

# Defining Leadership



**John Churchley, EdD**

Open Learning Faculty Member  
Thompson Rivers University

Assistant Superintendent (retired) – School District #73  
Principal Lecturer (retired) – Thompson Rivers University  
Offshore Schools Inspector - Ministry of Education

[jchurchley@tru.ca](mailto:jchurchley@tru.ca)



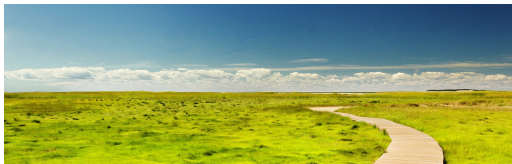
**Learning intentions for today:  
the BIG IDEAS**





“...there are as many different definitions of leadership as there are people who have tried to define it.”

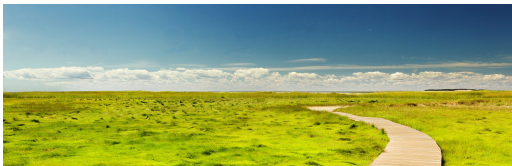
**(Stogdill, 1974)**







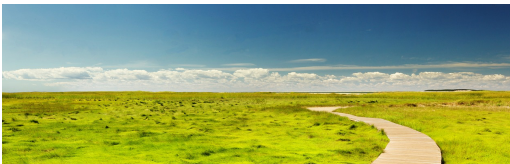
**...is there such a thing as “Leadership”?**



# Leadership is:

“...an influence process,  
both visible and invisible,  
in a society inherited, constructed, and perceived as  
the interaction of persons in  
human (and inhuman) conditions of inequality –  
an interaction measured by  
ethical and moral values and  
by the degree of realization of intended,  
comprehensive, and durable change”

James MacGregor Burns (2006)







# LEADERSHIP THEORY

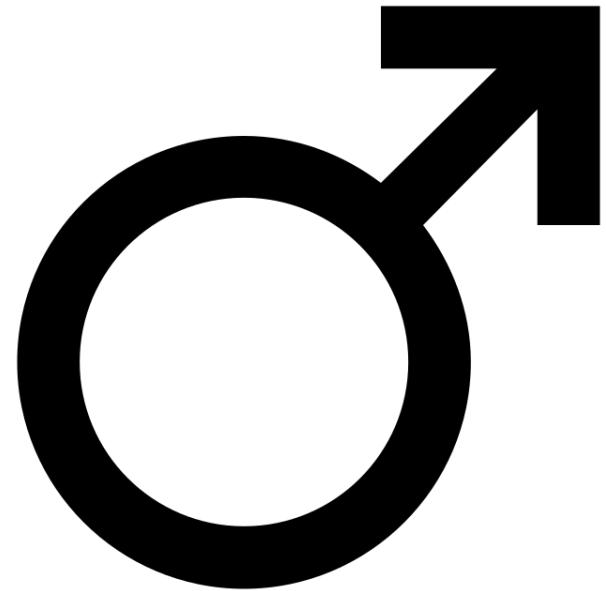
There is no general theory or  
“grand theory” of leadership.

**General Theory Of Leadership working group (GTOL)  
(Goethals & Sorenson, 2006)**



# LEADERSHIP THEORIZING: THE WESTERN TRADITION

- Leader-centred
- Male dominated
- Universal traits
- Task vs Relationship
- Measurable performance
- Individualistic





1800's Great Man (Charismatic)  
1900's Scientific Management  
1940's Trait Theories  
1950's Behaviour/Style Theories  
1960's Situational/Contingency  
1980's Transactional vs Transformational



# Great Man Theory

Society needs and wants heroes.

Great leaders are born that way.

