

MODULE #1: Definition of Leadership & Discussion of models and theories

Objectives

- Participants will define leader and leadership.
- Participants will develop their personal meaning of leadership.
- Participants will learn about different models and theories of leadership.

Context



Leadership refers to those individuals or organizations that perform one or more acts of leading: the ability to affect human behavior to accomplish a mission and influence people to move toward a goal achievement (Stogdill 1950: 3). Leadership skills are essential in order for youth to be successful leaders in their communities. Developing leadership skills among adolescents allows them to have the ability to utilize the skills and attitudes necessary to become potential leaders in a safe environment. It is important for youth to have the opportunity to be involved in key programs in areas such as public health systems, schools, and the juvenile justice system that affect them.¹

Handouts & Resources Needed:

Handout 1.1: Definitions of Leadership

Handout 1.1A: Leadership Quiz

Handout 1.1B: Leadership Quiz Answer Key

Handout 1.1C: Definitions of Leader and Leadership

Handout 1.1D: Defining Leadership Worksheet

Handout 1.2: Leadership Models and Theories

Handout 1.2A: Learning Leadership Models and Theories

Sheet of paper – one for each participant

Pen/pencils

Journals – one per student

Colored markers

Tape

Flit chart paper

Activity #1: Student definitions of Leadership (55 min)

Procedure

- Icebreaker
- Introduce participants to the definitions of leadership (Handout 1.1). Tell participants to hold on to this handout as they will use it throughout the activity.

¹ Source: Fertman, C. I & Van Liden, J. A. (1999). Character education for developing youth leadership. *The Education Digest*, 65(4), 11-16.

- Ask students to write down their own definitions of leader and leadership
- Administer the Leadership Quiz to test students' attitudes towards the concept of leadership (Handout 1.1A)
- Provide right answers for each test item in the Leadership Quiz (Handout 1.1B.)
- Ask students to compare their own answers with the right answers.
- Ask students to refer to their handouts and modify their own definitions of leader and leadership based on the feedback of the Leadership Quiz (Handout 1.1A)
- Provide and review Handout 1.1C: Definitions of Leader and Leadership
- Using the Defining Leadership Worksheet (Handout 1.1D), ask students to finalize their own definition of leader and leadership based on the definitions provided.
- Ask students to write down their final definitions of leader and leadership.
- Ask students to share their final definitions with other club members.
- Provide students with Journal and ask students to write personal definitions of Leadership in their Journals.
- Debriefing

Activity #2: Leadership models and theories classification (55 Min) (For advanced students)

Context:



At the community level, leadership development can be defined as obtaining the skills and experiences to understand the community and its goals. It also enables a person to offer advice and guidance to that community, to support its goals, and act on the community's behalf.

Source: Davis, M. A. (1997). Latino leadership development: Beginning on campus. *National Civic Review*, 86(3), 227-234

Procedure:

- Icebreaker
- Provide students with the handout on “Leadership Models and Theories.” (Handout 1.2)
- Ask students to read the classification and description for different leadership models and theories.
- Review the models and theories with the club by asking participants whether or not they have any questions with the classification of the models and theories.
- Ask students to create a list of examples for each model or theory of leadership. (Handout 1.2A)
- Ask each student to write down one example for each model or theory of leadership.
- Ask students to share and check their examples with one partner.
- Ask the partner whether or not he/she agrees with the examples and why.

- Choose other examples when necessary based on the feedback from the partner. Try not to give the same examples as the partner.
- Get ready to share examples with the club.
- Ask students to write down a list of examples for each type of leadership.
- Ask participants to share their examples with the club by stating why he/she listed it as an example.
- Ask each student to write down different examples given by other students. Ask students to finalize their own definition of leader and leadership based on their understanding of different models and theories of leadership
- Ask students to reconsider their definitions of leader and leadership.
- Ask students to write down their final definitions of leader and leadership in their Journals.
- Debriefing

Handout 1.1 Definitions of Leadership

Definitions of Leadership

Participants should be provided with a Personal Journal

Informal Definitions

By this point in your life you must have some idea of what leadership is. Write down your personal definition on the front page of your journal.

Formal Definitions

"Leadership has been conceived as the focus of group processes, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as particular behaviors, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as initiation of structure, and as many combinations of these definitions."

