

Course 18: Leadership

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This course provides a concise overview on leadership, including leadership behavior, measuring leadership and an overall framework for understanding leadership. This course is recommended for 2 hours of Continuing Professional Education. If you are seeking credit for taking this course, then you need to download and use the “exe” file version of this course. All course files and supplemental materials are posted on the internet at

www.exinfm.com/training

Fundamental Concepts

All organizations must challenge themselves in a very bold and daring way by asking:

- What is leadership?
- How do we recognize leadership?
- Where does leadership reside within our organization?
- How do we nourish and grow leadership?
- How do we leverage our current leadership?
- Can we measure leadership?
- Is it possible to make leadership a core competency?

Most organizations now realize that they must embark on this unusual journey – searching and understanding leadership. One reason behind this trend is quite simple: The discipline of management is giving way to the discipline of leadership.

Another obvious point concerns performance. Look at any great team or organization and you invariably see great leadership. Winning sports teams provide good examples, but numerous examples abound in the public, private, and non-profit sectors. So if you want to create a high performance organization, you must have strong leadership. Leadership is one of those fundamental building blocks that drives everything else. The potential of the individual and the organization ultimately boils down to leadership.

This short course is designed to take you through a journey about leadership – exploring the theory and applications of leadership. We will dig into the nuts and bolts – things like leadership behavior and characteristics, as well as formal models for measuring and assessing leadership. We will also (at some risk) stick our neck out and build a framework for developing leadership at various levels. Even though this might be somewhat of a subjective exercise, leadership is simply too important not to at least make the attempt at placing leadership into an overall framework.

The Reciprocal Process

To kick-off our leadership journey, let's start with a basic level of how we might view leadership. We know that leadership is something that goes beyond heroic acts. We recognize that leadership is about values and how people communicate and live by these values. We also realize that these values must be shared for leadership to work. In order to apply shared values, leaders must connect to followers.

You might be saying to yourself – well this is easy so far, but let's reflect on what a character in an E. B. White novel once said: "I predict a bright future for complexity." The point is simple – the business of leadership is considerably complex. So why is leadership so complex? One reason has to do with everyone's expectations.

People tend to superimpose “mental models” or view leadership through a portal. On the flip side, leaders have expectations of followers. Therefore, the leadership process is very reciprocal – the leader has needs and the follower has needs. The question is – do both perceive that each other’s needs are being met. And in many situations, the answer is No! Thus, the leadership process is often bumpy, filled with unmet expectations.

Followers are critical to leaders from a “quality control” perspective. Competing viewpoints and opinions from others will help validate and keep the leader in a lane of reality. This dynamic dialogue between the leader and the follower keeps the whole thing in balance.

Connecting to the Follower through Trust

In order for the reciprocal process to work, there must be trust between the leader and the follower. Trust is a pre-requisite for every leader and if leaders fail to act in an open and honest way, then trust cannot be earned. In order to solidify trust, leaders must:

- Care about their followers in a thoughtful way, but at the same time, hold them accountable for what they do.
- Honor their commitments to those they serve – do as you say.
- Communicate and reach followers in a way that shows respect, recognizing that differences are a sign of progress.
- Follow a set of values that others can identify with – integrity, courage, reliability, fairness, and a lack of selfishness.

Many of the qualities needed for trust will be further discussed in this short course – things like intimacy, collaboration, and service to others. Trust is like a thread running through everything, providing a grounding pillar for making leadership happen. And unfortunately, it takes considerable time and effort to secure trust, and given one slip-up in the eyes of the follower, trust can instantly evaporate.

Managing vs. Leading

Because of numerous writings about leadership, we can make certain distinctions between leadership and management. Organizations need both leaders and managers, but the reality is managers dominate most organizations. Here is a quick list that highlights some of the differences:

<i>Managing</i>	<i>Leading</i>
<i>Values results</i>	<i>Values relationships</i>
<i>Relates to positions</i>	<i>Low regard for positions</i>
<i>Takes few risks</i>	<i>Takes large risks</i>
<i>Somewhat impersonal</i>	<i>Personal and caring</i>
<i>Conforms to rules of others</i>	<i>Not receptive to the rules of others</i>
<i>Status quo – low innovation</i>	<i>New ideas – high innovation</i>
<i>Functional – analyze, evaluate, solve</i>	<i>Non Functional – inspire, motivate</i>

If you review this list, you can clearly see that the path of a leader is considerably more difficult than the manager. This is one of the reasons why we see so few leaders in most organizations. Additionally, organizations tend to impede leadership – hierarchies that constrain information flows, internal politics, conflicting agendas, pressure to conform, and a host of other attributes that make leadership incredibly difficult.