“The history of the world is the biography of great men” - Thomas Carlyle



# Scientific Management

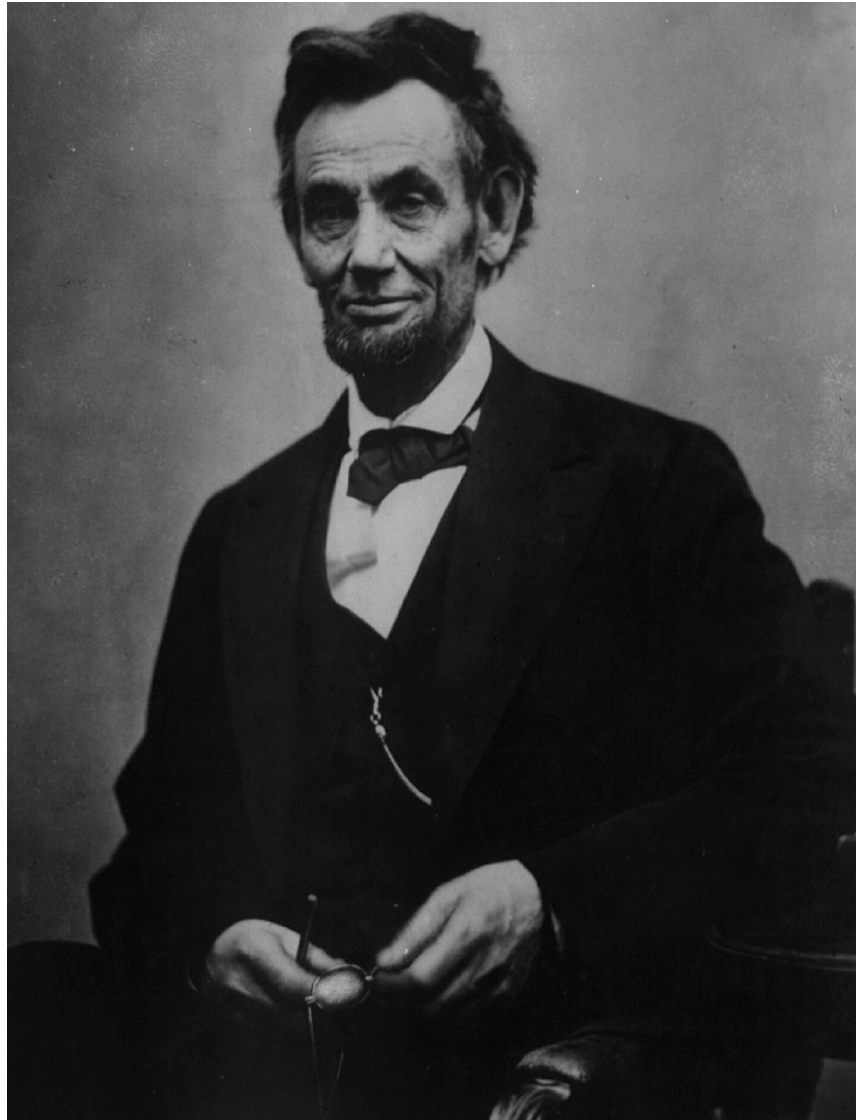




# Scientific Management



# Trait Theories



# Trait Theories

Good leaders have:

- Intelligence
- Initiative
- Self assurance

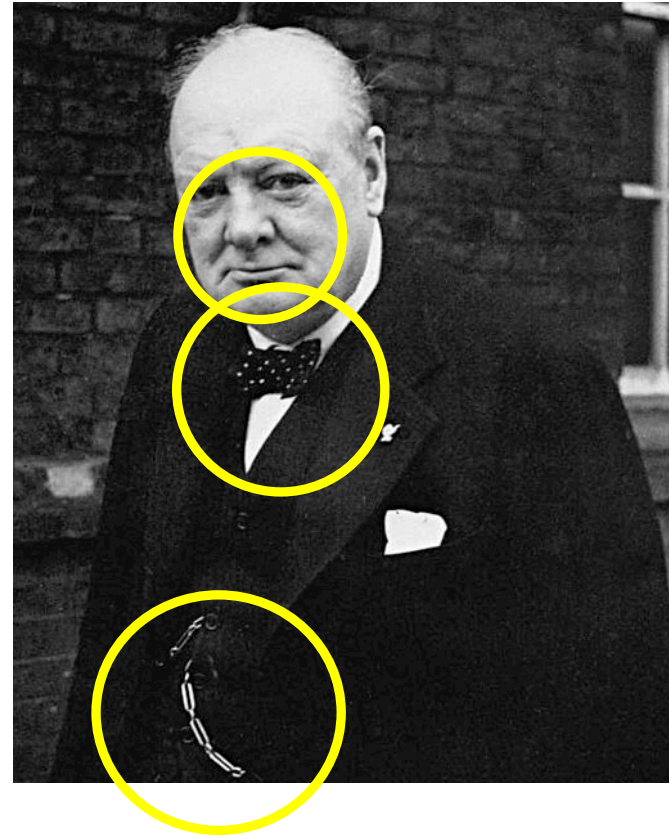
They are usually:

- in good health
- above average height/well below it
- from upper socio-economic levels in society





# Trait Theories



# Behaviour Theories



# Behaviour Theories



Continuum of leadership behaviour  
Tannenbaum & Schmidt (1958)





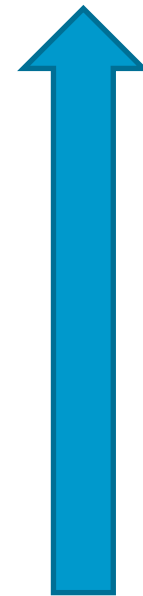
# Style Theories





# Style Theories

- Autocratic style
- Participative style
  - Consultative
  - Consensus
  - Democratic
- Free-reign/laissez-faire



Control



# Style Theories

+

CONCERN FOR PEOPLE

■

Country Club style	Team style
Impoverished style	Produce or Perish style

-

CONCERN FOR PRODUCTION

+



Blake & Mouton (1964)

# Situational Leadership

What is the readiness of the follower  
(& therefore their need for support)?