-Bernard M. Bass

"The art of mobilizing others to want to struggle for shared aspirations."

-Kouzes and Posner

"An influence relationship among leaders and followers who intend real changes that reflect their mutual purposes"

-Joseph Rost

Write down your definition of Leadership

Handout 1.1A Leadership Quiz²

Instructions: For each of the following statement, circle the answers to indicate whether you think the statement is true or false.

Question 1. A good leader should be a good coach as well.

True False

Question 2. The person in charge of a unit should also be its leader.

True False

Question 3. Leadership is primarily a top - down matter

True False

Question 4. All Leaders intentionally influence people.

True False

Question 5. There should be only one leader in a team.

True False

Question 6. A leader must exert authority to command respect.

True False

Question 7. All good leaders have a clear long term vision.

True False

Question 8. To be a leader, you must first be a manager.

True False

Question 9. Leaders make decisions for their teams.

True False

Question 10. Leaders must have good interpersonal skills.

True False

Question 11. Leaders must be strategic thinker.

True False

Question 12. A leader must be a good motivator.

True False

² Adapted from: <http://www.leadersdirect.com/leadstylequiz.html>

Answer Key for Leadership Quiz³

Question 1. A good leader should be a good coach as well. (**False**)

First let's be clear about what leadership is fundamentally. Leadership is basically about showing others the direction to follow, either by getting somewhere first and setting an example or by indicating the direction. Coaching is a nice skill to have but leaders don't have to have it and those who do aren't necessarily good leaders. Coaching is mainly used for developing people, not for influencing them to change direction.

Question 2. The person in charge of a unit should also be its leader. (**False**)

Determining direction is increasingly a knowledge based skill. In any group, different people will have different knowledge. Any one of them can take the lead on a topic on which they are the expert. Leadership is no longer a monopoly of the one person in charge.

Question 3. Leadership is primarily a top - down matter. (**False**)

Determining direction is increasingly a knowledge based skill. In any group, different people will have different knowledge. Any one of them can take the lead on a topic on which they are the expert. Leadership is no longer a monopoly of the one person in charge.

Question 4. All Leaders intentionally influence people. (**False**)

Influencing is generally regarded as a deliberate attempt to persuade others to do something. Leadership can occur through setting an example that others want to follow - hero worship if you like - but the leader doesn't have to want to influence you as a primary objective. The leader's main objective is to do something different, to break new ground. Many people will follow even if the leader is poor at influencing people directly. Of course, leaders who also have good influencing skills will be able to take more people with them, but making direct influence appeals are not what it means to lead. This statement is the closest one to being true because even setting an example could be considered influence. The point here is that too much thinking about leadership identifies leadership with deliberate influencing attempts, but this is only a special case of leadership, not the whole story.

Question 5. There should be only one leader in a team. (**False**)

Determining direction is increasingly a knowledge based skill. In any group, different people will have different knowledge. Any one of them can take the lead on a topic on which they are the expert. Leadership is no longer a monopoly of the one person in charge.

³ Adapted from: <http://www.leadersdirect.com/leadstylequiz.html>

Question 6. A leader must exert authority to command respect. (*False*)

Leadership is about excelling in a field that others admire. It is not about exerting authority. Leadership is often indirect in the sense that others want to follow you instinctively just as they Handout 1.1B

Do you admire a rock star or any other hero figure? Yes, a leader must be respected but there are many ways to do that without exerting authority. Influence based on force or the threat of it is arguably never leadership.

Question 7. All good leaders have a clear long term vision. (*False*)

Not necessarily. Some leaders do have a vision, others improvise and react in a more entrepreneurial fashion. Many people lead by example, through actions that inspire others by their very nature or because of the results they achieve. In addition, complexity and rapid change require leaders to change direction quickly, making long term vision hard to sustain.

Question 8. To be a leader, you must first be a manager. (*False*)

This is part of the old fashioned idea that only the manager can be a leader - surely myth status by now. Anyone who can influence a group to change direction is showing leadership.

Question 9. Leaders make decisions for their teams. (*False*)

Leaders do make decisions but this statement as it is sounds too much like seeing leaders as occupying a role with responsibilities. Leadership is essentially action that creates new directions. Conversely, management is a role related set of responsibilities. We get confused because so many leaders also happen to be managers, but they are separate functions. Management normally means being in charge of people, but this is not necessarily true of leaders. Making decisions is not about influencing people, hence not leadership in any case.