One of the most important values of a leader is to provide overall direction. Only leaders can shape and change the context of vision – articulating passion, candor, and integrity – providing a curious and daring exploration of what should be. Good leaders invent themselves and the future for others. Warren Bennis¹, one of the best contemporary thinkers on leadership, seems to imply that the difference between a leader and a manager is like the difference between those who can master the context of things and those who cannot. Bennis summarizes these differences in his book: Learning to Lead: A Workbook on Becoming a Leader:

- Managers administer while leaders innovate.
- Managers tend to copy while leaders are more original in their style.
- Managers seek to maintain the environment while leaders try to develop it.
- Managers rely on control, leaders inspire trust.
- Managers are focused on the process and systems, leaders are highly focused on the people behind the processes and systems.
- Managers tend to be short-term thinkers and leaders have a much longer term perspective.
- Managers routinely ask: How and When? Leaders will ask: What and Why?
- Managers imitate according to the culture and politics of the organization. The leader is less likely to comply with culture and politics.

Another contemporary thinker on leadership, John P. Kotter², provides good insights on the differences between leadership and management. Unlike management, leadership does not produce consistency, but change. Leadership is about generating movements and currents within the organization. Leaders produce change through the processes of establishing direction through vision and strategy, aligning people whose cooperation is needed to achieve the vision, and motivating and inspiring them to overcome the barriers to change.

“In business, we see an evolution of the concept of leadership. For decades, the term leadership referred to the people who hold top management positions and the functions they serve. In our common usage, it still does. Recently, however, business people have drawn a distinction between leadership and management, and exercising leadership has also come to mean providing a vision and influencing others to realize it through non-coercive means.”

– Leadership Without Easy Answers by Ronald A. Heifetz

¹ Other books by Warren Bennis include: On Becoming a Leader and Leaders: Strategies for Taking Charge

² Books by John P. Kotter include: Leading Change, The Heart of Change, and On What Leaders Really Do

Classical and Contemporary Views of Leadership

There is no universal theory of leadership. However, because of the recent explosion in leadership thinking, we now have an array of different theories about leadership. These include such notable theories as servant leadership (Robert K. Greenleaf), collaborative leadership (David D. Chrislip and Carl E. Larson), visionary leadership (Burt Nanus), situational leadership (Kenneth H. Blanchard), and principle-centered leadership (Stephen R. Covey). Some of these theories support the distinctions between managers and leaders, such as transactional leadership (managers) as opposed to transformational leadership (leaders).

Two Classical Thinkers – Burns and Greenleaf

We can start our overall understanding of leadership with two great classical thinkers – James MacGregor Burns and Robert K. Greenleaf. Let's begin with the Pulitzer Prize work Leadership, published in 1978 by James MacGregor Burns³. This was the first interdisciplinary look at leadership – providing insights that leadership is relational, reciprocal, and has values. In his opening statements, Burns says: “One of the most universal cravings of our time is a hunger for compelling and creative leadership.” Burns contends that leaders and followers are peers of one another, each playing a different role. The leader tends to look for what motivates the follower, keeping him productive and moving forward. Thus, leaders must be very engaged with followers, making sure they are satisfied with a higher set of needs, not just the simple stuff – pay checks, stock options, and the like, but in the active participation of issues that both care deeply about. When this collaboration takes place, participants (leaders and followers) are able to transform the situation; i.e. transformational leadership.

Another classical viewpoint on leadership comes from Robert K. Greenleaf⁴ regarding Servant Leadership. Greenleaf concludes that “people will freely respond only to individuals who are chosen as leaders, because they are proven and trusted as servants.” Once again, this gets back to fulfilling people's needs and when these needs are met, people grow and transform the organization. Greenleaf challenges us to look at broader needs, even those needs outside the organization. He contends that we must listen and in some cases withdraw in order to understand a situation and we intervene appropriately in a servant role. Greenleaf also views leadership as foresight – having the ability to see how things might be in the future and acting in the presence to move the organization in that direction.

³ Leadership by James MacGregor Burns. Also Transforming Leadership by James MacGregor Burns.

⁴ Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness by Robert K. Greenleaf. Also The Servant Leader Within: A Transformative Path and The Power of Servant Leadership: Essays by Robert K. Greenleaf.

Servant Leadership requires that we look at stakeholders needs. We must understand the external environment – things like marketplace trends. We must work hard at getting processes and systems aligned for strategic execution. Much of what leaders do is to serve the cause or another way to put it: Spend time on the important non-urgent activities that ultimately will make the significant difference. It's not just about managing our time until retirement or doing what's residing in our in basket. We literally do different things that make us servant leaders to the organization.

“To lead is to serve. After all, that’s what a leader’s job is, and people look to the leader to set the course and establish standards. But once that direction is provided, servant leaders turn the organizational structure upside down. They focus on giving employees everything they need to win, be it resources, time, guidance, or inspiration. Servant leaders know that providing for people and engaging hearts and minds foster a workforce that understands the benefits of striving for the greater good. The emphasis is on building authority, not power; on exerting influence, not intimidation.”