Hersey & Blanchard (1993)

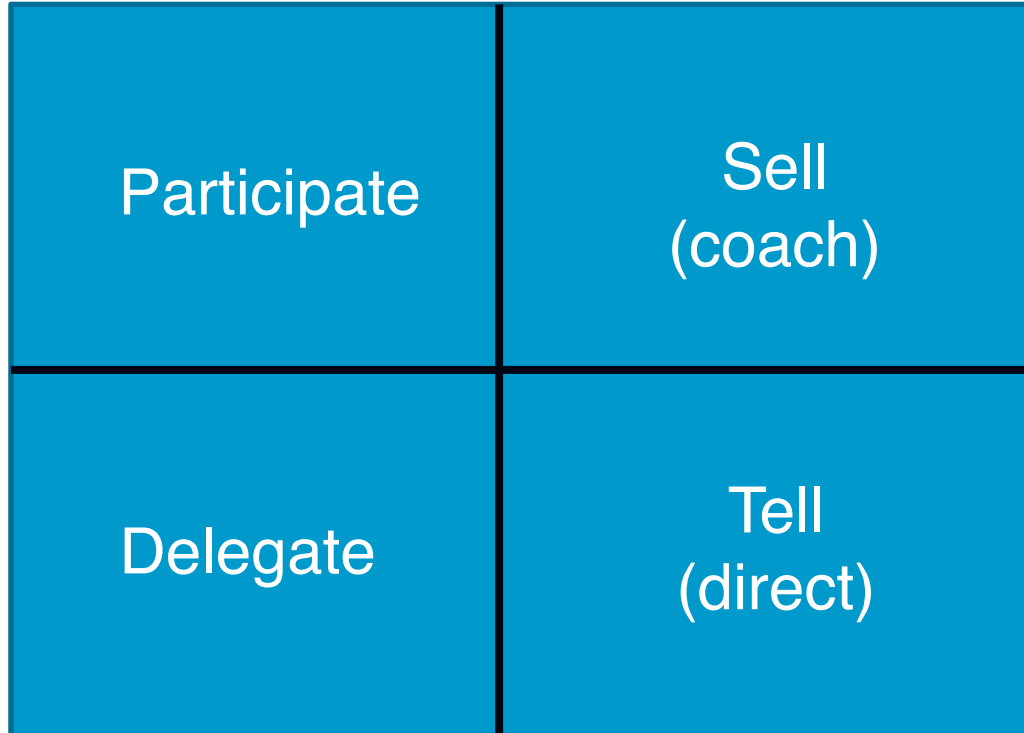


# Situational Leadership

+

SUPPORTIVE BEHAVIOUR

■



■

DIRECTIVE BEHAVIOUR

+



Hersey & Blanchard (1993)



# Transformational Leadership

## TRANSACTIONAL LEADERSHIP

- Extrinsic motivation
- Rewards & punishments



## TRANSFORMATIONAL LEADERSHIP

- Intrinsic motivation
- Shared vision & inspiration

Burns (1978)



# Transformational Leadership

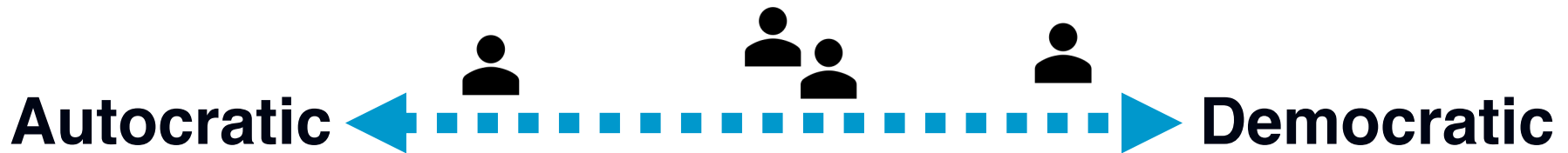
- Intrinsic motivation & intellectual stimulation
  - Individualized consideration
- Building shared vision & inspiration to work towards it
  - Modelling ethical behaviour

Burns (2003)  
Bass (1990)

