GOOD LEADERSHIP FAILURES AND BAD LEADERSHIP SURPRISES: A LEADERSHIP LITERATURE TYPOLOGY

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ABSTRACT

Leadership is important for organizations and intriguing for scholars. In leadership literature, leader behaviors have either been classified as universally 'good' leader behaviors or 'bad' leader behaviors. However, recent studies suggest that exhibiting 'good' leader behaviors may also result in undesirable outcomes and vice versa. These finding are an anomaly in literature and require a deeper inquiry and integration with the rest of the leader behavior literature. To that end, this article attempts to provide a synthesis of the leader behavior literature. Utilizing a hedonic valence-based framework, we attempt to integrate the different types of leader behaviors and their consequent outcomes. To achieve this, we define two new constructs, namely "Leader Behavioral Valence" and "Net Outcomes". We utilize these constructs to categorize leader behaviors into four subfields i.e. traditional positive leadership, negative destructive leadership, positive behaviors resulting in negative outcomes and negative behaviors resulting in positive outcomes. We identify two sub-fields which have not received significant scholarly attention.

I. INTRODUCTION

The development of innovative and multidisciplinary research has enabled advancement in leadership literature (Dinh et al., 2014). The field has evolved from understanding merely static leadership processes to multiple levels of analysis, involving multiple moderating and mediating effects, across time (Derue et al., 2011). However, we feel that further advancing our understanding of leadership as a phenomenon requires a reflection and synthesis of the current stock of knowledge. Although there has been a recent upsurge in understanding the "bad" or "destructive" leadership, bulk of the research in leadership literature is focused on understanding the most effective person to lead or the most effective method to lead (Schedlitzki & Edwards, 2021; Schyns & Schilling, 2013). Such enquiry has provided rich literature on universally ideal features of a leader or the ideal response in different situations. On the contrary, this approach has also limited the prospective direction of leadership literature due to two main reasons. Firstly, scholars have mainly focused on understanding how good leadership leads to good/effective outcomes or how bad leadership leads to bad/ineffective outcomes. This approach needs to expand to also understand how "good leadership may lead to bad outcomes" and how "bad leadership may lead to good outcomes". Thinking outside the current approach of will provide a broader understanding of leader behaviors. Secondly, although literature provides a plethora of studies to understand leader behaviors, in research it appears in a piecemeal basis. When exploring leader behaviors, scholars have mainly focused on the isolated effects of these variables (Dinh et al., 2014). Such an approach does not account for the multiple impacts of leader behaviors or action (Glanz et al., 2008; Stokols, 1992). Therefore, there is a need to explore leadership through an integrated framework, whilst accounting for the impact of leader behaviors of multiple actors.

To achieve this, we define Leader Behavioral Valence ("LBV") and "Net Outcomes" and use these constructs to provide an integrative definition of leader behaviors. By mapping the current literature in a 2 x 2 typology of LBV and outcomes, we integrate the current stock of literature on leader behaviors. By mapping the current research in such a manner, we argue that there is a lot to learn from failures (good leadership leading to bad outcomes) or surprises (bad leadership leading to good outcomes), which can be beneficial for academic research and practitioners. Further, this approach to understanding leadership literature will not only expand the boundaries of leader behavior research but also identify under-researched areas in this domain. The purpose of this paper is to provide a framework for identifying the nexus between good and bad leadership and to explore how this nexus can result in broader research opportunities in the leadership literature and guidance for practice. The rest of the paper is organized in the following manner. First, we

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define new constructs i.e. LBV and Net Outcomes, and discuss how these constructs can advance research in leader behaviors. Second, using these new constructs, we organize the leadership literature in a typology which enables us to understand leader behavior in a broader perspective and identify under-research areas in the leadership literature. In the end we discuss future directions of research in light of the leadership typology and limitations of our proposed constructs.