– The World’s Most Powerful Leadership Principle by James C. Hunter

Defining Leadership

In more recent works, we have seen a heavy focus on the traits and characteristics of leaders. Unfortunately, not much attention has been paid to the follower, the flip side of the leadership process. Therefore, we started by looking at the classical views, which seem to give a broader definition of leadership. For example, leaders view things in a spectrum rather than a dichotomy – looking at the meadow and not the silos. So one of the challenges is to reduce the dichotomies with some measure of evaluation and accountability.

So leadership - What is it? How do we define it? Indeed, there are certain factors that characterize the nature of leadership behavior. Richard M. Cyert, president of Carnegie-Mellon University and author of books and articles on organizational theory, has divided leadership into two dimensions – Consideration and Initiating Structure. The Consideration Dimension is characterized by an emphasis on good relations. The leader is friendly, approachable and a good listener. Leadership behavior can be described as open and enlisting mental trust.

The Initiating Structure represents the leadership behavior involved in directing the organization, helping it to define its goals and structure for execution – including the ability to understand the actions others can act upon.

From these two dimensions, it is possible to generalize three basic functions that a leader performs:

1. Organizational
2. Interpersonal
3. Decisional

The organizational function involves the organizational structure and the selection of people who operate within this structure. It involves various units or segments and the control of internal and external communication flows. The leader has to make certain that the participants in the organization and related groups external to the organization are knowledgeable and working well together.

The interpersonal function involves the morale of the organization. It reflects the degree of concern about the humanness of the organization. It requires that the leader pay attention to individual concerns.

The decisional function involves the making of decisions that must be made in order for the organization to achieve its goals. This is the traditional function that has been associated with leadership.

Although there is no single definition of leadership, these three functions are clearly part of any definition of leadership. And more to this point, creating a compelling vision that can be constantly reshaped is the hard task of a leader. The leader is the captain of the ship and the vision is the means by which the leader steers the organization. But there are many people on the ship and if this ship is to reach its final destination depends on the behavior of these people.

“We used to know, pretty clearly, what leaders were supposed to be, how they were supposed to act, and what distinguished them from followers. We described leaders in clear, straight forward terms that we all understand. Leaders were in charge. They were heroes. They were the generals who took the hill; the answer providers and order givers; the problem solvers; the power wielders and brokers. Today leaders are described in terms that may seem strange to our ears and somewhat foreign to our understanding: we speak of leaders as listeners, learners, and teachers; as stewards and meaning makers; leaders are encouraged to develop ‘skills of incompetence’ and to take on ‘beginners’ minds’; such terms as servant leadership and post-heroic leadership are gaining ascendance.”

– The Leadership Odyssey: A Self-Development Guide to New Skills for New Times by Carole S. Napolitano and Lida J. Henderson

A critical task for the leader is “attention focus.” Always there is too much to do and too little time. Everyday there are tasks crisis. What we pay attention to affects the organization in crucial ways. If all of our attention is given to immediate problems and no attention is given to problems concerned with the future, the organization is not likely to have a bright future. Clearly, the problems, concerns, ideas, concepts, actions that receive attention will determine the sustainable parts of the organization. In fact, one simple definition of leadership is that the leader controls what gets the attention.

Organizations are dynamic and continuously changing. Attention focus is an on-going and necessary process. Leadership that requires others to pay attention to what the leader values must also have substance. The leader must be knowing and have solid knowledge about the organization. Thus, leadership consists of a continuous choice – creating processes to move the organization forward.

Communication is perhaps one of the most fundamental actions of all leaders. It begins with simple “talk” to convince people to focus their attention on the ideas and actions that the leader considers important. The difficult problem is that the methods of communication within the organization are not well defined. Each case has a best approach and the channels will vary from one-on-one personal communication to formal written communication. The important thing is that there must be one consistent message that gets people paying attention.

Some Great Contemporary Thinkers

Fortune Magazine has called Warren Bennis the father of modern leadership. So no short course on leadership would be complete unless we grasp some of the contemporary thinking of Warren Bennis⁵. Bennis makes several observations about leaders:

- Leaders pull rather than push.
- Leaders empower and trust others to act.
- Leaders have a clear vision and communicate that vision.
- Leaders work through teams and not through hierarchies.
- Leaders possess a strong dose of self-esteem and positive attitude.

Leaders have a good grasp of self – they realize their strengths, develop their skills, and identify how to use their talents to meet organizational needs. Even more so, leaders evoke positive feelings in others – Bennis refers to this as an “attitude of positive other regard.” This gives leaders creditability in the eyes of the follower.

Bennis describes four essential qualities of leaders – Vision, Trust, Communication, and Management of Self. These qualities apply to everyone throughout the entire organization. Therefore, leadership does not reside in isolated places, but is infused and threaded everywhere – everyone must become a leader. Bennis also argues that leaders have a responsibility for making sure people get a kick out of what they are doing – people believe in the cause and purpose set forth.