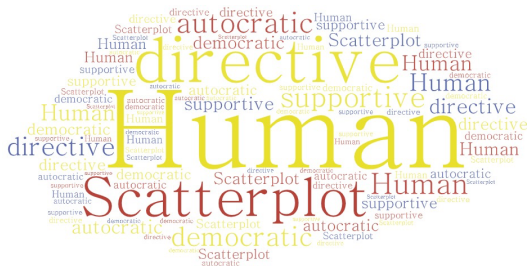




# Human Scatterplot #1

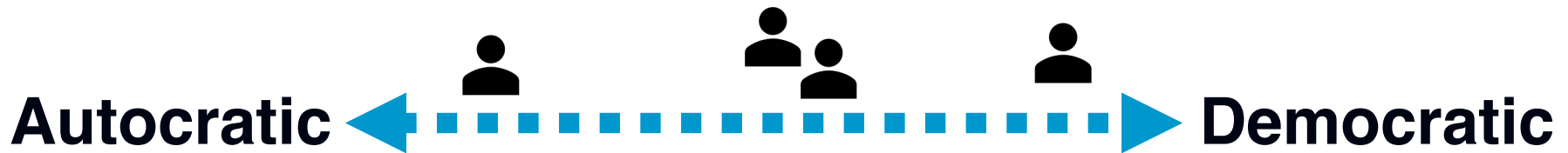


An alarm bell rings and your entire building is evacuated due to a flood on the first floor. Your department gathers at the marshalling area. You wait for over an hour – it's starting to get cold and it's the end of the day and people need to get home. A few staff want to go back into the building to get their coats, bag, and laptop. What approach do you take?

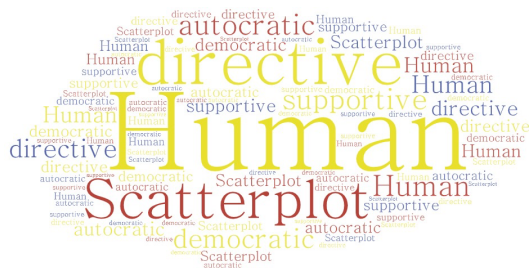




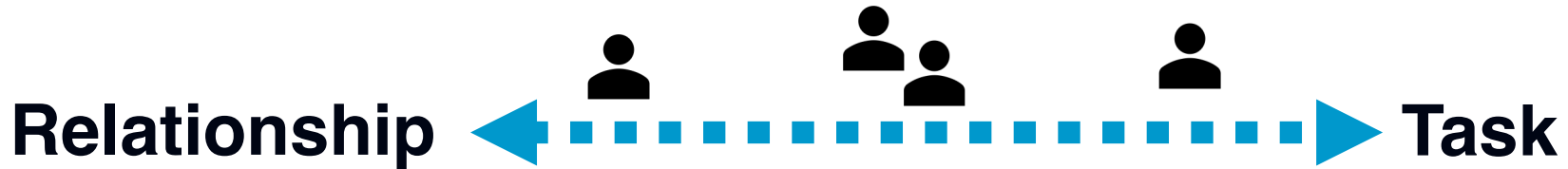
## Human Scatterplot #2



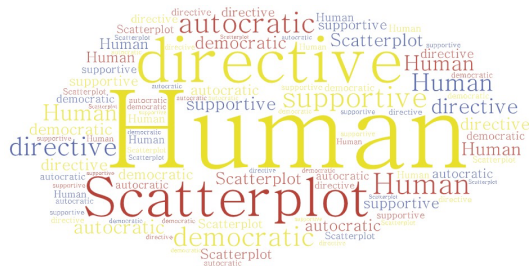
It's the annual Professional Development week and you have the option of releasing your staff to attend a number of different all day workshops. While they all reflect institutional priorities, some of these are more related to your department than others. Your staff want to attend a wide range of these workshops. You feel that the growth of the department would be better supported if you went as a group to one workshop. What approach do you take?



## Human Scatterplot #3

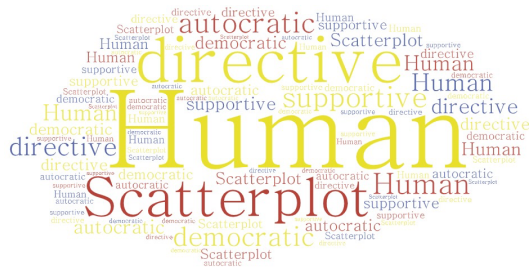


Your department has a major project with a deadline approaching. You don't have enough time to get it done. You need your staff to stay overtime for a few evenings or even a Saturday in order to meet the deadline. How do you approach your staff?



## Human Scatterplot #4

Your department has is undertaking a complete program review and needs to create a report over the next 3 months. It will include a description of what tasks each staff member does, how they fit into the department goals, and recommendations for improving department performance by incorporating new computer software (that nobody has seen yet). Each staff member will need to do their own part of the report. How do you lead staff A,B,C,D,E?

