INDEX

Accidental leaders, 126	setbacks of, 93-96
ACE. See American	source attractiveness and
Council on Education	similarity, 87
(ACE)	source status, power, or
Action, 98	authority, 88
motivating, 102	AERA. See American
Activation, 13–14,	Educational Research
71–75, 92–93,	Association (AERA)
119–120, 121, 124	Agents of social influence
anticipated use, 87	and aspiring leaders,
capability, 87	relationship between,
credibility, perceived	125–128
motivation, intent,	American Council on
87–88	Education (ACE), 9
definition of, 57	American Educational
factors of, 85–88	Research Association
failures of, 93–96	(AERA), 9
functionality of,	American Psychological
76–79	Association (APA), 9
message repetition,	Analytic competencies
consistency, and	of followership,
competition, 88	144–145
needs, attitudes, beliefs,	of leadership, 130, 132,
and values, 86	133, 136
obstructions of,	Anticipated use, 87
93–96	APA. See American
role in change process,	Psychological
98–100	Association (APA)
	,/

Aristotle, 36–37, 40–41	digital media and
view of communication,	Information Age,
37-38, 50-51	47-48
Aspiring leaders	effective, 35–36
and agents of social	goals of, 110
influence, relationship	iceberg, 58
between, 125-128	interactional and systems
and potentially engaged	perspectives of,
followers, relationship	46-47
between, 124-125	interdisciplinary theories,
Attention, 97	39-40
capturing, 101	invisibility of. See
Attitudes, 86	Invisibility of
Authentic leadership,	leadership
29-30, 122-123	communication
Authority, 88	journalism,
	38-39
Beliefs, 86	Katz and Lazarsfeld's
Blake and Mouton's	model, 43-44
Leadership Grid, 24	Lasswell's view of
	communication,
Caesar, Julius, 38–39	40-41
Capability, 87	leadership, 1,
CCO. See Communication	3-12, 14-15
as constitutive of	linear, 49-50
organization (CCO)	orientation,
Centers for Disease	55-56
Control and	rhetoric and speech,
Prevention, 82–83	36-38
Channel, 41	Shannon and Weaver's
Choice to follow,	model, 41–43
157-158	theory, evolution of,
Classical approaches to	49-53
leadership, 21	visibility of. See Visibility
Communication,	of leadership
1, 3–12	communication
approaches to	Westley and Maclean's
leadership, 22	model, 44–46

See also individual entries	role in change process,
Communication as	98-100
constitutive of	setbacks of, 93-96
organization (CCO),	source attractiveness and
52	similarity, 87
Communication	source status, power, or
competencies	authority, 88
of followership, 146–147	Culture, 67–68
of leadership, 130, 132,	role of, 112–113
133, 137–138	
Competency approaches to	Decision to lead, 155-156
leadership, 21-22	Diffusion theory, 44
Competition, 88	Digital media, 47-48
Consistency, 88	Disciplinary competencies
Contemporary approaches	of leadership, 130
to leadership, 21	Dual identity of leadership,
Contingency theory,	10-11
25-26	
Credibility, 87–88	Educational attainment,
Cultivation, 13–14,	intellectual capabilities
79-81, 92-93,	and, 15
119–120, 121, 124,	Effective communication,
134-135	35-36
anticipated use, 87	Effective leadership,
capability, 87	16-17
credibility, perceived	characteristics of, 18-19
motivation, intent,	definition of, 18–20
87-88	Engagement, 97–98
definition of, 57	fostering, 101–102
factors of, 85–88	Ethics, 70, 147–150
failures of, 93–96	Evidence-based leadership,
functionality of, 81-85	157
message repetition,	
consistency, and	Federal Cigarette Labeling
competition, 88	and Advertising Act of
needs, attitudes, beliefs,	1965, 82–83
and values, 86	Followership, 68–69, 88
obstructions of, 93–96	definition of, 57

Interdisciplinary theories, efficacy, 140–147 and leadership, 39 - 40International Leadership distinction between, 15 - 16Association, 9, Followership competencies, 123 - 124Invisibility of leadership 140 - 147analytic competencies, communication, 144-145 64 - 71culture, 67-68 communication ethics, 70 competencies, inevitability, 146 - 14770 - 71organizational competencies, 147 interacting contexts and personal competencies, levels, 68 145 - 146learning, 65–66 positional competencies, meaning, 65 negotiation, 66-67144 self-reference, Homer, 35 - 3668 - 69Honesty, 122 self-reflexivity, 69 Hooks, Benjamin, subjectivity, 66 15 - 16Humility, 122 Journalism, 38–39 Iliad, 35–36 Katz and Lazarsfeld's Inevitability, 70-71 model of Information Age, 47–48 communication, Integration, 98 43 - 44Integrity, 122 Intellectual capabilities, Language and framing, and educational 108 - 116culture, role of, attainment, 15 Intent, 87–88 112 - 113Interacting contexts and integrated approach, levels, 68 114 - 115Interactional perspectives progress and outcomes, monitoring, of communication, 46 - 47113 - 114