II. LEADER BEHAVIORAL VALENCE

Leadership literature has mainly enhanced literature towards understanding the most effective person to lead or the most effective method to lead (Schyns & Schilling, 2013). We believe that by moving beyond the "positive input-positive output" and "negative input-negative output" boundary, we will open up relatively unexplored areas and also build the nexus between divergent research efforts to understand leader behaviors. However, given the way leader behaviors are currently studied in literature, there are a few challenges to discuss before we can categorize and simplify literature. First, we do not have a clear definition of what comprises of positive/good leader behaviors or negative/bad leader behaviors. Any leader behaviors assumed as good or bad leader behaviors depends on the social norms of the context (Cialdini & Goldstein, 2004; Cialdini & Trost, 1998) and the individual perceptions of the target and observers (Foti & Luch, 1992). The categorization of positive/good behaviors vs. negative/bad behaviors does not enable us to capture the diversity of social norms and individual perceptions. Therefore, we require a new construct that can cater to such contextual and perception-based differences.

We briefly discuss the notion of how social norms are defined in literature before defining our construct. Social norms are the "rules and standards that are understood by members of a group, that guide and/or constraint social behavior without the force of laws" (Cialdini & Trost, 1998). The norms in an organization are formed by interaction with others (Cialdini & Trost, 1998) and it includes a complex interplay of a number of factors e.g. organizational culture expectations, national culture expectations, religious expectations and observation of others (Cialdini et al., 1990; Schwartz, 1977). Further, studies in the implicit theories of leadership and followership highlight the important factor of attribution in leadership literature. Research suggests an important role of attributional tendencies of followers when perceiving leader behaviors for example, hostile attribution of abusive supervision (Martinko et al., 2011; Tepper et al., 2017). Therefore, what constitutes positive or negative leader behaviors is unclear due to attributions of observers and targets of leader behaviors. One may argue that an approach of classifying leader behaviors may be to individually categorize leader behaviors studied in literature into positive or negative leader behavior. However, for such an approach we require experts in the field to formulate a classification guideline and assist in classification of leader behaviors studied in literature. Nonetheless, such an approach would still be met with criticism as to how and why a certain behavior is categorized as good or bad.

We help clarify this with an example from a military setting. A military general who is rude, direct and arrogant with subordinates. This behavior is not only intentional but also a necessary ingredient to instill motivation in the team (Tepper et al., 2017). Scholars discuss that a certain level of abusive supervision, in a military setting, is not perceived as a negative behavior by the subordinate since it is in line with the norms of the supervision (Tepper et al., 2017; Warren, 2003). Therefore, we can argue that there will be minimal detrimental effects of abusive supervision in a military setting, on the contrary, there may be positive outcomes of such behavior. Therefore, we feel that defining a construct which caters to varying social norms and individual perception is important. Defining a new construct on leader behaviors which anchors to varying social norms and individual perceptions would allow us to effectively categorize good and bad leader behaviors and also capture the complex nature of leader behaviors. In line with the above arguments, we define a new construct Leader Behavioral Valence ("LBV") to categorize leader behaviors studied in literature. In light of the hedonic approach in the emotions literature (Ajzen & Fishbein, 1975; Carver & Scheier, 2002; Erber & Erber, 2000; Larsen, 2000; Mischel et al., 1989), we define LBV as "the hedonic tone of the leader behavior referring to the intrinsic pleasantness (positive valence) or unpleasantness (negative valence) of the leader behavior for the target or observers".

We pause here to discuss how a valence based conception of leader behavior would enable an effective categorization of leader behaviors. First, as discussed above, given an overwhelming diversity in conceptualization of positive or negative leadership in literature, we feel the LBV can allow integration of these diverse leader behaviors. Utilizing the hedonic framework of emotions in literature (positive or negative) (Frijda, 1986; Krieglmeyer et al., 2010; Shuman et al., 2013) we categorize positive leader behaviors (transformational, charismatic, empowering, authentic etc.) and negative leader behavior (strategic bullying, stern leadership, and strategic abusive supervision) into a single construct, differentiating behaviors by their intrinsic nature. Second, the hedonic valence framework inherently involves an assessment of what constitutes a pleasant or unpleasant behavior in different contextual situations. Every organizations' unique social context, external competition, internal values, history, structure, top management team etc. harness unique norms for that organization. Therefore, the ability of the 'leader behavior valence' construct to allow for contextual flexibility makes it a novel and relevant construct to use in categorization of behaviors. This construct also account, for

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attribution based differences and remains relevant when followers differ in perceptions of leader behaviors. To allow us to build our arguments in a coherent manner and to study the phenomenon of leader behaviors with greater depth, we assume the perspective of the follower of leader or target who observes leader behaviors. Most of the research in leadership literature has taken the perspective of the follower, therefore, to remain in line with this, we also focus on follower perception to enable us to categorize the literature.