“Many people hope that leadership will put us on a more promising path. But what kind of leadership? Here consensus evaporates. Two images dominant: One of the heroic champion with extraordinary stature and vision, the other of the policy wonk, the skilled analyst who solves pressing problems with information, programs, and policies. But both images miss the essence of leadership. Both emphasize the hands and heads of leaders, neglecting deeper and more enduring elements of courage, spirit, and hope.”

– Leading with Soul: An Uncommon Journey of Spirit by Lee G. Bolman and Terrence E. Deal

⁵ Books by Warren Bennis include: On Becoming a Leader, Managing the Dream, The Leadership Moment, Learning to Lead, and The Future of Leadership.

In Leadership Without Easy Answers by Ronald A. Heifetz, we gain great insights into the dynamics of leadership. Leadership is an adaptive work or process. Adaptive work requires change in values, beliefs and behavior. Therefore, leaders must be in a learning mode – continuously seeking new ways. The most difficult, but probably the most valuable task of a leader is effectively advancing the goals and strategies of the organization. There is a dailyness of leadership – It is Heifetz’s belief that leadership, above all else, is about adaptiveness. The capacity of a leader to keep asking questions of oneself and the communities of the organization is what facilitates adaptability. It requires that you stay in touch with your values so that you are willing to take the risks and losses. It requires that you frequently ask people to make trade offs; to identify what’s precious and what’s expendable.

Leaders receive enormous amounts of pressure to treat adaptive challenges as if they were technical problems, because people want answers. Adaptive work usually involves a lot of people effort – people taking time to learn new ways and experimenting through failures to reach the few successes. Pressures on people in positions of power can be incredibly high since they are challenged to be great technical problem solvers and not lead, but to be so called experts. The pain of adaptive work makes leadership a dangerous exercise in many organizations. When you’re in deep waters, how do you prepare yourself? Look at the situation from the balcony – what is really happening?

Another important concept associated with leadership is collaboration. We can turn to Collaborative Leadership by David Chrislip and Carl Larson for an understanding of how collaboration works. If we believe that people want to be engaged and have their views considered, then they must have a sense that their time and involvement can truly make a difference. This puts a measure of creditability behind service to the organization – more than just collecting the paycheck. To fully appreciate how this works, leaders must be collaborative. As the Latin roots of the word “collaboration” indicate, it means “to work together.” It is a mutual beneficial relationship between parties who share the same goals and visions. And through this shared responsibility, everyone is held accountable for achieving the results.

Collaboration is more than simply sharing knowledge and information. It is more than relationships between parties for getting a result. Collaboration is the creation of that shared vision and strategy in such a way that participants go beyond their own self interest and make sacrifices for the good of the whole. Therefore, the role of leadership in collaboration is to engage others by designing constructive processes for working together and sustaining high levels of interaction. Leaders promote the safeguards that ensure a strong collaborative process. Leaders do not make final decisions in this collaborative environment without first going through some form of consensus building.

“I believe the fundamental work of this time – work that requires the participation of all of us – is to discover new ways of being together. Our old ways of relating to each other don’t support us any longer, whether it’s at home, in community, at work, or as nation states.”

– Leadership and the New Science by Margaret J. Wheatley

A Framework for Leadership

A good understanding of leadership requires a collection of ideas and we unfortunately cannot fallback on a simple theory to explain it. Instead we will have to engage in a conversation about these ideas and see how it can fit within the organization. If we can reach a consensus about leadership, then we have a framework to work from.

Therefore, the most important step is to begin a conversation and discussion about leadership. And in the words of H. L. Mencksen, an American Journalist, “An idealist is one on noticing that a rose smells better than a cabbage and concludes that it will also make better soup.” We cannot expect one person’s conclusions about leadership to work for someone else, but instead realize that our framework for leadership will have to be inclusive enough for everyone to become a leader.

We can begin with one’s self and since leaders must be relational, it would only stand to reason that there is a “spiritual” side to leadership. Leaders must have strong spiritual convictions and beliefs to establish a foundation for their own value systems. This translates into relinquishing one-self to others and it works best when the leader is compelled to work on things that represent his or her deepest values. These values can be moral – based on values that are outside the organization or ethical – values within the organization. Therefore, leaders must be very grounded in dealing with values – struggling with a tension between change and stability – what works and what does not work. As the theologian H. Richard Niebuhr once said, “We all have a right to views of the absolute, but none of us have a right to absolute views.”

Reinventing Relationships to Share Power

Leaders must function in a shared power world. This requires an understanding of the social, political, and economic givens that you must deal with as a leader. This also requires knowing how to build teams and nurture the human aspects of the organization. And obviously, the leader should create communication that has meaning with low residual waste to the recipient of the communication. You must also do certain fundamental things – sanction conduct, put it all together for others, make policy and legislate it into the culture of the organization.