Question 10. Leaders must have good interpersonal skills. (*False*)

Interpersonal skills contribute to having a broad range of influencing skills. But "must" is too strong. The essence of leadership is getting people to change direction and many leaders do so by example or a compelling sales pitch despite having limited interpersonal skills. A lot of disreputable characters have been able to lead people.

Question 11. Leaders must be strategic thinker. (*False*)

Not necessarily. Some leaders are strategic, others improvise in an entrepreneurial fashion. Some lead by example through actions that inspire others or because of the results they achieve. In addition, complexity and rapid change require leaders to change direction quickly, making fixed strategies hard to sustain.

Question 12. A leader must be a good motivator. (*False*)

"Motivation" relates to performance improvement. "Influence" relates to getting people to change direction. Leaders create new directions, managers execute them. It is a managerial function to motivate people. Performance improvement is about enhancing efficiency, executing an existing direction more cost effectively. Managers must be good motivators.

Definitions of Leader and Leadership⁴

A Traditional Definition of Leadership

Leadership is an interpersonal influence directed toward the achievement of a goal or goals.

Three important parts of this definition are the terms interpersonal, influence, and goal.

- *Interpersonal* means between persons. Thus, a leader has more than one person (group) to lead.
- *Influence* is the power to affect others.
- *Goal* is the end one strives to attain.

Basically, this traditional definition of leadership says that a leader influences more than one person toward a goal.

A New definition of leadership

Leadership is a dynamic relationship based on mutual influence and common purpose between leaders and collaborators in which both are moved to higher levels of motivation and moral development as they affect real, intended change. (Kevin Freiberg and Jackie Freiberg, *NUTS! Southwest Airlines' Crazy Recipe for Business and Personal Success*, Bard Press, 1996, p. 298)

Three important parts of this definition are the terms relationship, mutual, and collaborators. *Relationship* is the connection between people. *Mutual* means shared in common. *Collaborators* cooperate or work together.

This definition of leadership says that the leader is influenced by the collaborators while they work together to achieve an important goal.

Leadership versus Management

A leader can be a manager, but a manager is not necessarily a leader. The leader of the work group may emerge informally as the choice of the group. If a manager is able to influence people to achieve the goals of the organization, without using his or her formal authority to do so, then the manager is demonstrating leadership.

⁴ Adapted from: http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm

According to John P. Kotter in his book, *A Force for Change: How Leadership Differs From Management* (The Free Press, 1990), managers must know how to lead as well as manage. Without leading as well as managing, today's organizations face the threat of extinction. **Management** is the process of setting and achieving the goals of the organization through the functions of management: planning, organizing, directing (or leading), and controlling. A manager is hired by the organization and is given formal authority to direct the activity of others in fulfilling organization goals. Thus, leading is a major part of a manager's job. Yet a manager must also plan, organize, and control. Generally speaking, leadership deals with the interpersonal aspects of a manager's job, whereas planning, organizing, and controlling deal with the administrative aspects. Leadership deals with change, inspiration, motivation, and influence. Management deals more with carrying out the organization's goals and maintaining equilibrium.

The key point in differentiating between leadership and management is the idea that employees willingly follow leaders because they want to, not because they have to. Leaders may not possess the formal power to reward or sanction performance. However, employees give the leader power by complying with what he or she requests. On the other hand, managers may have to rely on formal authority to get employees to accomplish goals.

Handout 1.1D

Defining Leadership Worksheet

Write down your original definitions of leader and leadership in the space given below.

What is a leader?

What is leadership?

Modify your own definitions of leader and leadership based on the feedback of the Leadership Quiz.

What is a leader?

What is leadership?

Finalize your own definition of leader and leadership based on the definitions provided.

What is a leader?

What is leadership?