III. NET OUTCOMES

It is important to note that leader behaviors not only influence the subordinate outcomes but also the supervisor themselves and the team/observer's vicarious outcomes (Dhanani & LaPalme, 2019; Huseman et al., 1987; Li et al.,2019). Therefore, when taken holistically, outcomes may not always be positive for all actors (i.e. leader themselves, follower, team/observer). Here, we argue that 'net' outcomes - "perceptions of consolidated expected workplace outcomes of the leader, subordinate and the team/observer", are a more important consideration for the leader. Therefore, '(net) positive outcomes' is when positive outcomes for some actors outweigh negative outcomes for other actors and '(net) negative outcomes' is when negative outcomes of some actors outweigh positive outcomes of other actors. Defining a new construct which provides an integration of piecemeal leader outcomes would allow a more holistic approach to understanding leadership and its outcomes. As evident we integrate individual actor-based outcomes, which are the predominant form of outcome measured in literature, as an underlying basis to define net outcomes.

To further understand 'net expected outcomes', Figure 1 shows all possible outcomes (16 in total for the actors we have considered) of positive or negative valence leader behaviors towards a subordinate. Each consolidated net outcome depicts a different combination of actor outcomes for a leader behavioral valence response to a subordinate. Although it is ideal to achieve positive outcomes for all actors (Scenario #8 and #16 in Figure 3), most leader behaviors result in tradeoffs between actor outcomes (Blake & Mouton, 1982; Cameron et al., 2014). For example, outcome #13 can be a situation where strategic abusive supervision, towards a subordinate, may result in positive outcomes for the subordinate, but negative outcomes for the supervisor or team, given the organizational culture. On the contrary, outcome #12 can be a situation where the same strategic abusive behavior results in negative outcomes for the subordinate, but positive for the rest of the organization, since it correct shirking and may have positive vicarious outcomes. Therefore, as evident in Figure 3, net outcomes between #2 and #7 and #10 and #15 have at least one negative outcome for an actor. Utilizing the leader behavioral valence and net outcomes definitions, below we develop our typology to categorize leader behavior across valence and outcomes.
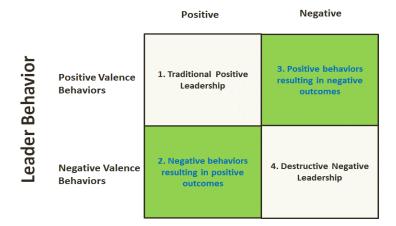
Figure 1: Net Outcomes

Scenario #	Leader Behavioral Response Valence	Subordinate Outcomes	Supervisor Outcomes	Team/ Observer Outcomes	Net Outcomes
1	Positive Valence	-	-	-	-
2		-	-	+	+/-
3		-	+	-	+/-
4		-	+	+	+/-
5		+	-	-	+/-
6		+	-	+	+/-
7		+	+	-	+/-
8		+	+	+	+
9	Negative Valence	-	-	-	-
10		-	-	+	+/-
11		-	+	-	+/-
12		-	+	+	+/-
13		+	-	-	+/-
14		+	-	+	+/-
15		+	+	-	+/-
16		+	+	+	+

IV. LEADERSHIP LITERATURE TYPOLOGY

As mentioned above, we believe that by moving beyond the "positive input-positive output" and "negative input-negative output" boundary, we will open up relatively unexplored areas and also build the nexus between the two subfields identified above. We integrate leadership literature by presenting a typology in Figure 2, and classify literature into four domains using two independent dimensions i.e. "LBV" and "(Net) Outcomes". Here outcomes refer to (net) positive or (net) negative outcomes for the leader, the target individual or team (to whom the behavior is directed), the audience, the team at large or for the organization. We first provide a brief review of research conducted in the two subfields which have received most of the scholarly attention in the past i.e. subfield 1 – Traditional Positive leadership and subfield 4 – Destructive Negative Leadership. Later we discuss the two subfield which are under-researched in

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literature i.e. subfield 2 – Negative leader behaviors resulting in positive outcomes and subfield 3 – Positive leader behaviors resulting in negative outcomes.