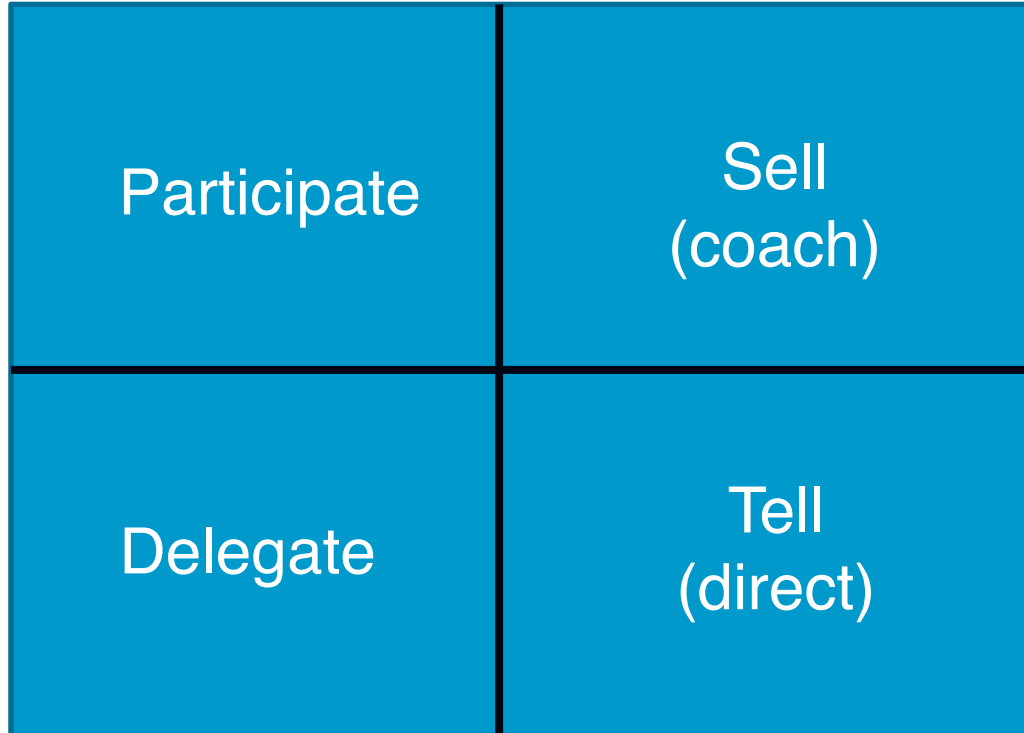


# Human Scatterplot #4

+

SUPPORTIVE BEHAVIOUR

■



■

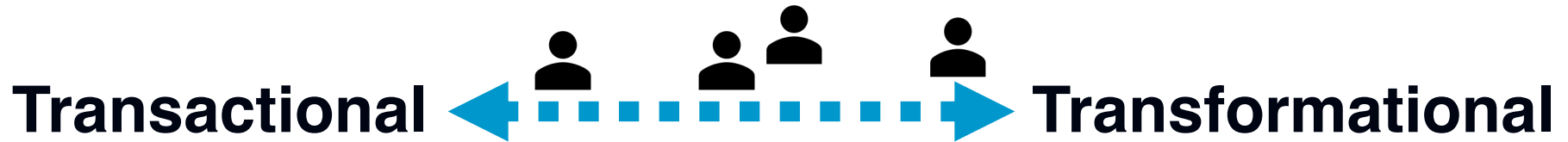
DIRECTIVE BEHAVIOUR

+



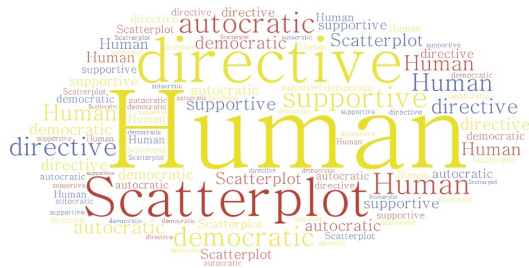


# Human Scatterplot #5

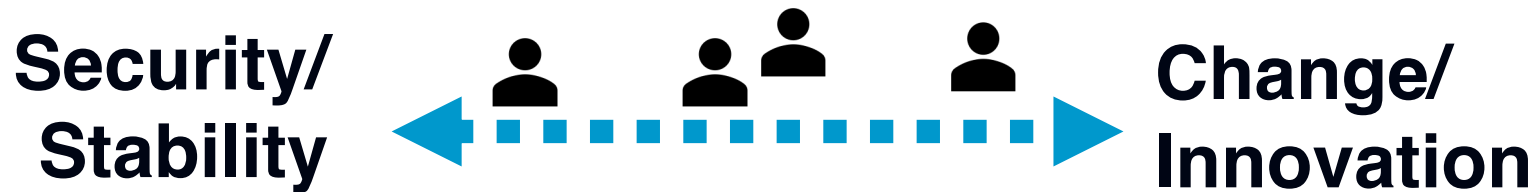


Your department has a problem with recurring lateness back from coffee and/or lunch breaks. In addition, B is often late, C leaves early, and E is constantly on their phone. D just stays at their desk all day.