To move forward, the leader and the team will have to reinvent their model of human relationships. This may require some reflection into the basic beliefs about self, work, and power. It may also require changing the most guarded structures of the organization, from those which have to do with promotion, compensation, and other facets of motivation. This can be difficult and long-term work, but practically, the work can begin by addressing two leverage points that author Peter M. Senge⁶ and his colleagues at MIT have taught us:

⁶ Peter M. Senge is the author of the landmark book [The Fifth Discipline: The Art & Practice of the Learning Organization](#). Also see [The Fifth Discipline Fieldbook](#) and [The Dance of Change](#).

1. Promoting Intimacy
2. Sharing Authority

Intimacy in an organization starts with a commitment of knowing people in a personal sense, the person behind the job title and department role. Team members have a strong respect for member preferences. They speak openly about what they (as leaders) believe, feel, think and aspire to be. To produce this level of intimacy, engage in a regular dialogue, not probing into someone's secrets or invading their privacy, but more about what they think – their opinions, ideas. Leaders need to pull “private opinions” out which is a critical baseline for organizational change. If someone expresses distaste or interest in something, ask for the source of his or her opinion. If someone asks about your private opinions, be honest and open. “Shared-Vision” discussions can help create a sense of intimacy. When the organization (and the leader) cares about the realization of a common purpose, we recognize the need for each other's contributions.

While intimacy offers a rich sense of involvement, it also creates a certain level of vulnerability. Leaders will be mentally, emotionally, and socially exposed. They will not be free to “sneak around” or withhold certain things without damaging intimacy. Therefore, intimate situations mandate trustworthiness since leaders are bound to the team in the long run for a shared purpose. The lack of trust, pervasive in most organizations, is not a cause of lack of intimacy, but a symptom of it. Many senior managers are particularly skeptical of the value of intimacy and doubtful of their capacity to handle it.

“How can I be intimate with everyone on my team” they ask, “When I don't have time to talk to everyone?” It may require more time and attention at the beginning, but it soon leads to great timesavings. People who understand each other in an intimate way tend to waste very little time when they converse; it's the folks who are not intimate that waste time in the workplace. People who understand one another in a very real way take less effort and they don't have to undo mistakes that are provoked by inaccurate second guessing or having to write “cover my back” memos to guard against each others attacks. Therefore, intimacy increases the quality of decisions due to truth telling and a commitment to doing what's right for others. Intimacy does not mean free reign of emotions. Expressing feelings appropriately is a skill like any other – it takes practice to get it right. It requires emotional intelligence.

A wide range of feelings can be expressed at work, from genuine caring for the organization, to mutual respect for colleagues who contribute to the services. By allowing appropriate expression of feelings at work, we fully acknowledge the whole person and not the person behind the mask.

“Throughout history and in cultures everywhere, the leader in any human group has been the one to whom others look for assurance and clarity when facing uncertainty or threat, or when there's a job to be done. The leader acts as the group's emotional guide.”

– Primal Leadership: Realizing the Power of Emotional Intelligence by Daniel Goleman, Richard Boyatzis, and Annie McKee

The second leverage point for reinventing relationships is dissolving barriers to collaboration. This will require a sharing of authority. In a traditional sense, authority has been practiced as the boss's ability to command or make decisions. Because managers can tell people what to do, they are considered obligated to make all the decisions. Suppose we had a working relationship where authority is shared? This means being mutually responsible for the same effects with or without explicit shared decision-making. Without shared authority, there can be no shared creativity or authorship. If you and I work together, we see ourselves as co-creators. We may continue making individual decisions, but we do so with full knowledge of our shared purpose and what we think and feel. But who makes the tough decisions that involve painful effects (layoffs, downsizing, demotions)? The Manager will say: "a team is incapable of understanding these kinds of decisions, let alone actually making them."

Because these decisions are so critical and affect so many people, they demand involvement from the people who will be affected or held accountable. But how do you keep the decision makers honest? By making sure everyone is aware of the long-term implications, that no-one's individual interest can dominate the proceedings and the information is complete, accurate, and openly shared with everyone. As a group moves into shared authority, there is an added value of intimacy – it creates the climate to support tough decisions in tough times.

What, then can a team do to promote strong relationships? First, team members can share relevant information and educate others on what's going on. Because many people believe their authority comes from hiding information, senior management must open up first to set the example. Information that top managers choose to share obviously must be important and ideally; it should be vital to the team's efforts. Second, share your victories as well as your authority. Third, reward and recognize honest communication. Senior managers must become role models for this in every setting – staff meetings and all interactions. Fourth, promote and reward partnering across functions and across the organization.