Handout 1.2: Leadership Models and Theories⁵

Approach	Theory	Nature of Theory	Assumption of Theory
Trait	Trait Theory	The trait theory is a theory that concerns solely with leader characteristics.	The theory discovered a connection between personality traits and leadership effectiveness. Physical characteristics, aspects of personality, and aptitudes were most often studied on leadership traits. It is generally thought that there are five major leadership traits: intelligence, self-confidence, determination, integrity and sociability. Possession of these leadership traits was believed to be the essential component for exhibiting leadership behavior.
Cognitive	Cognitive Resources Theory	The cognitive resources theory is a situational model that deals with the cognitive abilities of leaders.	This theory explores the conditions under which cognitive resources, such as intelligence and experience, relate to leadership effectiveness. The first proposition is that leader ability contributes to group performance when the leader is directive and followers require guidance. The second proposition is that perceived stress influences the relation between intelligence and decision quality. The third proposition is that perceived stress moderates the relation between leader experience and performance.
	Leadership Skills Model	The leadership skills model is a cognitive model that relies on the leader's ability to implement solutions to complex problems.	This model considers that skills possessed by the leader are considered to be the most relevant component for effective leadership. It recognizes that leadership behavior can not be removed from its social context. It suggests that leadership potential is developed through experience. It emphasizes that leadership is a social phenomenon. Knowledge is the central leadership skill that is referred to in the model. Knowledge in social perceptiveness is considered essential for effective leadership. The leader is expected to use his/her knowledge to facilitate problem solving.
Relationship	<i>These approaches to leadership examine the dyadic relationship that exists between leaders and followers. They exam the leader/follower relationship variables that affect leadership performance.</i>		
	Transactional Leadership	The leader's role in this approach is autocratic and the leader/follower relationship is one sided. Decisions are made by the leader	Transactional leadership is based on an exchange between leaders and followers. There are four types of behaviors that are associated with transactional leadership: contingent reward, active management by exception, passive management by exception, and laissez-faire leadership. Contingent reward behavior includes the clarification of what is expected of followers in order to receive rewards. Management by exception refers to leadership that utilizes corrective criticism, negative

⁵ Adapted from:

Emily Spencer, Leadership Models and Theories: A Brief Overview, Available online on Jan. 20, 2006 at: <http://www.cda-acd.forces.gc.ca/CFLI/engraph/research/pdf/12.pdf>

		alone and followers only affect leader behavior with regards to contingent rewards.	feedback, and negative reinforcement. It can either be active or passive. Laissez-faire leadership is descriptive of a leader who acts indifferently to followers and who is not concerned with the mission. This type of leader abdicates all leadership roles and responsibilities. It is often considered a non-leadership factor.
	Psychodynamic Leadership	The psychodynamic approach to leadership is based on the premise that an individual's first experience with leadership begins the day that he/she is born.	The psychodynamic approach to leadership assumes that an individual can change behaviors and feelings towards leaders by gaining insight into the leadership relationship that they had with their parents. The theory puts forth a variety of concepts that surround leadership in a family setting. The first concept, the family origin, suggests that the role of the parent is to socialize the child into society and to respond to the basic needs of the infant. The second stage is called maturation, or individualization. During this stage the child becomes increasingly independent of his/her parents and learns how to deal with authority figures. Often this is a direct reflection of the child's relationship with his/her parents. Following this stage, as the child becomes an adult, he/she develops relationships with leaders which mirror the parent-child relationship. The young adult may act dependently, counterdependently, or independently towards the leader. Finally, as an adult some people may choose to repress their childhood memories and move on.
	Participative Leadership	Participative leadership is interactive and allows followers some influence over the leader's decisions.	Participative leadership is interactive and allows followers some influence over the leader's decisions. It may occur in many ways. <i>Autocratic decision, Consultation, Joint decision, and Delegation</i> are generally regarded as distinct and meaningful and can be ordered along a continuum beginning with non-participative autocratic decisions, and razing to the highly participative action of delegation.
	Leader-member Exchange Theory	Leader-member exchange (LMX) theory describes the role making process between a leader and an individual follower.	The basic premise behind the theory is that leaders and followers mutually define the follower's role and, as they do so, leaders develop a separate exchange relationship with each individual follower. The exchange relationship usually takes one of two forms. Most leaders establish a special exchange relationship with a small number of trusted followers who function as assistants, lieutenants or advisors. These followers are then classified as being in the 'in-group'. In the exchange relationship with the remaining followers, who are thought of as being in the 'out-group', there is relatively little mutual influence. The Key to the LMX theory is that there is a dyadic relationship between the leader and each individual follower.
	Social Exchange Theory	The social exchange theory illustrates a dyadic relationship	Like transactional leadership, social exchange theory is based on an exchange of benefits and favors between the leader and the followers, but there are two important differences. First, in social exchange theory, the