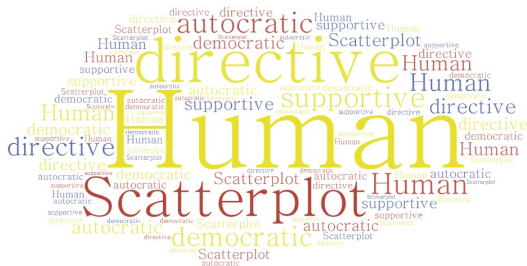
## How do you approach this issue?



# Human Scatterplot #6



Your department is well known for initiating and adopting a new system. It was a TON of work, but it affects the whole organization. It is not perfect, and you are all dealing with a backlog of minor fixes and continuing training. You've now been asked to lead your department in adopting another system for the organization. How do you respond?



# Some Current Theories

Transformational Leadership

Distributed Leadership

Constructivist Leadership

Authentic Leadership

Transparent Leadership

Servant Leadership

Motion Leadership





Leadership: Making sense of  
<*adjective*> leadership

# **<adjective> LEADERSHIP**

Leadership is a verb, not a noun.

Leadership is action, not a position.

Leadership is defined by what we do, not the role we are in.

(Clemmer, 1999, p. 16)



# **Leadershiping (verb) :**

the process of actively and intentionally applying leadership theories to improve the ability to lead...

the process of active reflective practice for a leader...

**IN REAL TIME**

Churchley (2015) ...made it up



**What is your personal theory  
of “Leadership”?**



# Reflective Practice

*Being aware of the breadth of leadership theories and their assumptions and biases, helps leaders develop critical awareness of their own biases. By continually reflecting on our beliefs as leaders, and grappling with the underlying assumptions of our values, we can constantly refine our personal operational theory of leadership. This evolution requires us to hold loosely to our beliefs, and to undergo a continual process of unlearning and relearning as we learn more about leadership through both academic study and personal reflection.*

Clint Maltais, TRU MEd student





## Reflective practice is:

- both cognitive and affective
- both personal and professional
- both individual and collaborative
- very risky, both socially and personally
- REFLEXIVE (reflecting on the reflecting)

## It is also:

- a way to organize and make meaning out of your memories
- a healthy way to manage conflict and respond to stress
- a healthy way to deal with your “baggage”



## Approaches to reflection:

- reflection-in-action (Schön, 1983)
- self-leadership (Manz, 1992)
- CRITICAL reflection (Mezirow, 1991)
- layers of being (Johns, 2004)



Reflection-on-experience

after the fact

Reflection-in-action

pausing to re-frame

The internal “supervisor”

self-talk during

Reflection-in-the-moment

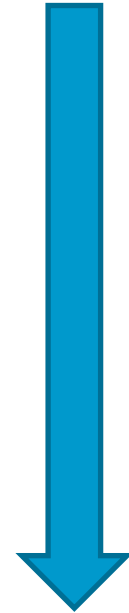
being aware of thinking/feeling

Mindful practice

being aware and doing it

(Johns, 2004)

Doing  
reflection



Reflection  
as a way of  
being



# HOW to reflect

Peer partnerships/networks

Systematic (journaling, walking, etc.)

Simultaneous (“reflection-in-action”) (Schon, 1983)

Breathing

Positive “Self-talk”

Using a quick reminder:

- image
- word/mantra
- metaphor, archetype



## BLOCKS to reflection

Time!!!!

Closed systems (openness discouraged)

Personal blind-spots

“Board-ification” (lack of connection to the classroom)

“Class-ification” (unable to see the big picture)

Lack of systematic/habitual reflection

Too emotional

Too intellectual

Other blocks...???





How do we unblock the blocks?

REFLEXIVITY! (critical reflection)

- Reconsidering previously accepted assumptions
- Clarifying your own motivations
- Being aware of your “baggage”
- Thinking about your thinking
- Reflecting on your reflecting
- Simultaneously on the balcony and the dance floor



# Reflective Practice

Types of reflection for educational leaders

Holistic (vision)

Pedagogical

Interpersonal

Strategic

Intrapersonal

(Day, 2000)



Incident Critical Reflection Think & Share





**Personal Leadership Theory**

Academic Curriculum Vitae



Tenure & Promotion Dossier



Philosophy of Teaching Statement



Evidence of teaching

Academics:  
Tenure &  
Promotion





Professional Curriculum Vitae



Selection Process



Personal Philosophy of Leadership



Evidence of leadership

Promotion  
to Senior  
Management



A teaching philosophy is a self-reflective **statement** of your beliefs about **teaching** and **learning**. It should also discuss **how** you put your **beliefs** into practice by including concrete examples of what you do or anticipate doing in the classroom.

