

EDLS210

## Leadership in Education

Towards understanding leadership behaviour

Institute of Educational Leadership  
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### *The Socratic problem*

- The more I read, the more I realized how ignorant I was.
- The more I read, the more contradictory appeared the conclusions I came to.

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### *Searching for the approach; from the history of leadership development*

• **Four approaches:**

- Trait approach
- Contingency approach
- Situational approach
- Constitutive approach

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**Trait approach**

- The essence of the leaders is important, but the context is not.
- Thus, selecting the right leader with appropriate leadership traits, all will be well.



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**Contingency approach**

- Both essence of the leader and the context are important.
- Leaders should generate an awareness of their own leadership skills and of the context so that they can compute the **degree of alignment** between them and the context.



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**Situational approach**

- Certain contexts demand for certain kinds of leadership.
- Leaders need to be flexible enough to generate a repertoire of styles to suit a particular situation.



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### Constitutive approach

- Challenges the significance of the allegedly objective conditions that surround leaders and implies that the **'conditions' are as contested as any other element.**
- Leaders actively shape the interpretation about the environment, challenges, goals, competition, and strategy.



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### What is essential – the framework

- The context is essential in contingent and in situational perspectives.
- The individual is essential in contingent and trait approaches.
- Neither is essential in the constitutive approach.



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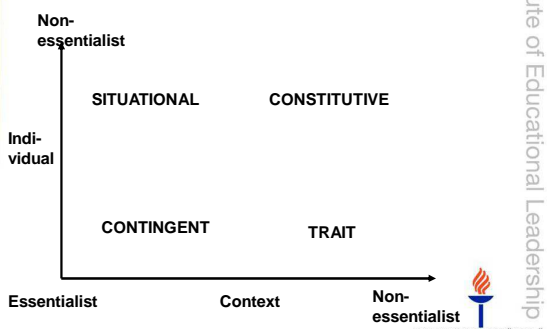
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### What is essential – the framework



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**The evolvement of behavioural approaches**

- The behavioural approach says that anyone who adopts the appropriate behaviour can be a good leader.
- Behaviours can be learned more readily than traits, **enabling leadership to be accessible to all.**



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