Figure 2: Leadership Literature Typology

IV(a) SUBFIELD 1 – TRADITIONAL POSITIVE LEADERSHIP

This is the subfield where scholars have contributed most in terms of research where positive valence leader behaviors result in positive outcomes. Leadership Literature is rich in research to understand the best person to lead or the most effective method to lead. Firstly, in terms of best person, literature has focused on leader traits (Bass & Stogdill, 1990; Bradford & Cohen, 1997; Katz, 1955; Yukl, 1989) and leader behaviors (Carroll & Gillen, 1987; Mintzberg, 1973; Yukl, 1989; G. A. Yukl, 2013) in great depth, including works like transformational (Burn, 1978; Dinh et al., 2014; Judge & Piccolo, 2004) and charismatic (Conger & Kanungo, 1988; Dinh et al., 2014) leadership. More recently, there has been a growing focus on biological approaches to leadership (Dinh et al., 2014; van Vugt, 2010), authentic (Avolio & Gardner, 2005; Dinh et al., 2014; Gardner et al., 2011) and ethical leadership (Brown et al., 2005; De Hoogh & Den Hartog, 2008; Dinh et al., 2014) amongst others. Secondly, in terms of the best method to lead, as mentioned above, power influence (French et al., 1959; Katz & Kahn, 1978; McCall, 1978; Thamhain & Gemmill, 1974; Yukl, 1989), or situational leadership (Evans, 1970; Fiedler, 1978; Hersey & Blanchard, 1969; Kerr & Jermier, 1978) and leader member exchange (Avolio et al., 2009; Lagace, 1990) have been the focus. More recently there is an increasing focus on shared leadership (Avolio et al., 2009; Pearce & Conger, 2002), contextual leadership (Dinh et al., 2014; Osborn et al., 2002; Roussel et al., 2021; Sajid and Ali, 2018; Senturk and Ali, 2021; Mehmood et al., 2022) and E leadership (Avolio et al., 2000; Dinh et al., 2014) amongst other areas. We feel this subfield is mature and the body of knowledge accumulated here provides an excellent understanding of positive valence leader behaviors and how they reap positive outcomes. Next, we discuss another subfield within leader behaviors which has received significant scholarly attention.

IV(b) SUBFIELD 4 – DESTRUCTIVE NEGATIVE LEADERSHIP

Scholars have recently started paying a lot of attention to this subfield. The research in this subfield explores negative valence leader behaviors which result in negative outcomes. Previous studies have investigated negative leader behavior by using terms of supervisor abuse (Bamberger & Bacharach, 2006), petty tyranny (Ashforth, 1997), destructive leadership (Einarsen, Aasland, & Skogstad, 2007), abusive supervision (Tepper, 2000; Tepper et al., 2017), social undermining (Duffy et al., 2002), tyrannical leadership (De Hoogh & Den Hartog, 2008) and abusive supervisor behaviors (Yagil, 2005). Studies conducted in this domain mainly corresponds to negative outcomes to all or some of the actors involved. We feel this subfield has also accumulated a good body of literature to understand negative leader behaviors that lead to negative outcomes. For future research we feel subfield # I and IV only provides marginal opportunity to further enhance our understanding of leadership and leader behaviors. On the contrary, subfield # 2 and 3 are areas which have not received adequate research attention. We briefly review the two subfield below:

IV(c) SUBFIELD # 2 – NEGATIVE LEADER BEHAVIOR RESULTING IN POSITIVE OUTCOMES

There is insufficient attention in leadership literature to negative behaviors which cause positive outcomes. Key areas contributed in this domain are positive deviance (Warren, 2003) strategic bullying (Ferris et al., 2007) and strategic abusive supervision as political activity (Tepper et al., 2012). Tepper et al. (2012) argue that abusive supervision may be impulsive and unplanned behavior towards subordinates, however, strategic abuse, is a calculated, planned and intentional activity with the best interest of the organization and subordinate (Ferris et al., 2007). Warren (2003) discussed several deviant behaviors in workplace research including misbehavior, aggression, lying, political activity, theft, sabotage, and positive deviance behaviors discussed above, and argued that each can have an alternative explanation for a positive outcome (Kidwell & Martin, 2005). Aggression of leader, for example, can also be linked to