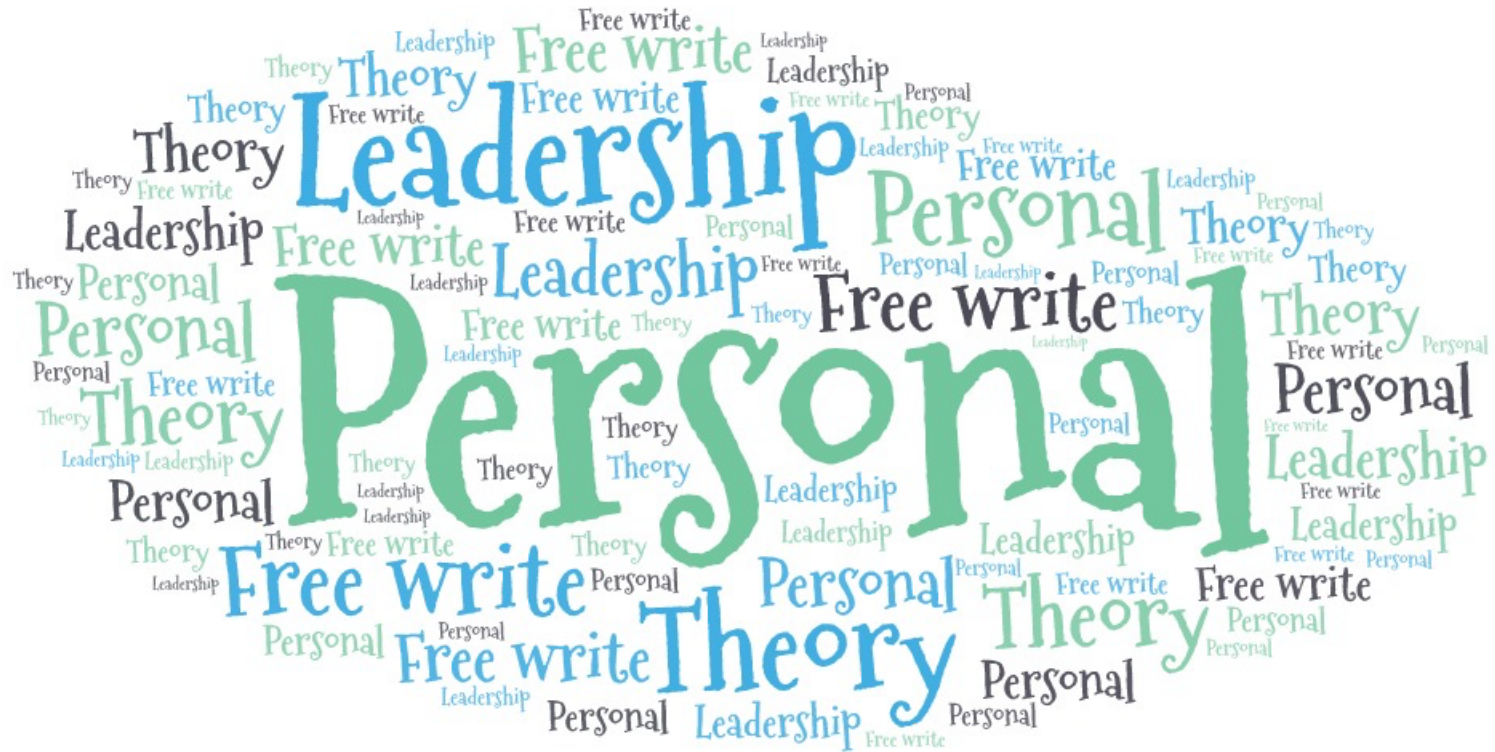
<https://cei.umn.edu/writing-your-teaching-philosophy>



A personal philosophy of leadership is a self-reflective **statement** of your beliefs about **leadership and management**. It should also discuss **how** you put your **beliefs** into practice by including concrete examples of what you have done (will do) as a leader.

John Churchley (2019) made it up...





# FREEWriting SESSION

Guidelines:

1. You will be presented with 8 Key Questions one at a time for 3 minutes each
2. Think about each question and write the first ideas that come to mind.
3. Keep writing until the next question is presented.
4. Don't edit or critique what you write.
5. Make connections between responses by drawing lines or arrows.





## KEY QUESTION #1

How are people motivated to work?



## KEY QUESTION #2

How do I facilitate this motivation?



## KEY QUESTION #3

What goals do I have for my employees?



## KEY QUESTION #4

What goals do my employees have for their work?



## KEY QUESTION #5

What do I do to facilitate my employees meeting their goals and my goals for their work?

Give specific examples.





## KEY QUESTION #6

Are these things working?

How do I know?



## KEY QUESTION #7

What key principles are essential to my department?



## KEY QUESTION #8

How do I communicate and embody these principles to my employees?



## KEY QUESTION #9

How will I continue to grow as a leader?



