A Framework of Leadership

for Seven Hills Foundation

David A. Jordan, DHA

Leadership "Characteristics"

1. Emotional Intelligence
2. Determined Resolve
3. 'Other'–Interest before Self-Interest
4. A Desire to nurture/develop others
5. A Passion of Ideals
6. Vision
7. Systems Thinker

WHO LEADERS ARE

Leadership "Behaviors & Actions"

1. "Leads by example"
2. Exhibits moral/ethical behavior
3. Acts with humility
4. Listens intently to others
5. Maintains a positive attitude
6. Honest with self and others
7. Empowers others

HOW LEADERS ACT

Leadership "Skills & Competencies"

1. Coaching and mentoring
2. An ability to manage change
3. Effective communicator
4. Conceptual skills
5. Analytical skills
6. Ability to motivate others
7. Self-reflection

WHAT LEADERS DO

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President & CEO
Seven Hills Foundation

Preface

A common criticism of contemporary leadership research and theory, both from within the leadership arena and from other organizational theorists, has been that the literature is fragmented and contradictory (Chemers, 1997, p. 151), resulting in multiple leadership paradigms. Gardner (1995) suggests that the broad paradigm of leadership can and should be viewed in terms of a continuum that denotes the capacity of an individual or group to influence others. One way to understand a continuum is by examining its poles – its extremes, if you will (p.6). Suggesting a less linear perspective, Wheatley (1999) speaks of looking at the leadership phenomenon from a whole system, or *gaia* perspective, where personal values, traits, personality behaviors and style, contingent situations, environmental or organizational culture, and a host of other seemingly discordant variables form an elaborate matrix, which leads to innumerable permutations in which to view the leadership phenomenon. In contrast to viewing the leadership phenomenon as an integrated web of interpersonal and intrapersonal variables, other researchers believe that the concept of leadership doesn't really exist (Kreitner & Kinicki, 1998) or that leadership is primarily a perceptual construction (Calder, 1977; Meindl, 1990).

Countless scholars, researchers, and practitioners from a myriad of backgrounds and professions have long probed the essence of leadership in an attempt to understand the nature of and dynamics involved in the leadership process. Peterson and Hunt (1997) and Rendova and Starbuck (1997) trace the study of leadership theory as far back as ancient Egypt and China. A review of the literature suggests there are almost as many definitions of leadership as there are scholars who have attempted to articulate the concept (Bass, 1990). Bennis and Nanus (1997) noted that, "decades of academic analysis have given us more than 850 definitions of leadership" (p.4). Any number of books and manuals have attempted to dissect, label, codify, and create constructs around the paradigm of leadership. Given the plethora of opinions, theories, and schools of thought on leadership, why would adding a "***Seven Hills Foundation Framework of Leadership***" be of any significance to our collective efforts?

First, as Seven Hills Foundation continues to broaden both its diversity of clinical services and geographic reach, it is important that a consistent ***culture*** of leadership permeate all that we do. This cultural climate must be rooted in the fundamental principles of service excellence, a personal belief in the mission and vision of Seven Hills, and a commitment to a relationship with our stakeholders – consumers and families, peers, fellow colleagues and staff, supervisors, and the general public – which exemplifies dignity, respect, and empathy.

Secondly, our direct support professionals (DSP) ancillary support professionals (ASP), frontline leaders, and senior leadership profit when we all apply leadership ***skills, behaviors,*** and ***characteristics*** which are consistent and elevating across all locations, services, and affiliate organizations.

Third, current and future Seven Hills employees may find a leadership framework based on mutual respect, an expectation of quality performance, and a movement beyond self-centeredness personally compelling and responsive to their intrinsic desire to be of service to others.

That which follows is not intended to serve as an *academic* text concerning leadership theory. Rather, its purpose is to offer our present and future Seven Hills Foundation staff a useable framework from which to consider our culture, our values, and our philosophy of service as manifested in an approach to leadership and followership.

David A. Jordan, DHA
January, 2006

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CHAPTER 1
The Evolving Nature of Leadership

> Leadership is one of the
> more observed
> and least understood
> phenomena on earth.
>
> JAMES MACGREGOR BURNS (1978)

Beginning a meaningful discussion on the leadership construct demands an examination of the theoretical development of extant leadership theory. Thoughtful academic research on the phenomena of leadership is generally agreed to have emerged toward the end of the 19th Century and early 20th Century (Chemers, 1997; Northouse, 2001; and Stogdill, 1974). Over the past 150 years, five families of leadership theory have emerged, as depicted in Table 1 (Summary Descriptions of Leadership Families). During the initial era of inquiry, Darwinist thinking prevailed, and leadership was thought to be based on hereditary properties (Bass, 1981). Such *great man* theory approaches sequeiaed into an attempt to understand leadership by assessing leader traits. *Trait theories*, which surfaced in the early part of the 20th Century, prevailed for nearly five decades as preeminent leadership constructs, stipulating that leaders possessed certain characteristics, such as height, intelligence, and self-confidence, which set them apart from followers (Appendix A: Selected Leadership Trait Studies). By the 1950's, however, the field of

psychology began to influence the frameworks in which researchers viewed leadership. Behaviorists suggested that leadership could more accurately be understood in behavioral terms, promoting the notion that establishing meaningful relationships with followers and creating task accomplishment structures were critical aspects from which to understand the nature of leadership (Appendix B: Selected Leadership Behavior Studies). These *behavior theories* did not, however, adequately address situational variables and group processes (Yukl, 1994). A response to this shortcoming came in the advancement of *situational-contingency* theories in the 1960s, which proffered that leaders should adapt their approaches or actions pursuant to the context or situation. That is, according to situational-contingency scholars, the situation dictates who emerges as the leader or "the product of the situation" (Bass, 1990, p. 285). Situational-contingency theories, like trait and behavior theories, are primarily leader oriented where followers are considered the beneficiaries of leader influence.

TABLE 1:

SUMMARY DESCRIPTIONS OF LEADERSHIP FAMILIES

Leadership Family	Approx. Time Period	Assumptions	Criticisms
"Great Man" Theory	Mid-1800s to Early 1900s	• Leadership development is based on Darwinist principles • Leaders are born, not made • Leaders have natural abilities of power & influence	• Scientific research has not proved that leadership is based on hereditary factors • Leadership was believed to exist only in a few elite individuals
Trait Theories	1907-1950s	• A leader has superior or endowed qualities • Certain individuals possess a natural ability to lead • Leaders have traits which differentiate them from followers	• Situation(s) are not considered in this approach • Many traits are too obscure or abstract to measure & observe • Studies have not adequately linked traits & leadership effectiveness • Most trait studies omit leadership behaviors & followers' motivation as mediating variables
Behavioral Theories	1950s – Early 1980s	• There is one best way to lead • Leaders who express high concern for both people & task accomplishment will be effective	• Situational variables and group processes were ignored • Studies failed to identity the situations where specific type of leadership behaviors are relevant
Situational-Contingency Theories	1950s – Early 1990s	• Leaders act differently depending on the situation • The situation determines who will emerge as a leader • Different leadership behaviors are required for different situations	• Most contingency theories are ambiguous, making it difficult to formulate specific, testable propositions
Recently Introduced Theories	1990s – Present	• Leadership is an influence or *exchange* process • Leadership is a relational process • Leadership is a shared or distributed process • Leadership can be transformative to followers and society • Leaders seek emergent methods to empower others	• Lack of empirical research • Further clarification needed on similarities & Differences between various new leadership approaches

Source: Adapted from S. R. Komives, N. Lucas, & T. R. McMahon, *Exploring Leadership for College Students Who Want to Make a Difference,* (1998).

Dissatisfied with the situational–contingency theories' lack of attention to mutuality between leaders and followers, researchers have begun to describe the nature of leader–follower relationships as reciprocal exchanges where activities result in a synchronicity of goal and need achievement. This thread of leadership research recognized that individual, group, and organizational performance is manifested in the mosaic of the social interplay between leaders and followers (Chemers, 1984). *Recently introduced theories* (House & Aditya, 1997) of leadership have attempted to integrate the interpersonal and intrapersonal dynamics found among individuals, groups, organizations, and

societies. Appendix C (Leadership Theory Taxonomy) suggests a taxonomy of the leadership families and the respective theories, constructs, and approaches associated with each. In turn Appendix D (Glossary of Selected Leadership Theories) offers a summary description of these selected leadership theories. It is instructive to note the iterative progression of leadership constructs over the chronological timeline and the migration of bases upon which the constructs have emerged. This suggests that leadership theory is in a perpetual process of refinement.

Overview of Remaining Chapters

Chapter 1 presented an overview on the evolution of leadership theory. It briefly discussed the iterative nature of leadership over time and suggests that this reshaping of the phenomena will continue in light of the dynamic relationship created between leaders and followers.

Chapter 2 offers a description of significant elements broadly associated with leadership theory. These elements include contemporary leader values, traits, behaviors, styles, and characteristics. Viewing these attributes as a mosaic contributes to our discussion of a Seven Hills Leadership Framework, suggested in Chapter 3.

Finally, **Chapter 3** concludes this primer on leadership theory by suggesting a framework of leadership for Seven Hills Foundation and how it contributes to the mission, values, and vision of our organization.

CHAPTER 2
Selected Elements of Leadership Theory

Here is a very partial list of new metaphors to describe leaders: gardeners, midwives, stewards, servants, missionaries, facilitators, conveners.

Although each takes a slightly different approach, they all name a new posture for leaders, a stance that relies on new relationships with their networks of employees, stakeholders, and communities.

No one can hope to lead any organization by standing outside or ignoring the web of relationships through which all work is accomplished.

MARGARET WHEATLEY (1999)

Thus far, a cursory review of the literature has explored the historical context of leadership theory and how it continues to evolve over time, reflecting certain *moral-cultural* and *socio-political* factors. This synopsis on the changing nature of leadership provides a contextual framework from which to explore *contemporary* values, traits, behaviors, styles, and characteristics demanded of successful leaders broadly, and at Seven Hills Foundation specifically.