"The first order of business is to build a group of people who, under the influence of the institution, grow taller, and become healthier, stronger and more autonomous."

– Servant Leadership by Robert K. Greenleaf

Proper Expectations

Managers are always in pursuit of trying to know: "How do I fix things?" You can't just fix things right away, but you can apply theories, methods and various techniques, increasing your effectiveness over the process. You can find and instill new guiding ideas into a process to move it along. And you should be willing to experiment with redesigning the process or the organization's infrastructure. If you proceed in all these ways, you can gradually evolve a new and better way. You can create an **organization that learns**.

It would be nice to compile a definitive book of diagnosis and techniques, which could become the learning organization's equivalent to the "Physicians Desk Reference." But doctors and other professionals evolved their tools and methods over hundreds of years. In the absence of a quick cookbook, we can engage in structured conversations about how we might become a better team and develop the core for a learning organization. The core of a learning organization is based on five learning disciplines – lifelong programs of study and practice as described by Peter M. Senge in his landmark book: The Fifth Discipline.

1. Personal Mastery:

Learning to expand our personal mastering or capacity to create results we most desire and creating an organizational environment which encourages everyone to develop themselves toward the goals and purposes they choose.

2. Mental Models:

A reflection upon, continually clarifying and improving our internal picture of the world and how we see ourselves, shaping our actions and decisions in this world.

3. Shared Vision

Building a sense of commitment to a group, in a group, by developing shared images of the future we hope to create and the principles and guiding practices by which we hope to get there.

4. Team Learning

Transforming conversational and collective thinking skills, so that groups of people can reliably develop intelligence and ability greater than the sum of individual talents.

5. Systems Thinking

A way of thinking about systems and a language for describing and understanding the forces and inter-relationships that shape the behavior of systems. This discipline helps us to see how to change systems more effectively, and to act more in tune with the larger processes of the natural and economic world. Once you begin to master team learning or systems thinking it is very difficult to play the old office game of optimizing your position at the expense of the whole.

Peter Senge has revolutionized the practice of management and team building by introducing the theory of learning organizations. In The Fifth Discipline, Senge makes the case that people who contribute the most to an organization are those people who are committed to the practice of certain disciplines for themselves:

- Expanding one's capacity to hold and seek a vision.
- Reflecting and making deliberate inquiries.
- Building through a collective and inclusive approach.
- Understanding the systems around you.

Teams bridge the gap between Leaders and Followers

At some point in time, most of us have had the opportunity to serve on a great team. It might have been in music, sports, business projects or some other endeavor. Why was it great? Probably because of:

- Relationships
- Trust
- Acceptance
- Synergy
- Results

Great teams rarely start off as great teams. A group of people gets together. It takes time to develop the knowledge of work, purpose, just as it takes time for a baby to learn to walk or a child to learn how to ride a bike. Thus, all great teams must go through some form of learning and growth before they become great; i.e. great teams represent the learning organization in action.

Great teams are groups of people, who over time enhance their capacity to create what they desire to create. Looking more closely at the development of a team, reveals that people are changed, often profoundly by the experience. There is a very deep learning cycle when one participates in a great team. Team members develop new skills and capabilities, which alters what they can do and what they understand. As new capabilities develop, so too, does awareness and sensibilities. Over time, as people begin to see and experience the world differently, new beliefs and assumptions begin to take shape, enabling further development of skills and capabilities.

Teams – Leaders will have an uncanny sense of knowing what mix of people to put together to solve problems. Additionally, the leader will walk the team through the problem, helping to remove ambiguity and certain obstacles.

Why Teams? Because organizations by their very nature obstruct real leadership. Author Jeffrey S. Nielsen in his book The Myth of Leadership notes that ranked based hierarchies tend to superimpose certain practices that contradicts what a leader is trying to do. This can include things such as formal channels of communication, misuse of power, and internal competition to get ahead.

The highest performing teams seem to perform around values. Winning sports teams illustrate this concept very well. In the national best selling book Leading with the Heart, Coach Mike Krzyzewski of Duke University puts it this way – “There are five fundamental qualities that make every team great: communication, trust, collective responsibility, caring and pride. I like to think of each as a separate finger on the fist. Any one individually is important. But all of them together are unbeatable.”

Departing senior Quin Snyder of the Duke University Basketball Team reflected on the values he learned from Head Coach Mike Krzyzewski: Commitment, Honesty, Integrity, Responsibility, Pride, and Friendship.

Confidence

One final element to consider within our leadership framework is confidence. Rosabeth Moss Kanter⁷ has articulated the importance of confidence in her book: Confidence: How Winning Streaks and Losing Streaks Begin and End. Kanter argues that confidence shapes the outcomes of many contests in life – from simple ball games to complex business challenges. How often we rely only on specialized statistics to predict outcomes – down to the third decimal point. Kanter contends that instead of concentrating on tangibles, things like batting averages in baseball or earnings per share on Wall Street, that we spend more time on the intangible stuff.