# Elevator Pitch

1. Highlight or circle some of the significant ideas or terms from your freewriting
2. Create a short (1 minute) elevator pitch
3. Present your pitch to a partner







# **Leadership Archetypes & Metaphors**

# ar·che·type

An original model or type after which other similar things are patterned; a prototype:

An ideal example of a type; quintessence: *an archetype of the successful entrepreneur.*

*The American Heritage® Dictionary of the English Language, Fourth Edition.*

# Archetypes based on values

Careerist (own self-interest)

Politician (consensus)

Technician (rationalist)

Poet (idealist)

Christopher Hodgkinson (1983)



	<b>Manager</b>	<b>Artist</b>	<b>Priest</b>
<i>Description</i>	Disciplined rational	Curious independent	Empathic ethical
<i>Competencies</i>	Organizing controlling	Creating provoking	Inspiring comforting
<i>Helps others develop...</i>	Technique	Imagination	Faith
<i>Domain</i>	Intellect	Emotion	Soul
<i>Vision</i>	Strategic	Artistic	Transcendent
<i>Power from</i>	Expertise	Originality	Purity
<i>Heroic ideal</i>	Decision-maker	Innovator	Savior



(Hatch, Kostera, & Kozminski, 2006)

# “SuperLeader”

	<b>Strong Man</b>	<b>Transactor</b>	<b>Visionary Hero</b>	<b>SuperLeader</b>
<i>Focus</i>	Commands	Rewards	Visions	Self-leadership
<i>Type of power</i>	Position	Rewards	Relational /inspirational	Shared
<i>Source of wisdom</i>	Leader	Leader	Leader	Followers and then self-leaders
<i>Follower's response</i>	Compliance – fear	Compliance – calculative	Emotional commitment	Ownership of commitment
<i>Typical leader behaviour</i>	Direction, command Assigns goals Reprimands	Interactive goal setting Contingent rewards Contingent reprimands	Communication of vision Exhortation Inspirational persuasion	Modeling Promoting self-leading teams Facilitating self-leading culture



(Manz & Sims, 1991)



# Artistic metaphors

Management as a performing art (Vaill, 1989)

Dancing style (Johnson, 2005)

Lyrical

Staccato

Chaos

Stillness

Conducting/not conducting

(Churchley, 2004) (Nissley, 2007)



# Other Leadership Metaphors

Science – chaos theory

Sports - teams

Nature –

Others....



A word cloud shaped like a heart, featuring the words "Visual", "Metaphor", and "Leadership" in various sizes and colors (blue, green, and black). The word "Visual" is the largest and most prominent, followed by "Metaphor" and "Leadership". The words are arranged in a way that they overlap and interlock, creating a dense and visually appealing composition.







# Defining Leadership



**[learningaboutlearning.net](http://learningaboutlearning.net)**

## REFERENCES

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics* 18(3), 19-31

Blake, R., & Mouton, J. (1964). *The managerial grid: The key to leadership excellence*. Houston, TX: Gulf.

Burns, J.M. (2003) *Transforming Leadership*. New York. Grove Press.

Churchley, J. (2004). The "maestro" executive. *Leadership Compass*, 11, 2-4.

Day, C. (2000). Effective leadership and reflective practice. *Reflective Practice*, 1(1), 113-127.

Hatch, M. J., Kostera, M., & Kozminski, A. (2006). The three faces of leadership: manager, artist, priest. *Organizational Dynamics*, 35(1), 46-68.



## REFERENCES

- Hersey, P., & Blanchard, K. (1964). *Management of organizational behavior: utilizing human resources*. Englewood Cliffs, NJ: Prentice Hall.
- Hodgkinson, C. (1983). *The philosophy of leadership*. Oxford: Basil Blackwell.
- Johns, C. (2004). *Becoming a reflective practitioner*. Oxford: Blackwell.
- Johnson, R. D. (2005). *Dance of leadership*. Ojai, CA: Novus.
- Manz, C. (1992). *Mastering self-leadership*. Englewood Cliffs, NJ: Prentice Hall.
- Manz, C., & Sims, H. (1991). SuperLeadership: beyond the myth of heroic leadership. *Organizational Dynamics*, 19(4), 18-25.
- Mezirow, J. (Ed.). (1991). *Fostering critical reflection in adulthood*. San Francisco: Jossey-Bass.

# REFERENCES

Nissley, N. (2007). The end of the conductor? *Leadership Compass*, 8-9.

Schön, D. A. (1983). *The reflective practitioner: how professionals think in action*. New York: Basic Books.

Tannenbaum, R., & Schmidt, W. (1957). How to choose a leadership pattern. *Harvard Business Review*, March-April 95-101.

Vaill, P. (1989). *Managing as a performing art*. San Francisco: Jossey-Bass.  
Covey, S. (1990). *Principle-centered leadership*. New York: Simon and Shuster.

# Defining Leadership



**Thank you!**

**[jchurchley@tru.ca](mailto:jchurchley@tru.ca)**