Contemporary Leader Values

Scholars have contributed to the discourse on the relationship of individual **values** and the leadership phenomenon. Rokeach (1979) suggested that individual values are "socially shared conceptions of the desirable" (p. 48). That is, values serve as a set of beliefs that help govern our actions and our expectations of those individuals and institutions with whom we share our social milieu. Hunt, Woods, and Chonko (1989) asserted that "values help define the core of people. They help explain why people make sacrifices and what they are willing to give up to attain goals" (p. 80). Rokeach (1979) noted that,

Values serve as standards that we learn to employ transcendentally across objects and situations in various ways: to guide action; to guide us to the positions that we take on various social, ideological, political, and religious issues; to guide self-presentations and impression management; to evaluate and judge ourselves and others by; to compare ourselves with others, not only with respect to competence, but also with respect to morality. (p. 48)

Burns (1978) would posit a framework of values: *modal values* as modes of behavior (e.g., honesty, responsibility, courage, fairness to others, etc.) and *end values* as goals and standards (e.g., social equity, justice, human rights, etc.) which, when evidenced in the actions of a leader, contributed to "higher stages of moral development" (p. 429) in the leader, followers, and the broader society.

> **Personal values are internalized so deeply that they define personality and behavior as well as consciously and unconsciously held attitudes. They become an expression of both *conscience* and *consciousness*. Hence, holders of values will often follow the dictates of those values in the absence of incentives, sanctions, or even witnesses… (p. 75)**

Jordan (2005) identified 19 core values and conflated them into 7 broad themes representing 3 modal, or behavioral values (i.e., respect for family and community, honesty and truthfulness, and doing the right thing); 3 end values, representing desired goals (i.e., fulfillment of personal/professional obligations, personal integrity, fair treatment and equity toward others); and one value (i.e., service to others) which is construed as a *unified value* in that it evidences both a behavior and desirable social conception. Table 2 summarizes the thematic responses in order of frequency.

TABLE 2:

THEMATIC RESPONSES RE: LEADER CORE VALUES

Core Values	Value Type
Respect for family & community	Modal Value
Service to others	End Value/Modal Value
Honesty & truthfulness	Modal Value
"Doing the right thing"	Modal Value
Fulfillment of personal/professional obligations	End Value
Personal integrity	End Value
Fair treatment & Equity toward others	End Value

The literature concerning the interplay between values and leadership suggests that the wellspring from which leader core values are shaped begins early in life and are influenced by a variety of factors, such as family history, cultural background, the influence of key mentors and related factors. This perspective is consistent with a body of previous research. Massey (1979) suggested that personal values are shaped through inter and intrapersonal influences such as family, friends, religious beliefs, education, cultural background, and seminal social events. Kuczmarski and Kuczmarski (1995) would further refine this assertion in specifying four factors, which instigate value formation: family and childhood experiences, conflict events that evoke self-discovery, major life changes and experiences, and personal relationships with important individuals. Finkelstein and Hambrick (1996), attempting to add further clarity to this thread of reasoning, suggested that personal values are shaped within a social context; therefore, they may be influenced by cultural forces, social organizations, and family. Stipulating that familial, cultural, experiential, and the influences derived from significant others or institutions are integral in shaping a leader's core values, Russell (2000) stated:

> **Values significantly impact leadership. Personal values affect moral reasoning, behavior, and leadership style. Values also profoundly influence personal and organizational decision-making. The values of leaders ultimately permeate the organizations they lead, shaping the culture through modeling important values. Ultimately, values serve as the foundational essence of leadership. (p. 64)**

A reflection on the core personal values of the study participants – their "conscience and consciousness" (Burns, 1978, p. 75) if you will – offers an insight into the nature of leaders. Traits and behaviors associated with contemporary leadership theory further contribute to our understanding of the phenomenon.

Contemporary Leader Traits

Articulating and promoting specific traits describing the leadership phenomenon has been problematic. In the mid-1900s, Stogdill (1948) initiated a meta-analysis of existing trait research and concluded that, "A person does not become a leader by virtue of the possession of some combination of traits" (p. 64). Rather, he determined that *situational factors* in combination with certain leadership traits more accurately defined the leadership phenomenon. In a follow-up study Stogdill (1974) reaffirmed his assertion that both personality traits and situational factors were key determinants in describing the leadership phenomenon (Northouse, 2001, p. 17). More recently Kirkpatrick and Locke (1991) have asserted that "traits alone, however, are not sufficient for successful leadership – they are only a precondition. Leaders who possess the requisite traits must take certain actions to be successful. Traits only endow people with the potential for leadership" (p. 49). Suffice it to say, research describing how traits – as one of several key characteristics – may influence leadership is ongoing.

Stipulating that identifiable traits may contribute to the mosaic of the leadership dynamic Jordan (2005) identified 29 unique trait descriptors and 3 broad themes in a study of purported *transcending* leaders. These trait themes are identified in Table 3 and may be summarized as: emotional intelligence, 'other'-interest, and determined resolve.

TABLE 3:
TRAIT THEMES IDENTIFIED AS ESSENTIAL

Theme	Traits
Emotional Intelligence	Self-awareness Self-reflective Self-confident Sense of humor Strength of personality Inner Peace Emotionally secure Patience Honesty Humility Intellect Vulnerable Optimistic Personal integrity Flexibility
"Other"- Interest	Understanding others: empathy Ability to effectively communicate Collaborative Deep listening Respect for others: benevolence Dedication to others: altruism
Determined Resolve	Decisive/courageous Committed to personal convictions Drive Risk-taking Self-motivated Passionate Strong work ethic High energy/stamina

Appendix A (Selected Leadership Trait Studies) suggests additional traits associated with leaders which contribute to their actions with followers and others.

Contemporary Leader Behavior

Inquiry into leadership traits provides an insight into those personality characteristics felt essential for today's leaders. In contrast, discerning key behaviors – "what leaders **do** and how they **act** (Northouse, 2001, p.35) contributes to a richer understanding of the leadership phenomenon". Appendix B (Selected Leadership Behavior Studies) suggests a variety of behaviors associated with leaders over recent decades. Consistent with the earlier examination of leader *traits*, Jordan (2005) identified 30 unique *behavior descriptors* of leaders corresponding to the 3 previously noted themes of emotional intelligence, 'other'–interest, and determined resolve (Table 4).

TABLE 4:

LEADERSHIP BEHAVIORS IDENTIFIED AS ESSENTIAL

Theme	Behaviors
Emotional Intelligence	Acts humbly
	Acts prudently
	Exhibits moral/ethical behavior
	Demonstrates flexibility
	Is honest
	Maintains a positive attitude
	Displays a sense of humor
	Exhibits discernment
	Does the right thing
	Demonstrates self-confidence
	Acts selflessly: altruistic
	Dispassionate when needed
"Other"- Interest	Recognizes others
	Respects followers
	Effectively communicates
	Develops others
	Listens intently
	Nurtures others
	Brings out the best in others
	Is tolerant of others
	Sensitive to others needs
	Acts as a servant leader
Determined Resolve	Committed to ideals
	Maintains focus
	Exhibits visionary skills
	Hard working
	High degree of stamina
	Passionate about ideals
	Persistent in realizing goals

Adding to a review of leader values, traits, and behaviors, *leadership style(s)* offer us another perspective on the phenomenon of leading and following.

Styles of Contemporary Leadership

In considering a context in which to frame *leadership styles*, several models were considered (Bass, 1985; Goleman, et al, 2002; Hay/McBer Consulting Group, 2000; Lipman–Blumen, 1956). Goleman, et al (2002), drawing upon the earlier work of the Hay/McBer Consulting Group (2000), provides a construct which conjoins contemporary research in leadership style behaviors with the conceptions associated with the previously noted theme of emotional intelligence. Stipulating Goleman's et al. (2002) leadership style framework is therefore considered reasonable in this discussion of a Seven Hills Foundation framework of leadership. In advance of a review of Goleman's et al. leadership style framework it is useful to first reflect on his notion of an e*motional intelligence framework*. This will be useful in our later discussion of a *Seven Hills Leadership Framework* offered in Chapter 3.

Goleman et al. assert that emotional intelligence begins with the capacity for recognizing our own feelings **(self–awareness)** and those of others **(social awareness)**. With such heightened awareness, we can then develop our abilities for managing emotions effectively in ourselves **(self–management)** and others **(social skills)**. Leaders, and others, who use the emotional intelligence framework to guide their thoughts and actions may find it easier to create trust in relationships, harness energy under pressure, and sharpen their ability to make sound decisions – in other words, they increase their potential as successful leaders. Figure 1 (Emotional Intelligence Framework) illustrates Goleman's et al. conception.

FIGURE 1:

EMOTIONAL INTELLIGENCE FRAMEWORK

Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership.*
Boston: Harvard Business School Press.
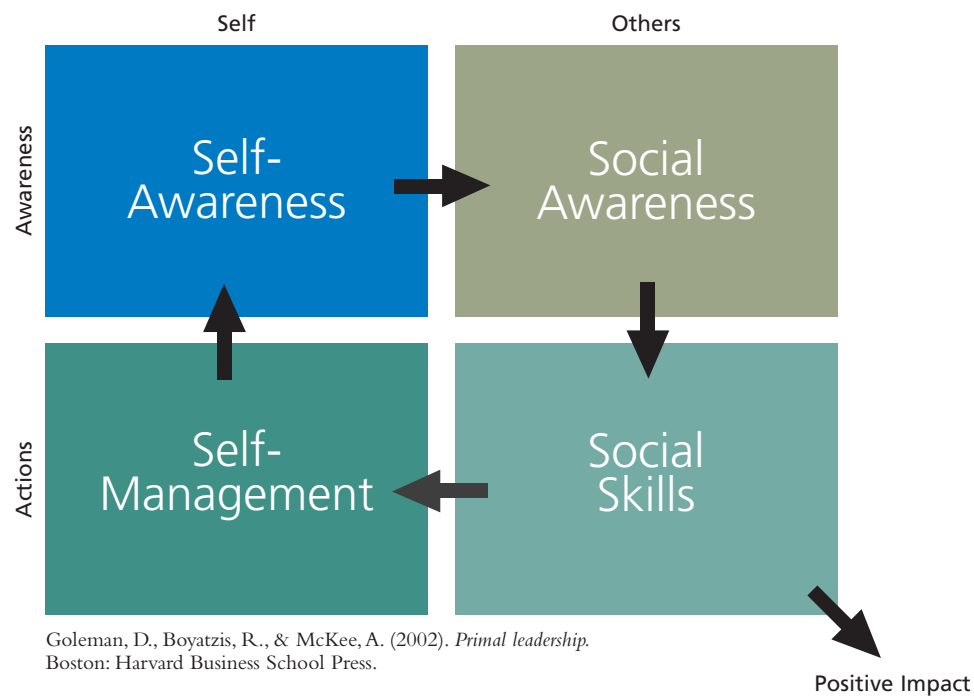
A more comprehensive review of Goleman's et al. emotional intelligence domains and competencies is offered in Appendix F. With this foundation of emotional intelligence theory presented we can now consider Goleman's leadership style construct.