Kanter, former editor of the Harvard Business Review and now a well-respected professor and scholar, poses that it is possible for a leader to instill confidence within an organization systematically. Leaders, she says, must be self-confident to persevere, but most importantly, they must have confidence in those they lead. Kanter says: “If the people in charge rely only on themselves as the heroes who can rescue any situation, while focusing on others inadequacies, they undermine confidence and reinforce losing streaks.”

Leaders must ensure that the confidence is justified. They can do this by making sure people do three things:

1. They are accountable and keep their word.
2. They collaborate and make a commitment to the organization’s success, not just their own personal goals.
3. They are innovative since the leader in charge cannot think or anticipate everything.

It takes a major effort on the part of leaders to foster confidence. It requires certain types of actions:

1. Getting connected in new ways through new conversations.
2. Carrying out important work jointly.
3. Communicating respect.
4. Demonstrating inclusion.

New conversations and structuring the conversations is important. A CEO of a major corporation refers to this process as structuring the organization to the right conversations. “The only thing I really do” he says, “is lead conversations.” Any group is a network of conversations. I continuously thrust people into situations that force them to challenge the current conversations, to get beyond that conversation to one that is more productive.

The best organizations use their leadership teams to act on this theory by adding groups and new roles, slicing through organizational charts vertically, diagonally, and horizontally. We look for natural connections. Once again, we can see clear evidence of this with sports teams.

⁷ Other books by Rosabeth Moss Kanter include Change Masters and When Giants Learn to Dance.

Kanter offers this example: Dusty Baker, Manager of the Chicago Cubs Baseball Team recognized the need to have conversations across all positions of the Chicago Cubs Baseball Team. According to Baker: "I want my pitching coach talking to my hitters about things and my batting coach talking to the pitchers about things because if the pitcher doesn't know how the hitters think, he's not going to get him out."

One of the Cub's pitchers explains Dusty Baker by saying: "He goes that extra mile to make you think that he's in your corner. For a team to do well, you need a lot of positive energy and he exudes it. He's behind you; he cheers you on. It's not just rah-rah; maybe somebody's had a tough game. Everybody else is having a big game. He'll say let's get him a hit here. Let's pick this guy up. He truly wants to see everybody succeed."

Important Work

Rosabeth Moss Kanter also provides insights into how we identify with work. The reason people are having new conversations is that there are critical problems to be solved. There's nothing like a huge responsibility and deadline to focus the mind. Important work has a clear strategic significance so that it matters to everyone's fate and it offers opportunity for those who see where their efforts can make a difference.

Chemistry – confidence in one another builds up the ability to score a win and with each win, game-by-game, project-by-project, the organization becomes a place where people want to go to work and create the victories.

Rituals of Respect

Respect is signaled by leaders in how they treat people and how they expect them to treat others. They can foster the language of contribution rather than blame, insisting that people seek solutions and value between one another for an overall contribution. Teams that produce innovations encourage people to speak up, expressing their concerns without rancor or contentiousness.

Inclusion – Investing in Everyone

To get people to invest in one another, leaders need to show people they are worth investing in. A collective face-lift changes demeanor. Improvements that people see everyday, when they come to work, continues to reinforce the message of "your presence matters." The other virtue is these investments are inclusive; that is everyone shares them.

This highly collaborative process seems to consist of: 1) new connections important to work, 2) shared goals, 3) rituals of respect and 4) investments that include everyone, helping to unleash positive energy and aspirations.

Or to go back to Rosabeth Moss Kanter, people can walk on water when they know the three cornerstones of confidence are under their feet. The first stone: Facing facts and reinforcing responsibility. The second stone: Cultivating collaboration. The third stone: Inspiring initiative and innovation. Every "water walker", as Kanter likes to call them, needs these stones to get across the waters of confidence. Knowing that what's underneath will hold you and help you rise to victory is the essence of confidence.

The Leaderful Organization

Now that we have a baseline framework for leadership (Chapter 3 of this short course), let's see how we can fit it into an organization. This can be quite difficult because leadership historically takes on traditional forms. So let's begin with how collaborative leadership (the basic framework we want to achieve) contrasts with traditional forms of leadership, such as leadership obtained by position.

Tactical Leadership (sometimes referred to as heroic leadership) is exercised when the objective is a very clear win – defeat the opponent, meet the numbers, win the proposal, renew the contract, etc. A plan for achieving results is quite clear and in place. The team is led to carry out the plan with leaders playing the role of coach. A typical example is a film director for a movie or a military general engaged in warfare. Tactical leadership is easy to grasp and understand. Many of our heroes have been tactical leaders. Tactical leaders tend to clarify specific goals, they convince us of that which is essential for meeting an objective, explaining the plan, organizing the execution, and dealing aggressively with individual performance.

