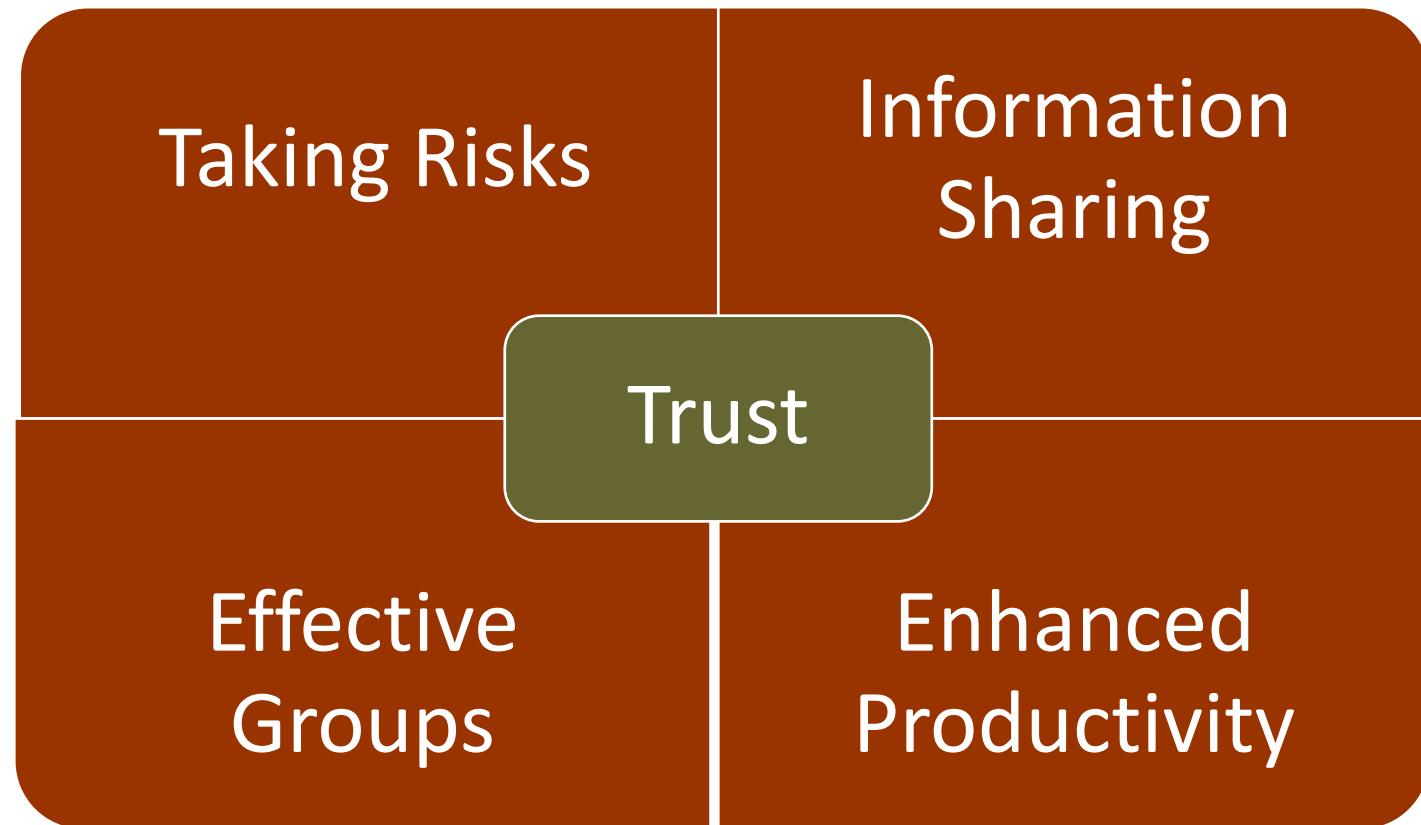
- **Distributed leadership**
 - does not focus on the characteristics of the leader and his role and the constraints of the situation specifically
 - but how employees get involved in tasks and roles that are distributed throughout the organization
- often confused or associated with other recent concepts such as
 - "shared leadership" (Carson, Tesluk,Marrone , 2007),
 - "collective leadership".(Denis et al. 2001),
 - "collaborative leadership" (Denis et al. 2001).
 - "co-leadership" (Heenan andBennis,1999)
 - "emerging leadership" (Beck,1981)
- The common point to all of them is the idea that leadership is not the monopoly of a single person.
- While leadership can be shared and/or democratic in some situations, it is not a necessary condition or sufficient for it to be considered "distributed".

Leadership For The Future?

Mentor

- A senior employee who sponsors and supports a less-experienced employee, a protégé
 - Mentoring programs benefit both mentors and protégés
 - But, informal mentoring is more effective than formal mentoring
- Benefits of mentoring are primarily psychological

Role of Trust



Implications-tips

- For maximum leadership effectiveness, ensure that your preferences on the initiating structure and consideration dimensions are a match for your work dynamics and culture.
- Hire candidates who exhibit transformational leadership qualities and who have demonstrated success in working through others to meet a long-term vision.
- For management role, hire candidates whom you believe are ethical and trustworthy; and train managers in your organization's ethical standards.
- Seek to develop trusting relationships with followers.
- Consider investing in leadership training.

In brief...

- Important to consider that there is no "recipe" on how to be a good leader, but rather
 - ways of thinking,
 - cultural and personal values,
 - situations (context and followers)
- Important to constantly adapt to the different environments its practices
 - by combining possibly these different approaches
- Skills can be developed according to the constraints
 - but qualities(virtues) such as integrity and humility are essential for "making" the effective leaders (Adair, 2002)

Keep in Mind...

- Leaders can influence a group toward the achievement of goals
- The best leaders are ethical and authentic in addition to being charismatic
- The research has showed that the three main ones characteristics of an inspirational leader associated with trust are
 - integrity, capacity and benevolence.

Main references

- Northouse P.G. (2018). Leadership. Theory & Practices. Sage Publication
- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.). (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Sage publications.