In any discussion of leadership it must be stipulated that the *style* of leadership employed is mutable; that is, leadership behavior changes given the situation, knowledge of followers, culture of the organization, and a host of other factors. Exceptional leaders would broadly affirm that "leaders with the best results do not rely upon one leadership style – they use most of them depending on the situation" (Golman, 2000, p. 80). With this said, leaders broadly gravitate to a personal default, or general manner, in relating to their followers (Jordan, 2005, p. 202). It is therefore useful to self-reflect upon one's own default style to determine if it is consistent with the demands of the specific situation or generally desired culture of the organization. Table 5 (Leadership Styles and Characteristics) provides a summary of Goleman's et al. leadership style framework.

TABLE 5:

LEADERSHIP STYLES AND CHARACTERISTICS

	Coercive	Authoritative	Affiliative	Democratic	Pacesetting	Coaching
The leader's modus operandi	Demands immediate compliance.	Mobilizes people toward a vision.	Creates harmony & builds emotional bonds.	Forges consensus through participation.	Sets high standards for performance.	Develops people for the future.
The style in a phrase.	"Do what I tell you.	"Come with me."	"People come first."	"What do you think?"	"Do as I do, now."	"Try this."
Underlying emotional intelligence competencies.	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best.	In a crisis, to kick-start a turnaround, or with problem employees	When changes require a new vision or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Overall impact on climate	Negative.	Positive.	Positive.	Positive.	Negative.	Positive.

Source: D. Goleman, Leadership that gets results, *Harvard Business Review,* March-April, 2000.

As previously noted leadership style migrates, or changes, given factors such as the situation, follower skills and abilities, organizational or work unit culture, etc.. Therefore, no one style works best in all circumstances. Goleman (2000) asserts that the most effective leaders "use a collection of distinct leadership styles – each in the right measure, at just the right time". Flexibility and knowing which style to use is what makes leadership more an art than a science. This is key to our discussion of a Seven Hills Framework of Leadership discussed in Chapter 3.

With a cursory understanding of leader values, traits, behaviors, and style(s) it is now possible to consider the essential characteristics associated with successful leaders.

Essential Characteristics of Contemporary Leaders

For the purposes of this Seven Hills oriented document, leader characteristics are stipulated as those qualities, or distinguishing features, which help define an individual, or group of individuals.

Drawing upon the earlier discussion in attempting to describe leadership in terms of discrete traits or behaviors, more recent investigation has attempted to conflate these aspects and describe the experience from a broader viewpoint; that is, the characteristics which help shape our understanding of the phenomenon. Appendix E (Selected leadership characteristic studies and identified leader characteristics) summarizes a sampling of leader characteristic studies and provides a context in which to further our dialogue around a Seven Hills framework.

In addition to those leader characteristics noted in Appendix E, Jordan (2005) identified 27 unique characteristic descriptors which – for consistency purposes in prior findings associated with leader traits and behavior – may be broadly organized under the 3 discrete themes of emotional intelligence, 'other'–interest, and determined resolve (Table 6: Characteristic Themes Identified).

TABLE 6:

CHARACTERISTIC THEMES IDENTIFIED AS ESSENTIAL

Theme	Characteristics
Emotional Intelligence	• Humility • Honesty • Values continuous learning & self-improvement • Flexibility • Possesses/nurtures creative intellect • An ability to form & develop trusting relationships • Discernment • An ability to "see things whole"; to envision the broader connection between things • Personal integrity • A sense of humor • An ability to manage ambiguity • Desire to "do the right things" • Patience • Willingness to display one's feelings (openness) • An ability to manage multiple tasks
"Other"-interest	• Effectively communicates a compelling set of ethical values, vision, and purpose • Altruism: letting go of self-interests to serve the interests of others • Benevolence/Beneficence: Genuine respect & concern for others/social collectivities • An ability to listen deeply to others viewpoints and opinions • An ability to inspire others • Empathy: feeling the concerns of others
Determined Resolve	• Focuses strategically on key goals • Demonstrates technical competencies • Shows a courage of conviction • Tenacity/drive • Decisiveness • An ability to recognize & confront injustice/inequity

Chapter 2 SUMMARY

The intent of Chapter 2 has been to add to the historical background concerning leadership theory provided in Chapter 1. This chapter has considered certain key elements – albeit not exhaustive – of the leadership phenomenon including leader values, traits, behaviors, style, and characteristics. With these two foundational examinations considered we can begin to suggest a **Seven Hills Framework of Leadership** which is intended to support our organizational culture of "service to others". Such a framework will serve to provide the direct support professionals (DSP), ancillary support professionals, frontline leadership staff, and senior leadership of Seven Hills Foundation with a contextual model of "leading".

The leader characteristics, identified by Jordan in Table 6, are in accord with those of similar studies (Appendix E) and therefore may be stipulated as characteristics deemed desirable within the Seven Hills leader–follower culture.

CHAPTER 3
A Seven Hills Leadership Framework

Of all the jobs of leadership, being a steward is the most basic.
Being a steward means recognizing that the ultimate purpose of
one's work is others and not self; that leaders "do what they do"
for something LARGER than themselves; that their "life's work"
may be the "ability to lead"; but that the final goal of this
talent or craft is "other directed".

AL GINI (1996) REFERENCING THE WORK OF PETER SENGE (1990)

The purpose of this review of the leadership phenomenon has been to suggest a *framework of leadership* for Seven Hills Foundation and its employees. Past and present leadership theories have been presented along with certain key elements of leadership including values, traits, behaviors, style, and characteristics. Specifically noted was the mutable nature of leadership action given a particular situation or circumstance; that is, there is no "one size fits all" style of leadership. By its nature, leadership is a mosaic blending both the art and science of human interaction.

Considering the mission, vision, and cultural ideals endemic to the Seven Hills Foundation, Figure 2 conceptualizes a '**Seven Hills Framework of Leadership**' conjoining certain leadership characteristics (i.e. Who Leaders Are), skills and competencies (i.e. What Leaders Do), and behaviors and actions (i.e. How Leaders Act).

FIGURE 2:

THE SEVEN HILLS LEADERSHIP FRAMEWORK

Leadership "Characteristics"

1. Emotional Intelligence
2. Determined Resolve
3. 'Other'–Interest before Self-Interest
4. A Desire to nurture/develop others
5. A Passion of Ideals
6. Vision
7. Systems Thinker

WHO LEADERS ARE

Leadership "Behaviors & Actions"

1. "Leads by example"
2. Exhibits moral/ethical behavior
3. Acts with humility
4. Listens intently to others
5. Maintains a positive attitude
6. Honest with self and others
7. Empowers others

HOW LEADERS ACT

Leadership "Skills & Competencies"

1. Coaching and mentoring
2. An ability to manage change
3. Effective communicator
4. Conceptual skills
5. Analytical skills
6. Ability to motivate others
7. Self-reflection

WHAT LEADERS DO

The 'Seven Hills Framework of Leadership' is intended to provide both leaders and followers alike with certain benchmarks in measuring our actions and interrelationships. Each of the 3 groupings suggest 7 attributes which assist in defining the essence of the leadership culture at Seven Hills Foundation.

Seven Hills Leadership Characteristics

1) Emotional Intelligence: emotional intelligence – the ability to manage ourselves and our relationships effectively – consists of 4 fundamental capabilities: self-awareness, self-management, social awareness, and social skills. Each capability, in turn, is composed of specific sets of competencies. Appendix F (Emotional Intelligence Domains and Competencies) elucidates the competencies associated with emotional intelligence theory.

2) Determined Resolve: an ability to focus on a goal and harness all energy to achieve it. A demonstration of an unwavering resolve to do whatever must be done to produce the best results intended to contribute to the well-being of others.

3) 'Other'-Interest: a pronounced orientation to serve the legitimate needs and aspirations of others and broader social causes without requite. This desire to serve transcends self-interest or mutual interest.

4) A Desire to Nurture/Develop Others: a proclivity on the part of a leader to encourage and support followers to grow and pursue future ambitions both within and outside of the organization.

5) A Passion of Ideals: is the driving force(s) which viscerally propels a leader to pursue a purpose. Ideals are inextricably linked to a leaders personal core values and the mission of the organization.

6) Vision: exceptional leaders possess a prescient ability to envision a desired future and how the organization will achieve its compelling ambitions.

7) Systems Thinker: an ability to "see the whole", or big picture, of an organization, or work unit, and how its various components interact with its internal and external environments.

The leader is able to harness and integrate disparate elements of the organization in order to achieve its strategic goals. Balancing a conceptual orientation with operational discipline are hallmarks of a systems thinker.

Seven Hills Leadership Skills & Competencies

1) Coaching and Mentoring: the leader invests time and earnest interest in transferring knowledge and skills to others so as to elevate their performance and self confidence. This includes activities associated with follower promotion and succession planning.

2) Ability to Manage Change: managing change requires a leader to: describe what and why change(s) are needed; seek reactions from followers; clarifies any misunderstandings and responding to questions concerning the change(s); seeks follower input; asks for support; and follows through by monitoring the change and reinforcing progress.