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"stern leadership to motivate toward goal achievement" (Kidwell & Martin, 2005; Warren, 2003). In line with Kidwell and Martin (2005) arguments, we contend that to most individuals, verbal attacks, yelling, use of profanity, threats of retaliation, and the "silent treatment" would seem as negative behaviors resulting in negative outcomes. However, in many organizations, high performing successful bosses are perceived as bullies who exhibit one or more of these behaviors (Dumaine, 1993; Kidwell & Martin, 2005). Abusive supervision has also shown performance enhancing outcomes e.g. enhanced attention of subordinate, desire to avoid future abuse, and desire to prove the supervisor wrong (Tepper et al., 2017). Kidwell and Martin (2005) highlight that deviance should be understood by the motivation of the behavior and intended and actual results given norms in an organization. Locke (2003) argued "Deviance can be good or bad, beneficial or harmful, depending on the nature of the norms and the nature of the deviance" (Kidwell & Martin, 2005). Therefore, negative behaviors can be beneficial, or at least neutral, to the organization (Bies & Tripp, 1998; Kidwell Jr & Kochanowski, 2005; Kidwell & Martin, 2005; Vardi & Wiener, 1996; Warren, 2003).

This subfield provides abundant research opportunities for researchers. There is evidently a need to enhance theoretical understanding of how and why negative valence leader behaviors may result in positive outcomes. Qualitative studies are required to first uncover the variables to study in this area. For example, is there a certain negative valence tolerance threshold which may assist in understanding what negative leader behaviors to use and when. A conceptual understanding of this tolerance may be the intensity of negative leader behavior which may yield negative results? Qualitative studies can be carried out to uncover the important antecedents of this threshold. Specifically, to answer the question how such tolerance levels change with changing contextual conditions and target perceptions? What factors influence the decisions to use negative valence behaviors to yield positive behaviors?

Proposition # 1: What are the key leaders' and subordinates' individual, interpersonal and contextual variables that may result in positive outcomes from negative valence leader behaviors.

Proposition # 2: How do leaders determine the threshold intensity of tolerance of negative behaviors in a certain context.

IV(d) SUBFIELD 3 – POSITIVE LEADER BEHAVIORS RESULTING IN NEGATIVE OUTCOMES

A few studies conducted in this domain are related to leader errors (Hunter et al., 2011; Thoroughgood et al., 2013) and leader recovery (Hunter et al., 2011). The main research contributed in this subfield is by Hunter et al. (2011) on leader error and its antecedents. The authors define four broad types of errors i.e. 1) errors in gathering and structuring information, 2) errors in using information, 3) errors in managing people and 4) errors in managing tasks and resources (Hunter et al., 2011), and propose a number of future research directions including 1) leader level antecedents of leader error: leader overconfidence, fatigue, complex tasks, emotional state, competence, intelligence as future research areas 2) group level antecedents of leader error: lack structured participation, cohesion, groupthink 3) organizational level antecedents of leader error: communication configuration, error management culture, time pressure 4) cross level antecedents of leader error: leader disposition and personality traits leading to groupthink, leader fear leading to culture of errors, leader fatigue leading to team fatigue; organizational culture of time pressure effecting employee output (Hunter et al., 2011). Although leader error and recovery is an emerging area and future research here will provide important theoretical and practical insights, however, the research direction proposed above broadly imply that leader errors occur when there was a shortcoming in the person leading or the method used to lead. Therefore, a number of research opportunities can simply be proposed by arguing that leader error occurred since leader behavior advocated by traditional leadership literature (subfield # 1) did not work, for example, due to insufficient or missing leader traits; insufficient, missing or a misfit of positive leader behavior. This no doubt is a new approach to understand leadership that provide exciting avenues of future research. However, we argue that another reason for negative outcomes from positive valence leader behavior, may be leader over-conformance or leaders being 'too nice'. Here, more research is required to narrow down the reasons of an overly nice leader. Our typology instigates practitioners and academicians to reflect that leaders may need to be ready to use negative valence behaviors to reap positive outcomes, since positive leader behavior may not always result in positive outcomes. This is specifically relevant when studying leader behaviors and multiple levels of outcomes. The literature highlighted above on leader error and recovery mainly focuses on the organizational level outcomes. Future research may focus on the team or dyadic level where it is assessed that positive behaviors at all times may not result in positive outcomes. This approach may provide important avenues of research for future.