		between leader and follower. It stipulates that the followers are the ones who chose, and help to shape, leaders.	exchange might involve more abstract items and followers are motivated by more than what the leader can award to them. Second, in social exchange theory, followers play an active role in determining and retaining the leader. The leader is not a power yielder like the transactional model proposes. Most forms of social interactions are based on an exchange of benefits or favors, either material, psychological, or both.
Contingency	<i>The contingency models explore the relationship between leaders, followers and the situation. They recognize that a leader's impact on followers is dependant on both the leader's behavior and the characteristics of the situation.</i>		
	Contingency Model	Fred Fiedler's Contingency Model of leadership is a situational theory that emphasizes the relationship between leader characteristics and the situation.	The model describes how the situation moderates the relationship between leadership effectiveness and leadership style. The relationship between leadership style and leadership effectiveness depends on situational favorability. The theory predicts that task-oriented leaders produce high group performance in very favorable or very unfavorable conditions. Relationship-oriented leaders are predicted to produce high group performance only when the situation is moderately favorable. Socioindependent leaders are theorized to perform best in situations that are very favorable.
	Situational Leadership Model	Paul Hersey and Ken Blanchard proposed a contingency theory of leadership that prescribes the use of a different pattern of leadership behavior depending on the 'maturity' of an individual follower.	According to the theory, the level of follower maturity determines the most favorable pattern of leader behavior. Maturity 'job maturity' and 'psychological maturity'. Leaders can either be directive or supportive. Given follower readiness and leader behavior, the theory proposes four possible leadership styles, each one relating to a particular combination of follower and leader behavior. The first is 'telling' which represents a directive style of leader behavior. It is recommended for followers who have both low job maturity and low psychological maturity. The second style is 'selling' which represents a style of leader behavior that is both directive and supportive. It is recommended for followers who have low job maturity and high psychological maturity. The third is 'participating' which represents a supportive style of leader behavior and involves the leader and follower interacting to determine the proper course of action for a given situation. It is recommended for followers who have high job maturity and low psychological maturity. The fourth is 'delegating' which is characterized by a style of leader behavior, lacking in both supportiveness and directiveness. It is recommended for followers who have both high job maturity and high psychological maturity.
	Path-goal Theory of Leadership	The path-goal theory of leadership was developed to explain how leadership behavior can influence the	The theory proposes that a leader's behavior is motivating or satisfying to the follower if the behavior increases the attractiveness of goals, while simultaneously, increasing follower confidence in achieving them. The leader is, therefore, very active in guiding, motivating and rewarding

		satisfaction and performance of an individual follower. It emphasizes the relationship between the leader's style and both the characteristics of the follower and the situation.	followers in their work. In short, the leader steers the follower down a path to their goals by selecting behaviors that are best suited to individual follower's needs and the situation. In doing so the leader also navigates the follower around obstacles that lie on the path towards goal achievement. There are four types of leadership behaviors that are generally included in the model: supportive, directive, participative, and achievement-oriented. The theory stipulates that a leader may exhibit any or all of these types of leadership, and that the best type of leadership for a given situation will be dependent on the individual follower's characteristics and the specific situation.
	Multiple Linkage Model of Leadership	The multiple-linkage model developed by Gary Yukl proposes that the overall impact of specific leader behaviors on group performance is complex and is composed of four sets of variables.	The theory proposes that the overall impact of specific leader behaviors on group performance is complex and is composed of four sets of variables. The four variables are: managerial behaviors, intervening variables, criterion variables, and situational variables. Two of these four variables are influential in determining leader effectiveness. One factor, intervening variables, refers to the immediate effects that the leader's behavior has on followers' job performance. The second set of factors that moderate the leader's impact on group performance are situational characteristics. In this model intervening variables may be directly affected by situational characteristics and situational variables may directly affect intervening variables. In the short term, the job of the leader is to correct deficiencies arising in the intervening variables. In the long term, the job of the leader is to improve situational factors.
	Leadership Substitute Theory	Leadership substitute theory is a leadership model that identifies situational aspects that reduce or eliminate the need for a leader.	The theory identifies two types of situational variables that affect the need for a leader: substitutes and neutralizers. Substitutes act instead of a leader and make leader behavior redundant. Neutralizers prevent a leader from acting effectively. It is proposed that follower characteristics, task characteristics, and organizational characteristics shape whether or not certain behaviors will act as leadership neutralizers or substitutes. It is believed that both follower characteristics and aspects of the situation, determine whether or not leadership will be effective.
	Normative Decision Model	V.H. Vroom and P.W. Yetton developed a leadership model that specifies which decision procedures should be most effective in each of several specific situations.	The model stipulates that the overall effectiveness of a decision depends on both decision quality and decision acceptance by followers. Both decision quality and decision acceptance are affected by follower participation during decision making. As well, the behavior used by the leader when making decisions can affect these variables, and it should be noted that the situation is also a key factor for decision quality and decision acceptance. The model identified five possible decision procedures for decisions involving more than one follower. They then identify five aspects of the situation that mediate the effectiveness of the