3) Effective Communicator: communicating in such ways (verbally, electronically, in written form, etc.) and occasions so as to inform followers regarding organizational/work unit activities while concurrently establishing a dualistic partnership between leader and follower.

4) Conceptual Skills: balancing innovation with big picture thinking to conceive and select innovative strategies and ideas.

5) Analytical Skills: an ability to consider various possibilities for a given situation, evaluate each possibility, decide, and then act. Discernment is a critical competency in thinking analytically.

6) Ability to Motivate Others: through the function of personal relationship building, manifest in a mutual commitment to an inspiring purpose, the leader motivates his/her followers. This form of motivation encourages intrinsic over extrinsic benefits.

7) Self-Reflection: an ability to self-assess one's own skills, competencies, actions, interrelationships, objective performance, and consider approaches which may contribute to self-renewal and enrichment.

Seven Hills Leadership Behaviors & Actions

1) Leads by Example: a leaders commitment and capacity to exhibit those skills, values, actions, and examples of character which he/she wishes to be emulated by followers.

2) Exhibits Moral and Ethical Behavior: ascribing with certainty a moral imperative to the leadership phenomenon is polemic. That is, what standards define moral or ethical virtues relative to the act of leading. What is more certain is that the moral values which are promoted by the leader has a significant impact on the values exhibited by the organization or work unit (Northouse, 2001, p.255). As regards Seven Hills Foundation, moral/ethical behavior is considered a mutually determined covenant and represents a set of values shared by leadership and followership. In this regard moral/ethical behavior is defined vis-à-vis mutuality and discourse. There remains, however, an absolute assumption that leading without simultaneously promoting legal means and action or moral intent is tantamount to illegitimate or disingenuous leadership.

3) Acts with Humility: a genuine leader is first a servant. As such, this demands a rejection of personal hubris. This is not to suggest that leaders are – or should be – without a healthy sense of ego or pride in accomplishments. It does require, however, that a leader act in such ways so as to elevate the achievements of others before self.

4) Listens Intently To Others: the leaders willful intention to genuinely attend to and earnestly consider the opinions of followers in all matters associated with the leader-follower dyadic relationship. This does not imply that leaders will, or should in all instances, blindly follow the counsel of others. It does assert however that the leader will carefully consider and be respectful of the opinions and thoughts of followers. First listen, then – and only then – act.

5) Maintains a Positive Attitude: recognizing that the activities broadly associated with leading people and systems is a challenging inter- and intra-personal process, a leader attempts to see solutions where there are problems, opportunities where threats exist, strengths in light of potential weaknesses, and

optimism over pessimism. A positive attitude is a powerful and effective attribute which demands that it be nurtured throughout the organization.

Honest with Self and Others: truthfulness is the basis of all respectful relationships. To that end, leaders at Seven Hills shall be honest with their followers. In turn, leaders should be wary of self deception or unjustified rationalization in all matters.

Empower Others: closely aligned with leader humility is the "lifting up" of followers through both functional means (i.e. enhanced responsibilities, promotion, recognition, etc.) and psychological/emotional means (i.e. encouraging, supporting, valuing, trusting, etc.). The leaders mandate is to imbue in their followers a sense of self-confidence – coupled with opportunity – which will transform followers into leaders.

A Triarchic Model of Leadership: Its Applicability to Seven Hills

With the 'Seven Hills Leadership Framework' stipulated as the cultural norm throughout our varied locations and services, it is useful to consider an even broader context in which this framework may be viewed. That is, returning to our earlier discussion in Chapter 1 concerning the evolving nature of leadership theory, where might our Seven Hills Leadership Framework be positioned?

An examination of Appendix C (Leadership Theory Taxonomy) supports that "New Leadership" approaches, beginning around 1970, reflect the most recent iterations of leadership theory and a movement toward a dualist relationship between leaders and followers. Among integrative "new leadership" approaches to leadership theory, one particular paradigm has received notable attention in the literature – *the full range of leadership model*. Inspired by Burns (1978) and operationalized by Bass and Avolio (1994) the full range of leadership model integrates the two constructs of *transformational leadership and transactional leadership*. Figure 3 provides a simplified conceptualization of Burns (1978) transactional – transforming model of leadership.

FIGURE 3:

Conceptualization of Burns' (1978)
TRANSACTIONAL–TRANSFORMING MODEL OF LEADERSHIP WITH BEHAVIORAL DESCRIPTORS.
Arrows suggest a flow of leadership practice within a hierarchical continuum.

Transforming
Leadership

- Social exchange relationship
  - Emerges from the aspirations & values of followers
    - Relationship of mutual stimulation involving an elevation of motivation & morality.

Transactional Leadership

- Economic exchange relationship (quid pro quo)
  - Does not conjoin leader & led in mutual pursuit of higher ideals.
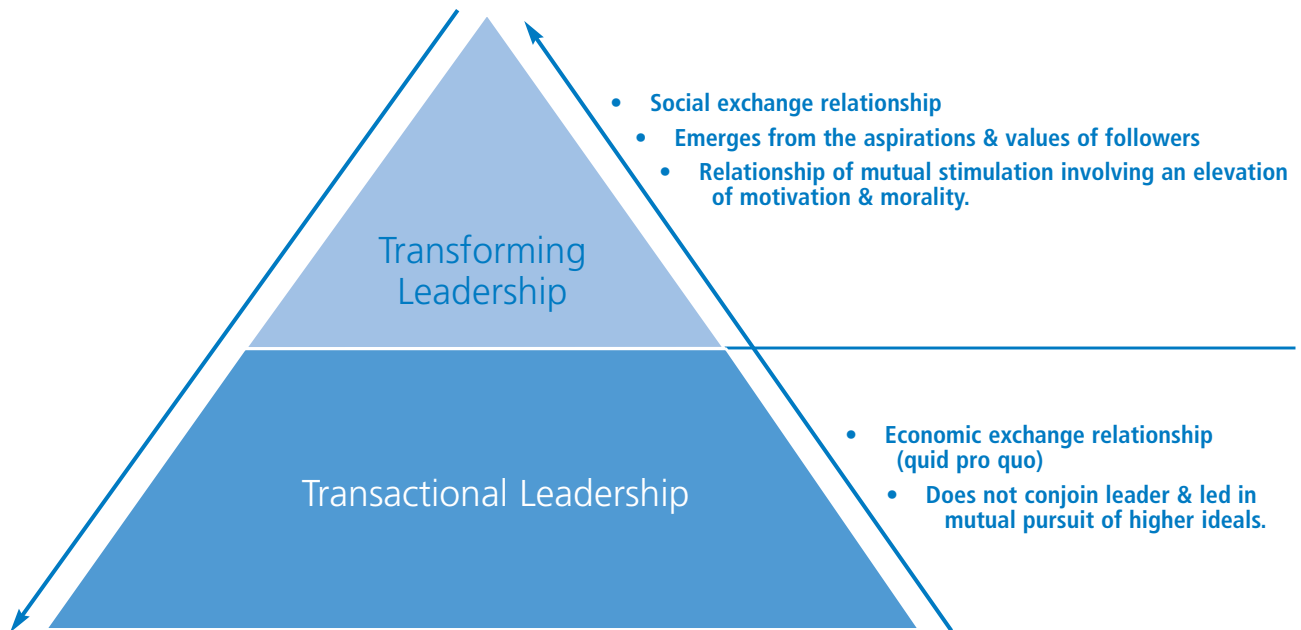
The study of transformational leadership and its related transactional construct have since permeated the new leadership literature. In his seminal work on leadership, Burns (1978) presents his notion of transactional and transforming leadership within the context of political and social change milieus. He contends that,

> **The essence of leader-follower relation is in the interaction of persons with different levels of motivation and power potential in the pursuit of a common or at least joint purpose. That interaction, however, takes two fundamentally different forms [transactional and transforming]. (p. 18)**

As seen by Burns, transactional leadership is merely an *economic exchange* relationship (Blau, 1964; Homans, 1961); a formal transaction of goods for money, current influence for future favors, or other *quid pro quo* transactions. In the transactional construct, a leadership act takes place, but not one that ties leader and follower to each other in the mutual pursuit of a higher ideal. Burns (1978) contends that transforming leadership, in contrast, "is a relationship of mutual stimulation

and elevation that converts followers into leaders and may convert leaders into moral agents" (p. 4). Transforming leadership implies a *social exchange* – or informal – relationship (Blau, 1964; Homans, 1961) based on changing, developing, and elevating the follower's values and beliefs. Later, Burns (1978) further clarifies this definition by explaining that transforming leadership "occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20).

Furthering the work of Burns (1978) and Bass & Avolio (1994), Jordan (2005) has identified a new leadership construct which adds to the transactional-transformational paradigm an "other-interest" perspective manifest in leader altruism, benevolence/beneficence, and empathy. Figure 4 (Triarchic Leadership Model) provides a conceptualization of a triarchic leadership model which moves beyond *self-interest* (i.e. transactional leadership) and *mutuality of interest* (i.e. transformational leadership) to a construct of leadership which emphasizes "other-interest", termed **transcending leadership**.

FIGURE 4:

Jordan's (2005) conceptualization of a TRIARCHIC LEADERSHIP MODEL conjoining the full range leadership model with a transcending construct.

Transcending Leadership
- Other-Interest
- Determined Resolve
- Emotional Intelligence

"Other"-Interest
(i.e., altruistic or "enriched"
social exchange relationship)
Self-Transcendence

Transformational Leadership
- Idealized leadership (influence)
- Inspirational motivation
- Intellectual stimulation
- Individualized consideration

Mutuality of Interest
(i.e., social exchange relationship)

Mutual Enhancement

Transactional Leadership
- Contingent reward
- Management by exception
  (passive & active)
- Laissez-faire

Self-Interest
(i.e., economic exchange
relationship)
Self-Embeddedness

It is noteworthy to indicate that the attributes of other-interest, determined resolve, and emotional intelligence identified with this new construct of transcending leadership have been made part of the "Seven Hills Leadership Framework". This would suggest that in addressing the question posed at the beginning of this section – "where might our Seven Hills Leadership Framework be positioned [within the broader context of leadership theory]?" – that the Seven Hills model, while recognizing that both style and form of exchange relationship between leaders and followers will vary given a particular set of circumstances, favors an altruistic approach to leadership. That is, while transactional and transformational relationships with followers will – of necessity – be part of the Seven Hills culture our higher ambition as leaders must first be to serve the needs and desires of those we lead ahead of our own needs; hence, transcending leadership and the principle of other-interest before self interest, or ***alius penitus pro ego penitus***.