stages of planned change,	Leadership
leadership	communication, $4-5$,
communication	14-15, 47, 50-51,
strategies for,	52, 104–108, 127
109-112	visibility and invisibility
Lasswell's view of	of, 58–71
communication,	Leadership competencies,
40-41	128-140
Leader-member exchange	analytic competencies,
theory, 27	130, 132, 133, 136
Leadership, 1, 3–12	communication
art perspective of, 17–18	competencies, 130,
Author's view of, 20	132, 133, 137–138
capabilities, 14, 31-32	definition of, 129
definition of, 18–19, 57,	disciplinary
127	competencies, 130
dichotomous perspectives	organizational
of, 14–18	competencies, 130,
dual identity of, 10–11	132, 133, 138
efficacy, 128–140	personal competencies,
and followership,	130, 131, 132,
distinction between,	136-137
15-16	positional competencies,
longer-term, 6–7	130–131, 132,
and management,	135-136
distinction between,	Leadership/followership
16-17	educators, 150–152
orientation, $55-56$	Learning, 65–66
popularity of, 8-11	Linear communication,
scientific perspective of,	49-50
17-18	Loyalty, in toxic leadership
S->M->C->R = E view	behaviors, 118-121
of, $5-6$	
See also individual entries	Management and
Leadership behavior	leadership, distinction
recommended practices	between, 16–17
for, 121–125	Meaning, 65
theories and, 121–125	Message repetition, 88

Multiple approaches to leadership, 21–33 authentic leadership, 29–30 contingency theory, 25–26 leader–member exchange theory, 27 path–goal theory, 26–27	Orator-to-listener view of communication, 50–51 Organizational competencies of followership, 147 of leadership, 130, 132, 133, 138
servant leadership,	Paradigm, 49-50
28–29	Participation, 14–15
situational approach, 25	Path–goal theory, 26–27
skills approach, 23–24	People, 61
style approach, 24–25	Perceived motivation,
team leadership, 30–31	87-88
trait approach, 23	Personal competencies
transformational	of followership,
leadership, 27-28	145-146
1,	of leadership, 130, 131,
National Communication	132, 136–137
Association (NCA), 9	Personal Influence (Katz
NCA. See National	and Lazarsfeld),
Communication	43–44
Association (NCA)	Planned change
NCCI. See Network for	activation and
Change and	cultivation, role of,
Continuous Innovation	98-100
in Higher Education	dynamics of, 96-100
(NCCI)	stages of, leadership
Needs, 86	communication
Negotiation, 66–67	strategies for,
Network for Change and	109-112
Continuous Innovation	successful, facilitating,
in Higher Education	100-104
(NCCI), 9	Plato, 36–37
	Political Tribes: Group
Ohio State University, 24	Instinct and the Fate of
Opinion leaders, 51, 126	Nations, 67

Positional competencies source status, power, or of followership, 144 authority, 88 of leadership, 130–131, Responsibility, 147–150 132, 135 - 136Rhetoric, 36-38 Potentially engaged followers and aspiring Self-reference, 68–69 leaders, relationship Self-reflexivity, 69 between, 124-125 Sensemaking, 52 Power, 88 Servant leadership, 28–29, 122 - 123Precepts, The, 35-36Prince, The (Machiavelli), Shannon and Weaver's 93 - 94model of Public characters, 126 communication, 41 - 43Similarity, 87 Resolve, 98 Situational approach to developing, 102 Resonance, 13–14, 56, leadership, 25 71-75, 79-81, Skills approach to 92-93, 119-121, leadership, 23–24 124, 147–148 $S \rightarrow M \rightarrow C \rightarrow R = E$ anticipated use, 87 conception of capability, 87 communication, 5-6, credibility, perceived 71 - 72 $S \rightarrow M \rightarrow R = E$ paradigm, motivation, intent, 87 - 8849-50, 53-54definition of, 57 Social influence, 3, 4, 7, 14-15, 36-37,factors of, 85–88 failures of, 93-96 71-75, 79-81, functionality of, 76–79 120-121, 150-151 message repetition, agents and aspiring consistency, and leaders, relationship competition, 88 between, 125–128 needs, attitudes, beliefs, definition of, 20 and values, 86 Source attractiveness, 87 obstructions of, 93–96 Source status, 88 setbacks of, 93-96 Speech, 36–38 source attractiveness and Spellings, Margaret, similarity, 87 96 - 97

Spellings Commission on Higher Education, 96 - 97Style approach to leadership, 24 - 25Subjectivity, 66 Successful planned change, facilitating, 100 - 104action, motivating, 102 attention, capturing, 101 engagement, fostering, 101 - 102integration, promoting, 103 - 104resolve, developing, 102 Symbols, 61-63Systems perspectives of communication, 46 - 47

Team leadership, 30–31
Technology, 63–64
Thought leaders, 126
Toxic leadership
behaviors, loyalty
in, 118–121
Trait approach to
leadership, 23
Trait theories, 122

Transformational leadership, 27–28, 107, 122–123

Underground leaders, 126, 127
University of Michigan, 24
University Professional and
Continuing Education
Association (UPCEA), 9
UPCEA. See University
Professional and
Continuing Education
Association (UPCEA)

Value-based leadership, 157 Values, 86 Visibility of leadership communication, 61–64 people, 61 symbols, 61–63 technology, 63–64

Westley and Maclean's model of communication, 44–46

Zone of resonance. *See* Resonance