			decision procedure. These aspects of the situation relate to knowledge of relevant information and the degree to which followers are willing to cooperate in carrying out a mission. The model concluded by proposing seven basic rules that may be applied when determining which type of decision procedure should be used under which circumstance.
Approaches with emphasis on morality and follower development.			
	Charismatic Leadership	Theories of charismatic leadership believed that charismatic leaders are the product of follower perceptions and attributions that are influenced by actual leader traits and behavior, the context of the situation, and the individual and collective needs of the followers.	Charisma is a Greek word that means “divinely inspired gift”. The term has since been used to describe a leader whose followers think that he/she is endowed with exceptional qualities. Such a leader is thought to yield influence over his/her followers because of these special powers instead of needing to use traditional or formal forms of authority. Charisma is believed to be attributed to leaders who advocate a unique vision, yet one that lies within the range of acceptability by followers. It is thought more likely to be attributed to leaders who act in unconventional ways to achieve their vision. Furthermore, leaders who make self-sacrifice, take personal risk, and incur high costs to achieve their vision are more likely to be viewed as charismatic. Often the followers of a charismatic leader think that the leader’s beliefs are correct. They, therefore, obey the leader willingly and without question, feel affection towards the leader, and are emotionally involved in the mission. As well, followers of a charismatic leader often believe that they can contribute to the success of the mission and consequently set high performance goals for themselves.
	Transformational Leadership	Transformational leadership is a process that changes and transforms individuals. It is often associated with ethics and involves long term goals.	Transformational leadership focuses on the process by which the leader engages with followers, and together create a connection that raises each of them to higher levels of motivation and morality. A transformational leader must be attentive to follower needs and motivation, and tries to help followers reach their full potential. The leader transforms and motivates followers by: making them more aware of the importance of task outcomes, inducing them to transcend their own self-interest for the sake of the organization or team, and activating their higher order needs. Transformational leadership is concerned both with the performance of followers as well as developing them to their full potential.
	Servant Leadership	This model is based on the idea of the servant as a leader, or on the idea of a leader having the duty to serve his/her followers.	Servant leadership was created as an attempt to link previous paradoxes concerning leadership. Task accomplishment is a focus, yet it is also recognized that leaders should be aware of the social implication associated with task accomplishment. The basic assumption of leaders having a duty to serve in ethically and environmentally conscious ways is a strong base upon which the module to build.

Handout 1.2A: Learning Leadership Models and Theories Worksheet

Directions: Write down at least one leadership example for each model or theory of leadership in the corresponding space in the Example column below. For the description of each model or leadership, refer to the Leadership Models and Theories handout when necessary. Be prepared to share your examples with the club.

Approach	Theory	Example
Trait	Trait Theory	
Cognitive	Cognitive Resources Theory	
	Leadership Skills Model	
Relationship	Transactional Leadership	Managers who offer promotions to employees who surpass their goals. Teachers who give students grades for their work.
	Psychodynamic Leadership	
	Participative Leadership	
	Leader-member Exchange Theory	
	Social Exchange Theory	
Contingency	Contingency Model	

	Situational Leadership Model	
	Path-goal Theory of Leadership	
	Multiple Linkage Model of Leadership	
	Leadership Substitute Theory	
	Normative Decision Model	
	Charismatic Leadership	
	Transformational Leadership	
	Servant Leadership	

Modify your own definition of leader and leadership based on your understanding of different models or theories of leadership.

What is a leader?

What is leadership?