Seven Principles of Leadership

In this brief examination of leadership we've reviewed the varied iterations of the phenomenon over time, explored some of its key attributes (i.e. values, traits, behaviors, and characteristics), and culminated with a suggested ***Framework of Leadership*** to be manifest in our work throughout Seven Hills

Foundation. I will end this review with what I've come to believe over the years to be certain fundamental truths, or principles, on the nature of genuine (as opposed to disingenuous or self serving) leadership. Appropriately so, I will leave you with "seven" and trust that you – the reader – will add a few more of your own. My warmest regards.

1. A leader is first a servant. The 6th century B.C. Chinese philosopher Lao-Tzu taught that leadership embodies selflessness and that enlightened leadership is service. The paradox being: by being selfless, the leader enhances self. This, in my opinion, is the greatest truth concerning the act of leading. It is also the most difficult to embrace.

2. Deeply held core values are what directs and sustains a leader. Values serve as a set of beliefs that help govern our actions and serve as the guideposts from which we define and judge ourselves; not only with respect to our actions, but also with respect to our morality.

3. Our character – how we exhibit our values – is our lasting legacy. Our character is the manifestation of what we believe in and hold most dear in our lives. If a leader covets power for self-serving ends, that is what his/her life will be known for. If a leader values the respect and friendship of others and pursues a life of benevolence toward others – his/her life will be so remembered. You decide.

4. To envision and pursue with enthusiasm a yet unrealized future is the essence of the "art of leadership". Robert Greenleaf, a noted humanist and leadership theorist, suggested that leaders must see future events before others see them; they need to have a sense of the unknowable and be able to foresee the unforeseeable. He was not suggesting that leaders need to nurture their mystic tendencies or carry a crystal ball. 'Insight' implies being outwardly open to and aware of events, trends, and factors which may foreshadow future actions. It is a leaders ability to gather a great deal of information, analyze it, and project tendencies before they occur. However insight, or prescience, is not enough; a leader must also possess entheos – or enthusiasm – to pursue with determined resolve a desired future.

5. Leadership is fundamentally about relationships. A leader is not an island, or a rock. The essence of leadership embodies one's desire and ability to establish community with others, which in turn engenders trust, respect, collaboration, and unity of purpose with followers. A genuine leader values and dignifies those who are led.

6. Our actions – be they ethical or self serving – serve as our life's signature. Lead ethically. The old axiom "actions speak louder than works", serves as a simple, yet profound, truth. A leader witnesses to others – in deeds, behaviors, and expressed values – the nature of who they are. Be known as an ethical leader in all that you do and others will willingly follow.

7. Self reflection and awareness are crucible disciplines for a leader. Each invariably leads to humility. It is a good practice for every leader, from time to time, to reflect honestly on one's life and consider: the manner in which we value and honor those who follow, if we've served the needs of others ahead of our own desires, the degree to which we've lived by example our deeply held values, and how often we've examined our own self-perceived importance. Given such self-reflection, I've met no one – least of all myself – who does not then benefit from the virtuous path of humility.

Chapter 3 SUMMARY

The 'Seven Hills Leadership Framework' is comprised of 3 overlapping groupings – leadership characteristics, leadership skills & competencies, and leadership behaviors & actions. Each group in turn consists of 7 attributes. The intent in offering this framework is to provide a degree of cultural consistency in how staff throughout Seven Hills Foundation "lead". It also serves as an implicit covenant with our followers and clients/consumers as to the relationship of mutual respect and dignity we are inextricably committed to. The 21 attributes noted are meant to augment those 'Competency Standards and Professional & Organizational Standards' currently identified in both the Frontline Supervisor and Senior Leadership evaluation forms employed by the Seven Hills Foundation. The 'Seven Hills Leadership Framework', in turn, is well positioned within contemporary, or the "recently introduced" family of leadership theory, aligning itself with a triarchic leadership model (Jordan 2005) and the transcending leadership construct which emphasizes an altruistic exchange relationship among leaders and followers.

As in any discussion of the leadership phenomenon, refinement and change of this framework is inevitable. My hope is that this document remain flexible and continue to evolve over time and circumstances. However, one inalterable "essence" of leadership must remain as our guiding constant at Seven Hills Foundation; that is, **in order to lead we must first serve.**

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Appendix A

Selected Leadership Trait Studies and Identified Leader Traits

Researcher / Date	Leader Traits Identified		
R. M. Stogdill (1948)	• Intelligence • Alertness • Insight	• Responsibility • Initiative • Persistence	• Self-confidence • Sociability
R. D. Mann (1959)	• Intelligence • Masculinity	• Adjustment • Dominance	• Extroversion • Conservatism
R. M. Stogdill (1974)	• Achievement • Persistence • Insight • Initiative	• Self-confidence • Responsibility • Cooperativeness • Tolerance	• Influence • Sociability • Tolerance
D. C. McClelland (1975)	• Power Motivation	• Concern for the moral exercise of power	
R. J. House & M. L. Baetz (1979)	• Self-confidence • Pro-social assertiveness	• Task Knowledge • Intelligence	• Energy
D. A. Kenny & S. J. Zaccaro (1983)	• Behavioral Flexibility	• Social Sensitivity	
R. G. Lord, C. L. Devader, & G. M. Alliger (1986)	• Masculinity • Intelligence	• Pro-social Dominance	
S. A. Kirkpatrick & E. A. Locke (1991)	• Drive • Motivation	• Integrity • Self-confidence	• Cognitive Ability • Task Knowledge
G. Yukl (1994)	• Integrity • Higher Energy	• Ability to tolerate Stress • Self-confidence	• Self-control • Emotional Maturity
T. J. Neff & J. M. Citrin (1999)	• Passion • Clarity of thought • Communication skills	• High energy • Controlled ego • Focus on doing the "right things right" • Inner peace	• Strong family life • Positive attitude
P. G. Northouse (2001)	• Intelligence • Self-confidence	• Determination • Integrity	• Sociability

APPENDIX B

Selected Leadership Behavior Studies
and Identified Leader Behaviors

Researcher / Date	Leader Behaviors Identified	
R. L. Kahn **(1953)**	• Demonstrates planning and directing skill • Exhibits an open and accepting leadership style • Shows concern for the feelings of collaborators	• Provides good rapport with collaborators
R. F. Bales & P. E. Slater **(1955)**	• Demonstrates ability to organize, summarize, and direct collaborators • Instigates collaborator participation	• Encourages morale raising • Acts to reduce interpersonal tensions
A. W. Halpin & B. J. Winer **(1957)**	• Encourages open communication • Encourages collaborator participation • Is able to organize and structure group activities • Directs followers to task accomplishment	• Fosters mutual respect and trust • Exhibits interpersonal warmth • Is able to define relationships
W. G. Bennis & B. Nanus **(1985)**	Demonstrates: • Attention through vision • Deployment of self	• Meaning through communication • Trust through positioning
J. A. Conger **(1989)**	• Senses opportunity and formulates a vision • Communicates an inspiring vision • Builds trust through personal commitment	• Empowers others to achieve the vision • Encourages commitment in followers
G. A. Yukl **(1989)**	• Networks • Supports followers • Problem solves • Motivates others • Recognizes & rewards • Monitors operations	• Manages conflict • Informs followers • Consults & delegates • Plans & organizes • Clarifies roles & objectives
J. P. Kotter (1990)	• Establishes direction • Motivates & inspires	• Aligns people
P. M. Podsakoff, S. B. MacKenzie, R. H. Moorman, & R. Fetter (1990)	• Demonstrates the ability to identify & articulate a vision • Sets an example for collaborators • Expects high performance • Intellectual stimulation	 • Fosters acceptance of group goals • Individualized support
J. M. Kouzes & B. Z. Posner **(1993)**	• Exemplifies honesty in actions • Is inspiring to others	• Forward thinking • Demonstrates competence
T. W. Kent, D. Graber, & J. Johnson (2001) **(2001)**	• Demonstrates "visionary" skills • Communicates meaning • Builds spirit & willfulness	• Creates possibilities • Enlists & develops stakeholders • Manages oneself morally & ethically
J. Collins **(2001)**	• Demonstrates a compelling modesty (humility) • Channels ambition into the organization • Looks inward to apportion responsibility for poor results • Establishes standards of excellence	• Acts with quiet, calm determination (will) • Demonstrates an unwavering resolve • Apportions credit for success to others

Appendix C

Leadership Theory Taxonomy

Family	Theories, Constructs, and Approaches
Trait Theories	• Great Man Theory *(Carlyle, 1907)* • Charismatic Leadership *(Weber, 1947)* • Achievement Motivation Theory *(McClelland, et al., 1958)* • Leader Motive Profile (LMP) *(McClelland, 1975)* • Leader Sensitivity & Leader Flexibility Constructs *(Barnlund, 1962 and Kenny & Zaccaro, 1983)*
Behavior Theories	• Task Motivated-Relationship Motivated Leadership Theory *(Bales & Slater, 1955; Carter, 1953; Halpin & Winer, 1957; Katz & Kahn, 1951; and Shartle, 1950)* • Theory X and Theory Y *(McGregor, 1960)* • Two-Factor Approach *(Blake & Mouton, 1982)* • Performance-Maintenance Theory of Leadership *(Misumi & Peterson, 1985)*
Situational–Contingency Theories	• Contingency Theory of Leadership *(Fiedler, 1967)* • Path-Goal Theory *(House, 1971)* • Decision Process (Normative Decision) Theory *(Vroom & Yetton, 1973)* • Adaptive-Reactive Theory *(Osborn & Hunt, 1975)* • Leadership Substitutes Theory *(Kerr & Jermier, 1978)* • Life Cycle Theory *(Hersey & Blanchard, 1982)* • Strategic Leadership *(Hambrick & Mason, 1984; Hosmer, 1982; and House & Aditya, 1997)* • Situational Leadership *(Zigami, Zigami, & Blanchard, 1985)* • Shared Leadership *(Crouch & Yetton, 1988 and Hackman, 1986)* • Cognitive Resource Theory *(Fiedler & Garcia, 1987)* • Multiple Linkage Model *(Yukl, 1989)*
Recently Introduced Theories	**Cognitive Approaches:** – Attribution Theory of Leadership *(Calder, 1977; Heider, 1944; and Kelly, 1973)* – Romance of Leadership Concept *(Meindl, 1990)* – Organismic-Evolutionary Perspective *(Dachler, 1988)* – Implicit Leadership Theory *(Lord & Maher, 1991)* **Role Theory Approaches:** – Leader/Member Exchange Theory (LMX) *(Dansereau, et al., 1975 and Graen & Cashman, 1975)* – Multiple Contingency Perspective *(Tsui, 1984)* – Vertical Dyadic Linkage Model (VDL) *(Graen & Scandura, 1987)*