Proposition # 3: What are the key leader's and subordinate's individual, interpersonal and contextual variables that may result in negative outcomes from positive valence behaviors

Proposition # 4: What factors help leader determine that positive leader behaviors are not working in a certain context In this section we briefly reviewed literature in the subfields of leader behaviors and highlighted opportunities of research. Our literature review provides a new way of looking at leader behaviors and outcomes where we require a deeper understanding of leader behavior valence and the factors influencing the behavior.

V. DISCUSSION

In this paper, we argue that literature is abundant with research on understanding the best leader or the best method to lead. However, we contend that this approach has yielded a limited understanding of leadership and leader behaviors. When reviewing literature one can easily identify "good leadership failures and bad leadership surprises". To understand this better, we define LBV and Net outcomes and present a typology of leadership literature to identify under-research areas. By taking a follower perspective, we used these variables to categorize the current leadership literature in a 2 x 2 typology. This assisted in identifying under-researched areas of negative valence leader behavior leading to positive outcomes (subfield # 2) and positive leader behaviors leading to negative outcomes (subfield # 3). We contribute to and extend theory in a number of ways. First, our new construct "Leader Behavioral Valence" provides an integrative definition of leader behaviors in organizations. Future researchers can conduct qualitative interview-based studies to explore different valence behaviors exhibited by leaders and develop scales to measure the construct and carry out survey design research in this area. This construct is assessed with a relativist perspective to studying leader behavior i.e. with respect to the context and target perception. Such an approach, in the outset, clarifies that different organizations will perceive leader behavior with respect to the specific context of each organization, allowing researchers to conduct better research on leader behaviors. Further, our typology not only provides a new way to look at leadership literature, but also instigates previous researchers to revisit their research. Understanding the role of leader 'over conformance' or being 'too nice' and tolerance threshold of negative leader behaviors may enhance our understanding of leadership and leader behaviors.

VI. LIMITATIONS

We highlight how leader behaviors may be categorized in a valence-based framework allowing to capture the variability of leader behaviors in different contexts. However, the studies conducted using this framework will also have challenges of its own. For example, in order to capture the complexity and intricate nature of conformity and deviance of social norms in a certain context, culture and climate measures would have to be measured and added as control variables to the study, increasing the complexity of the study. Similarly, individual based variables of those who observe leader behaviors would also have to be controlled e.g. hostile attribution of perceiver. Exciting findings may be expected from this new way of categorizing leader behaviors, however, due care and effort is required to identify and measure the relevant control variables. Innovative research methodologies may also assist in rigorous measurement of leader behavioral valence (Deka, Sycara, Walker, Li, & Lewis, 2021; Parra et al., 2021). Further, although capturing net outcomes also requires data collection from multiple levels i.e. individual, team, and organizational, it would be worthwhile to conceptualize and incorporated outcome tradeoffs when considering multiple outcomes. However, researchers need to make these paradoxical decisions on how many outcomes to include and parsimony. Scholars may look for innovative ways to measure 'net' outcomes and carry out experimental designs to explore how leader behaviors impact 'net' outcomes.

VII. CONCLUSION

This article presented leadership literature in a 2 x 2 typology and identified under-researched areas in the leadership literature. We defined LBV and "Net Outcomes" and used these to re-organize and synthesize leadership literature. In doing so, we provide future research directions in light of our typology, to enable a better understanding of leader behaviors and leadership. We highlight that there is a need to focus on identifying the variables that cause positive outcomes when leaders display negative valence behaviors and variables that cause negative outcomes when leaders display positive valence behaviors.

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