Power and Influence Approaches:
– Positive Agency Theory *(Jensen & Meckling, 1976 and Fama & Jensen, 1983)*
– Other Power & Influence Theorists *(Chemers, 1997; Mowday, 1978; and Yukl & Falbe, 1990)*

"New Leadership" and Related Approaches:
– Servant Leadership *(Greenleaf, 1970)*
– Transforming-Transactional Model *(Burns, 1978 and Downton, 1973)*
– Moral Leadership *(Burns, 1978; Greenleaf, 1970; Heifetz, 1994; and Anello & Hernandez, 1996)*
– Full Range of Leadership Model *(Bass & Avolio, 1994)*
– Neocharismatic Leadership Theory *(House, 1977 and Conger & Kanungo, 1998)*
– Visionary Theories of Leadership *(Bennis & Nanus, 1985; Kouzes & Posner, 1993; Sashkin, 1988; and Westley & Mintzberg, 1989)*
– Principle-Centered Leadership *(Covey, 1991).*
– Values-based Leadership *(Fairholm, 1991; House, et al., 1996; and Mitroff & Denton, 1999)*
– Three-Factor (Integrative) Theory of Leadership *(Chemers, 1993)*
– Self-Concept Theory of Transformational & Charismatic Leadership *(House & Shamir, 1993)*
– Distributed Leadership Theory *(Astin & Astin, 1996 and Eisenhower Leadership Group, 1996)*
– Social Change Model of Leadership *(Astin & Astin, 1996)*
– Spiritual Leadership *(Bolman & Deal, 1995; Conger, 1994; Fairholm, 1998; and Mitroff & Denton, 1999)*
– Relational Model of Leadership *(Komives, Lucas, & McMahon, 1998)*
– Conscious Leadership *(Chatterjee, 1998)*
– Transcendent/Transcendental Leadership *(Aldon, 1998; Cardona, 2000; Crossan, et al., 2002; and Larkin, 1994)*
– Transcending Leadership: A Triarchic Model *(Jordan, 2005)*

APPENDIX D

Glossary of Selected Leadership Theories, Constructs, and Approaches

Leadership Term w/Associated Theorist(s) Followed by Summary Description

Achievement Motivation Theory (AMT)
(McClelland, Atkinson, Clark, & Lowell, 1958)
An unconscious concern for achieving excellence through one's individual effort. AM leaders set challenging goals for themselves, take calculated risks, are persistent, and take personal responsibility for goal achievement (House and Aditya, 1997, p. 413).

Adaptive-Reactive Theory (ART)
(Osborn & Hunt, 1975)
Later enhanced and renamed the "multiple influence model of leadership- MIML" (Hunt & Osborn, 1982), ART posits that leader behavior is influenced primarily by situational "macrovariables" rather than by "microvariables". (Phillips, 1995, p. 63). ART and MIML stipulate that organizations place demands and constraints on leader's behaviors and so an integral aspect of leadership is how the leader construes and reacts to the choices available (Chemers, 1997, p. 52).

Attribution Theory of Leadership (ATL)
(Calder, 1977; Heider, 1944; and Kelly, 1973)
A precursor to "Implicit Leadership Theory" (Lord & Mahar, 1991), attribution theory argues that leadership is a disposition or internal quality that cannot be measured, but only inferred from observed behaviors or events. These behaviors or events can be interpreted in a variety of ways and it is the social context that determines when attributions of leadership are made (Chemers, 1997, p. 105).

Behavior Theories of Leadership
A family of leadership research which followed the "trait" theory period. Behavioral theories of leadership focused on two broad classes of leader behaviors – task oriented and person-oriented behaviors. Seminal studies were conducted at Harvard University; the Ohio State University Leadership Center; and at the University of Michigan.

Charismatic Leadership (CL)
(Weber, 1947)
Charismatic approaches to leadership refer to follower perceptions that a leader possesses some innately inspired gift and is somehow larger than life (Philips, 1995, p. 68). Early work of Weber would later be "rediscovered" in the 1980s as neocharismatic leadership.

Cognitive Approaches to Leadership
This approach has addressed the nature of leadership and the idea that regardless of legitimacy or situational factors, followers must recognize an individual as a leader before leadership can be said to exist (Phillips, 1995, p. 65). Emergence of cognitive approaches to leadership has shifted the emphasis from the traits and behaviors that make leaders effective to the dynamic process of leadership. The cognitive approach posits that leadership exists only through the perceptions of followers toward the leader (p. 68).

Cognitive-Resource Theory (CRT)
(Fiedler & Garcia, 1987)
CRT posits that different situations require different types of leadership. High ability leaders are proposed to be less effective in stressful situations than nonstressful situations because they are less likely to utilize their intelligence when under stress. Leaders tend to rely on their experience and not their intelligence when under high stress (House and Aditya, 1997, p. 423).

Contingency Theory of Leadership
(Fiedler, 1971)
This theory was the first to specify how situational variables interact with leaders personality and behavior. Fiedler's contingency theory of leadership posits a two-way interaction between a measure of leader task motivation versus relationship motivation, and a measure of situational control (House & Aditya, 1997, p. 421). The Contingency Theory is the precursor to the Cognitive-Resource Theory of Leadership.

Conscious Leadership
(Chatterjee, 1998)
Suggested by Chatterjee (1998) as a means of balancing the sustaining needs of the entire organization while nurturing individual (follower and leader) identities. Chatterjee suggests three laws of conscious leadership – the law of complete concentration, the law of detached awareness, and the law of transcendence.

Decision–Process (Normative Decision) Theory (DPT)
(Vroom & Yetton, 1973)
A situational theory of leadership intended to assist leaders in making technical decisions. The theory suggests seven properties of problems with seven corresponding decision rules intended to guide the leader in selecting an appropriate decision method. A combination of five decision processes, seven problem attributes, and seven rules constitute the variables in DPT (House and Aditya, 1997, p. 425).

Distributed Leadership Theory (DLT)
(Astin & Astin, 1996; Eisenhower Leadership Group, 1996)
DLT suggests a strong egalitarian orientation to the leadership process involving collaborative relationships among leaders and followers, which leads to collective action grounded in the shared values of people who work together to effect positive change (Astin & Astin, 1996, p. 16). DLT can assume three forms: delegated leadership, co-leadership, and peer leadership (House and Aditya, 1997, p. 457).

Equity Theory
(Adams, 1963; Homans, 1961; Thibaut & Kelly, 1959)
Equity theory attempts to formalize the bases for and consequences of judgments of fairness in relationships. Built upon Homans' (1961) concept of "distributed justice theory" and Thibaut and Kelly's (1959) "theory of interdependence", equity theory assesses the fairness in a relationship by comparing one person's ratio of outcomes to inputs to another person's ratio. Applying equity theory to leadership relationships reveals that a follower's short-term motivation to accomplish a task or long-term commitment to a job or organization depends on his or her perceptions of the fairness of the exchange (Chemers, 1997, p. 64).

Full Range of Leadership Model
(Bass & Avolio, 1994).
Bass & Avolio (1994) coined the term "Full Range of Leadership Model" with the addition of a laissez-faire (nontransactional) dimension and other behavioral factors to Burn's (1978) original transforming-transactional paradigm. The nontransactional (laissez-faire) dimension is the avoidance or absence of leadership and is by definition, the most inactive. Transactional leadership implies an extrinsic exchange (quid pro quo) between leader and follower trading something of value for some form of recompense – a formal exchange. Transactional leadership involves the factors of contingent reward, management by exception–passive and active- and the nontransactional (laissez-faire) dimension. Transformational leadership – as a progression of the paradigm – is the leadership construct, which embodies an informal exchange relationship intended to change, develop, and elevate the follower's values and beliefs. Individualized Consideration (compassionate leadership), Intellectual Stimulation (thinking outside the box). Inspirational Motivation (exciting the masses/sharing the vision), and Idealized Influence (walking the walk) are behaviors associated with transformational leadership.

Great–Man Theory
(Carlyle, 1907)
The seminal trait theory of leadership study that held that leaders possessed special traits or attributes that propelled them to positions of prominence regardless of setting or situation (Chemers, 1997, p. 19).

Implicit Leadership Theory (ILT)
(Lord & Maher, 1991)
Implicit leadership theory addresses the evaluations followers make about leaders, and the cognitive processes underlying evaluations and perceptions of leadership. According to the theory, exhibited leader behaviors would not confirm an individual as leader, unless that individual is perceived as a leader by his or her followers (House & Aditya, 1997, p. 437).

Leader–Member Exchange (LMX) Theory
(Graen, Novak, & Sommerkamp, 1982; Dansereau, Graen, & Haga, 1975)
Leader–Member Exchange (LMX) initially emphasized the fact that leaders may establish different relationships among their respective followers. That is, leaders developed a close working relationship with some subordinates (the "in-group") and a less close relationship with others (the "out-group"). LMX theory makes the dyadic relationship between leaders and followers the focal point of the leadership process (Northouse, 2001, p. 111). LMX contains three dimensions – respect, trust, and obligation – within a working (as opposed to personal) relationship. LMX may be considered both transactional and transformation: it begins as transactional social exchange and evolves into transformational social exchange. Recent research on LMX theory has de-emphasized "in" or "out" groups and has focused on establishing effective leadership relationships with all subordinates, or an evolved stage of the LMX process, termed "Leadership Making". (Graen and Uhl–Bien, 1995).

Leader Motive Profile (LMP)
(McClelland, 1975)
LMP theory advances that a combination of unconscious motives are predictive of leader effectiveness. These motives include high power motivation, high concern for the moral exercise of power, and power motivation greater than affiliative motivation (House & Aditya, 1997, p. 414).

Leader Sensitivity and Flexibility Construct
(Barnlund, 1962; Kenny & Zaccaro, 1983)
A leadership trait theory, which suggests that emergent leaders are those, which are sensitive to follower needs and remain behaviorally flexible in responding to given social dynamics (House & Aditya, 1997, p. 416).

Leader Substitutes Theory (LST)
(Kerr & Jermier, 1978)
A situational-contingency approach that posits that environmental, subordinate, and situational dynamics can supplant and, therefore, serve the same role as a leader. When tasks can be accomplished through means other than leadership, the exercise of leadership is unnecessary, and, perhaps, counter productive (Phillips, 1995, p. 63).

Life Cycle Theory (LCT)   *(Hersey & Blanchard, 1982)*
A situational leadership theory of leadership which suggests four leadership "styles" available to the leader pursuant to the maturity level of followers. Analogous to a parent-child relationship, the leader gradually relinquishes control to followers as they mature (House & Aditya, 1997, p. 423).

Moral (Ethical) Leadership
(Burns, 1978; Greenleaf, 1970; Heifetz, 1994; and Anello & Hernandez, 1996)
Moral leadership addresses the aspects of leader values, influence, conduct, and character in respect to followers. For Heifetz (1994) moral – or ethical – leadership involves the use of leader authority to help followers deal with conflicting values that emerge in rapidly changing work and social environments. Burns (1978) suggests moral leadership is grounded in the responsibility of the leader to help followers assess their own values and needs in order to raise them to a higher level of functioning, which emphasizes values such as justice and equality. Servanthood to others defines the essence of Greenleaf's (1970) perspective on moral leadership and its mandate of focusing first on the needs of followers. In turn, this servant-first focus helps followers to become more knowledgeable, more free, more autonomous, and more like servants themselves. Moral leadership embodies an ethic of caring for followers (Northouse, 2001, pp. 255-259).

Multiple Constituency Perspective (MCP)   *(Tsui, 1984)*
MCP posits that multiple constituencies of subordinates, peers, and superordinates send expectations to a leader that indicate what they judge to constitute desirable role behaviors. This perspective highlights the varied possible forms of leadership effectiveness, each situationally determined with reference to a stakeholder (Phillips, 1995, p. 73).

Multiple Linkage Model (MLM   *(Yukl, 1989)*
An attempt to integrate a variety of situation-contingency theories, the multiple linkage model argues that leadership theory should have intervening variables that link together behavioral, situational, and outcome variables. An emphasis is placed on leader behavior and how that affects intervening and resultant outcome variables. Intervening variables include items such as follower effort, follower job knowledge, work organization, group cohesiveness, material and human resource availability, and group coordination with external factors (Chemers, 1997, pp. 54-55).

Neocharismatic Leadership Theory
(Conger & Kanungo, 1998 and House, 1977)
Rather than a single construct, neocharismatic leadership theory is a bundling of distinct constructs, which have been referred to as "new leadership theories" (Bryman, 1992). It includes the advanced charismatic constructs of House (1977) and Conger and Kanungo (1988) and suggests the inclusion of visionary and transformational leadership theories. Each construct attempts to explain outstanding leader performance, how certain leaders achieve extraordinary follower motivation, emotionally appealing leader behavior, and follower satisfaction and performance (House & Aditya, 1997, pp. 439-440).

Organismic–Evolutionary Perspective (OEP)
(Dachler, 1988)
Closely aligned with the "Romance of Leadership Concept" and by extension, "Attribution Theory" and "Implicit Leadership Theory", the organismic-evolutionary perspective theory emphasizes the role and importance of the group (followers) in organizational functioning over that of the leader. From that perspective, the focus is on the follower-group and the means in which it interacts with social processes attempting to make sense out of the organizational environment (Chemers, 1997, p. 108).

Path–Goal Theory (PGT)
(House, 1971)
This model finds that followers are motivated when they feel capable, expect outcomes from their efforts, and believe rewards are worthwhile. Role of the leader is then to coach, guide, direct, clarify goals, and remove obstacles. The leader shows followers the rewards available by meeting a goal and illustrates the path (behaviors) to follow. PGT was intended to reconcile conflicting findings concerning task and person oriented leader behavior (House & Aditya, 1997, p. 422). The Path-Goal Theory is the precursor to the 1976 Theory of Charismatic Leadership (House, 1977).

Performance Maintenance Theory of Leadership
(Misumi & Peterson, 1985)
Investigating the cultural relevance of Bales and Slater's (1955) research on task and relationship motivation, Misumi and Peterson (1985) examined the dynamics of effective leadership in Japan. They determined that a "performance function" (i.e., involves creating and reaching group goals) and a "maintenance function" (i.e., preserving group social stability) were common aspects to all successful leadership efforts and that leadership, which combined performance (i.e., tasks) and maintenance (i.e., relationships) was far superior to leadership, which instigated either one or the other (Chemers, 1997, pp. 128-130).

Positive Agency Theory (PAT)
(Jensen & Meckling, 1976; Fama & Jensen, 1983)
Positive agency theory (PAT) focuses on the relationship between principals (shareholders) and agents (top managers) (Cannella & Monroe, p. 215). The theory suggests that top managerial behaviors result from the interaction of situational controls and the self-interests of managers (p. 219). Arising from financial economic theory in the mid-1970s, PAT posits that leaders are inherently self-interested and unless constrained by devices, such as contracts, boards of directors, compensation, internal corporate controls, or other means, leaders will behave in self-interested ways as opposed to placing shareholder interests ahead of their own (p. 215).

Power and Influence Approaches (P&I)
(Chemers, 1997; Mowday, 1978; and Yukl & Falbe, 1990)
Power and influence approaches and theories of leadership concern themselves with how leaders gain influence over followers. Theories using this approach are both prescriptive and descriptive and address leader emergence as well as leader influence over followers (Phillips, 1995, p. 68).

Principle–centered Leadership
(Covey, 1991)
Principle-centered leadership unites aspects of moral leadership, spiritual leadership, and values based leadership into a leadership philosophy predicated upon interacting with followers in ways, which dignify and value their roles.

Recently Introduced Theories of Leadership
A broad term used to describe a variety of emergent and emerging leadership theories since the mid-1980s – post the trait, behavior, and situational-contingency eras. This family of leadership research includes new cognitive approaches, role theory approaches, power and influence approaches, and "new leadership" approaches intended to explain different aspects of the leadership phenomena.

Relational Model of Leadership
(Komives, Lucas, & McMahon, 1998)
A recently introduced theory of leadership, which posits that leadership is a relational process designed to accomplish common goals to benefit all. The leader must be inclusive, empowering, purposeful, ethical, and process-oriented in order to bind followers together to achieve a common purpose. The relational model focuses attention not on the structure or outcome, but on follower-leader relations that are value based, non-competitive, and vision oriented (Komives, et al., 1998, pp. 73-81).

Role Theory Approaches
This approach to leadership theory focuses on "leader-follower dyads". It addresses the dyadic practices used by leaders to acclimate new followers to the group and to establish effective relations with followers and create follower sub-groups (Phillips, 1995, p. 71).

Romance of Leadership Concept, (RLC) *(Meindl, 1990)*
Tangentially aligned with "Attribution Theory" and "Implicit Leadership Theory",. The romance of leadership concept downplays the overt importance of the leader (and leadership process) and emphasizes the importance of internal and external factors in organizational functioning (Chemers, 1997, p. 105).

Self–Concept Theory of transformational and Charismatic Leadership
(House & Shamir, 1993)
The "Self-Concept" theory is an amalgam of visionary, charismatic, and transformational leadership theories suggesting that charismatic leaders are able to link followers self-concept and values to the leader's vision and mission by arousing unconscious motives pertaining to mission accomplishment. The motivational basis for follower efforts are made intrinsic, rather than extrinsic as they are in transactional leadership (Chemers, 1997, p. 90).

Servant Leadership (SL)
(Greenleaf, 1970)
A philosophy of leadership first espoused by Robert Greenleaf, which argues that authentic leadership is that which is rooted in first being of service (servanthood) to his or her followers. This theory proffers that the servant leader has a social responsibility to remove inequalities and social injustices. A servant leader uses less institutional power and less control, while shifting authority to those who are being led (Northouse, 2001, p. 257).

Shared Leadership Theory (SLT)
(Hackman, 1986 and Crouch & Yetton, 1988)
Shared leadership theory emphasizes the reciprocal social influences among multiple individuals at varied strata throughout the organization. The "social system" is then the main leadership dynamic and influence. Sharing responsibility for leadership functions allows the organization to empower subordinates and tap expertise throughout (Phillips, 1995, p. 64).

Situational–Contingency Theories
Situational-contingency theories are broadly based on the premise that effective leaders demonstrate high concern for both followers and task accomplishment merged with the proposition that leaders should and do act differently, depending on a given situation (Phillips, 1995, p. 62).

Situational Leadership
(Zigami, Zigami & Blanchard, 1985)
Different situations demand varied leadership styles. Leaders match their actions and behavior (supportive or directive) to the abilities and commitment of followers resulting in four types of leadership: delegating, supporting, coaching, and directing.

Social Change Model of Leadership
(Higher Education Research Institute, UCLA, 1996)
A later iteration of the "Distributed Leadership Theory", the social change model of leadership was initially designed as a leadership development tool for student affair professionals within higher education. It has emerged as a broader model of leadership theory espousing seven critical values (7 C's) between leaders and followers: collaboration, consciousness of self, commitment, congruence, common purpose, controversy with civility, and citizenship.

Spiritual Leadership
(Bolman & Deal, 1995; Conger, 1994; Fairholm 1998; and Mitroff & Denton, 1995)
A holistic approach to leadership that considers the full capacities, needs, and interests of both leader and follower, and the goals of the organization. Fairholm (1998) suggests that spiritual leadership is composed of eight elements including: community, competence, continuous improvement, a high moral standard; servant hood, spirituality, stewardship, and visioning (Fairholm, 1998, p. 112).

Strategic Leadership Theory
(Hambrick & Mason, 1984; Hosmer, 1982; and House & Aditya, 1997)
Strategic leadership theory suggests that organizations are reflections of their leaders and that specific knowledge, experience, values, and preferences of leaders are reflected not only in their decisions, but also in their assessments of decision situations (Cannella & Monroe, 1997, p. 213). Strategic leadership theory is an approach to leadership, which provides a consistent analytical methodology to choices concerning organizational strategy, structure, and systems. (Hosmer, 1982)

Task Motivated–Relationship Motivated Leadership Theory
(Carter, 1953; Halpin & Winer, 1957; Katz & Kahn, 1951; and Shartle, 1950)
Task motivated-Relationship motivated leadership theory is an amalgam of early behavioral leadership research studies conducted at Ohio State University, the University of Michigan, and Harvard University in the 1950s. The cumulative results of those studies indicated two distinct patterns of leadership behavior: one pattern focused on task accomplishment by organizing and directing others. The other pattern attempted to maintain a positive emotional interpersonal environment within the group of followers (Chemers, 1997, p.22).

Theory X and Theory Y
(McGregor, 1960)
This behavioral theory represents different ways leaders view followers. Theory X assumes followers are lazy, uncooperative, and motivated only by extrinsic rewards. Theory Y assumes people work hard, are cooperative, and want to do a good job.

"Three-Factor" Theory of Leadership
(Chemers, 1993)
A three-part model of leadership that integrates the power and influence approach with "situational-contingency" and "behavioral" models of leadership. (Phillips, 1995, p. 70) Three-Factor Theory conjoins three dimensions: leader-follower relationship development, leader resource utilization, and leader image management.

Trait Theories of Leadership

Trait theory serves as a foundation for modern leadership research. The premise is that some people are born leaders with the inherent traits necessary to perform (lead) effectively. Common traits identified included: charisma, intelligence, sociability, determination, and confidence.

Transactional– Transforming Leadership

(Burns, 1978 and Downton, 1973)

First mentioned by Downton (1973) in his sociological treatise Rebel Leadership and independently by Burns (1978) in his seminal conceptualization, the "transactional– transforming leadership" paradigm has enjoyed relative prominence in the study of leadership theory. Burns suggests that transactional leadership is merely a formal exchange relationship between leader and follower: an economic transaction of goods for money, current influence for future favors, or other quid pro quo transactions. According to Burns, transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. Transforming leadership implies an informal exchange relationship based on elevating the follower's values and beliefs. (Burns, 1978, pp. 4-20).

Transcending Leadership

(Jordan, 2005)

As posited by Jordan (2005) transcending leadership adds to the transactional—transformational paradigm an "other–interest" perspective, manifest in leader altruism, benevolence/beneficence, and empathy; a pronounced or determined resolve; and the inter and intra relationship skills broadly associated with emotional intelligence theory. Jordan associates transactional leadership with self-interest/ self-embeddedness; transformational leadership with mutuality of interest/mutual enhancement; and transcending leadership with other–interest/self-transcendence.

"Two–Factor" Approach to Leadership

(Blake & Mouton, 1982)

Leader behavior which postulates that having both a high concern for people and a high concern for task accomplishment is the one best way to lead (Phillips, 1995, p. 62).

Values–Based Leadership (VBL)

(Fairholm, 1991 and House, Shane & Herold, 1996)

Fairholm (1991) proffers that VBL involves leader action, which creates a culture supportive of organizational and group values that leads to mutual growth and enhanced self-determination. Six principles of VBL are suggested: the leader's role is in follower development, the leader creates a future vision, the leader creates a culture supportive of core personal and group values, the leader's personal preparation is in one-to-one relationships with followers; the leader serves as a teacher to followers, and VBL has a dual goal of producing a high performance and self-led follower (Fairholm, 19978, pp. 61-65).

Vertical Dyadic Linkage Model (VDL)

(Dansereau, Graen, & Haga, 1975)

The vertical dyadic linkage (VDL) model describes how leaders influence the roles of new followers (Phillips, 1995, p. 72). VDL can be viewed as a precursor to leader-member exchange (LMX) theory.

Visionary Leadership Theories

(Bennis & Nanus, 1985; Kouznes & Posner, 1993; Sashkin, 1988; and Westley & Mintzberg, 1989)

Visionary leadership (VL) emphasizes connecting followers to a vision of the future shaped by the leader. The visionary leadership model, therefore, emphasizes working with and through a diverse workforce. Theorists of visionary leadership agree that it is dynamic and generally involves a three-stage process: imaging the desired future for the organization, communicating the shared vision, and empowering followers to enact the vision.

APPENDIX E

Selected Leadership Characteristic Studies
And Identified Leader Characteristics

Researcher/Date	Leadership Characteristics Identified		
J. M. Kouzes & B. Z. Posner (1993, 1995)	• Honest • Competent • Broad-minded • Courageous	• Forward-thinking • Fair-minded • Intelligent • Dependable	• Inspiring • Supportive • Straight forward

C. M. Sieverdes (1995)

- Honest & has a strong sense of integrity
- Conveys trustworthiness & wisdom through actions
- Displays competence, capability, & expertise
- Has a sense of mission w/vision: a dream
- Shows courage & is willing to stand alone for a worthwhile principle
- Shows are & concern for others
- Inspires positive, creative, dynamic beliefs, & activity
- Listens to others for their perspectives & ideas
- Maintains the highest standards of excellence
- Has legitimacy & acceptance, and serves as a role model
- Involves others by delegating responsibility & power

Corporate Leadership Council (2001)

Determined that "people management: skills – in contrast to strategic management and process management skill is the principle determinant of organizational effectiveness. The leadership characteristics identified with people management included:

- clearly communicates expectations
- recognizes and rewards achievement
- inspires others
- persuades and encourages others to move in a desired direction
- holds people accountable

D. Cox (2001)

- A high standard of personal ethics
- High energy
- The ability to manage priorities shares equal importance w/the setting of priorities
- Courage
- Committed and dedicated leaders develop committed and dedicated followers
- Leaders have an urge to create beneficial goals proactively
- Leaders have goal orientation to make difficult decisions
- They inspire enthusiasm in others
- They confidently respond to challenges, rather then simply react
- A desire to help others

W. K. Kellogg Foundation (2004)

- Brings people together around a common agenda for collective action
- Demonstrates collaborative & inclusive decision–making
- Flexible & responsive in the face of change
- Engages in continuous learning and improvement
- Creates trusting relationships
- Communicates a compelling set of visions, purposes, & values
- Is willing develop, nurture, & create space for others to lead
- Possesses a global perspective & understands its impact on local communities
- Uses imagination & creativity in solving difficult problems
- Is open to new & different ideas
- Operates from a system orientation
- Is capable of informing and influencing policy change.

APPENDIX F

Emotinal Intelligence Domains and Competencies

Personal Competencies

Self–Awareness
– *Emotional self-awareness:* Leading one's own emotions and recognizing their impact.
– *Accurate self-assessment:* Knowing one's strengths & limitations.
– *Self-confidence:* A sound sense of one's self worth & capabilities.

Self–Management
– *Emotional self-control:* Keeping disruptive emotions & impulses under control.
– *Transparency:* Displaying honesty & integrity; trustworthiness.
– *Adaptability:* Flexibility in adapting to changing situations or overcoming obstacles.
– *Achievement Orientation:* The drive to improve performance to meet inner standards of excellence.
– *Initiative:* Readiness to act & seize opportunities.
– *Optimism:* Seeing the upside in events.
– *Conscientiousness:* The ability to manage yourself and your responsibilities.

Social Competencies

Social Awareness
– *Empathy:* Sensing other's emotions, understanding their perspective, & taking active interest in their concerns.
– *Organizational awareness:* Reading the currents, decision networks, & politics at the organizational level.
– *Service:* Recognizing & meeting follower or other's needs.

Social Skills
– *Inspirational leadership:* Guiding & motivating with a compelling vision.
– *Influence:* Wielding a range of tactics for persuasion.
– *Developing others:* Bolstering other's abilities through feedback & guidance.
– *Change catalyst:* Initiating, managing, and leading in a new direction.
– *Conflict Management:* Resolving disagreements.
– *Building bonds:* Cultivating & maintaining a web of relationships.
– *Teamwork & collaboration:* Cooperation & team building.

Source: D. Goleman, R. Boyatzis, & A. McKee. Primal Leadership, 2002.

Seven Principles of Leadership

1. A leader is first a servant.

2. Deeply held core values are what directs and sustains a leader.

3. Our character how we exhibit our values – is our lasting legacy.

4. To envision and pursue with enthusiasm a yet unrealized future is the essence of the "art of leadership".

5. Leadership is fundamentally about relationships.

6. Our actions – be they ethical or self serving – serve as our life's signature.

7. Self reflection and awareness are crucible disciplines for a leader. Each invariably leads to humility.

About the Author

David A. Jordan, DHA has served as President & CEO of Seven Hills Foundation since 1995 and is responsible for the overall leadership of all of its clinical programs and support services. Dr. Jordan has over 30 years of experience in rehabilitation, special education, and healthcare leadership working with children, adults, and seniors with disabilities and significant life challenges. He holds a Bachelors degree in business administration from the University of Rhode Island; a Masters degree in special education from Salve Regina University; a Masters degree in public administration from Clark University; and his Doctorate degree in healthcare administration from the Medical University of South Carolina.

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