Positional Leadership is associated with being at the top. For many people, position and leadership are synonymous. The President of the United States or the Chief Executive Officer of a corporation are positional leaders. Positional leaders are those individuals “in charge” whose purpose is to perform a set of tasks and activities, not unlike tactical leaders. Therefore, both tactical and positional leaders set goals, organize activities, motivate others, and based on the results and impact to others; they can be widely popular or unpopular. In some cases, they can be extremely inspiring, energizing us in ways that almost make us worship or idolize the leader.

In contrast, *Collaborative Leadership* is guided by a different set of tasks. The primary task is to see to it that the process is constructive for getting results. This task is not superimposed upon others, but instead the collaborative leader is question driven, leading the group in coming up with the answer(s).

The collaborative leader must be comfortable with leading in unfamiliar territory, where few established working relationships exist, but must be created. Therefore, the collaborative approach to leadership is often met with cynicism both from those who consider any leadership activity a waste of time, but also from those who are accustomed to traditional leadership. A typical response from a follower would be:

“It's always been that way. This is how we've always done it. There's nothing I can do about that. It's not part of my job – not written into my job description.”

Appearances to the contrary, collaborative leaders are in fact very action oriented, but their actions are more about convincing people that something can be done, not telling them what to do or doing the work for them. Collaborative leaders bring people to the table, help them work together constructively, and keep them at the table. There are four fundamental principles behind collaborative leadership:

1. Inspire Commitment and Action.
2. Lead as Peer Problem Solvers. Who is in charge is not important.
3. Broad Based Involvement – there is a very broad range or base of involvement cutting across several dimensions.
4. Sustain Hope and Participation.

From Collaborative Leadership to the Learning Organization

Let's go back to Peter Senge and The Fifth Discipline, as we must make the connection between collaborative leadership and the learning organization. We need to realize that a deep learning cycle constitutes the essence of what drives the learning organization, great teams, and great leaders. The development, not just of new capabilities, but also of fundamental shifts in our minds, teams, and organizations is rooted in the five basic learning disciplines articulated in The Fifth Discipline⁸.

Sustained commitment to these five disciplines keeps the deep learning cycle alive and well. When the cycle begins to operate, we see resulting changes that are significant and enduring. In the realm of management and leadership, many people are conditioned to see organizations as things rather than patterns of interaction and learning. We look for solutions that fix problems as if they are external and can be fixed without “fixing” what is inside of us – that which led to the problem in the first place. Consequently, we are inevitably drawn into an endless spiral of superficial quick fixes and worsening difficulties in the long run.

In organizations, focusing on the primacy of the whole, as a guiding idea, should be the first step we take. So what should we do when we go back to our organizations Monday morning? Perhaps we should all:

- Reinvent relationships
- Stay loyal to the truth
- Help build a shared vision
- Comprehend systems
- Engage in dialog sessions
- Think of the organization as communities

The concept of community is quite powerful and often prevalent outside the organization as well inside. In his book The Purpose Driven Life, Rick Warren describes how all individuals can go about cultivating community in their personal lives:

Authenticity – Express your feelings

Mutuality – Encourage others

Sympathy – Support others

Mercy – Forgive others

Honesty – Speak the truth

Courtesy – Respect the differences of others

Humility – Admit your weaknesses

Confidentiality – Avoid the personal side in public

Frequency – Community is the top priority

⁸ Peter M. Senge is the author of the landmark book The Fifth Discipline: The Art & Practice of the Learning Organization.

Team Oriented

Although we've already alluded to the concept of teamwork, it's worth revisiting since teams are so vitally important for creating the leaderful organization. We can all look back and reflect - Have you ever been part of a great team? You probably can define it in certain ways – You felt personally committed to something greater than yourself.

Think back to that experience. What was different about it? People do good work all the time. So what made it special? Why was it such a great team? A team member might answer:

- I felt powerful.
- I felt excited.
- I believed in what we were doing.
- Everyone was pulling together.
- I could tell that I was making a difference.
- I felt like I owned what we were doing.
- I had a lot of passion for what I was doing.
- There was a clear challenge in front of all of us.

How can teams create this kind of feeling within an organization? What can we do together to achieve, accomplish, and create the same feelings we once remembered from some past team experience?

The description of collaborative leadership cuts to the heart of what makes great teamwork. Within the typical organization, teams must rally around a common and shared goal. In some cases, a great team runs contrary to the organizational culture – sometimes having a distain for those at the top. Teams can only work to the extent that they have some autonomy to do what is right, not restricted by the culture of the organization.

Finally, teams are not without their drawbacks. Teams that are too large get bogged down through lack of consensus. The wrong mix of people will not yield the best results. And if people are not empowered, then teams have limited value. Patrick M. Lencioni cites five major problems with teams in his book The Five Dysfunctions of a Team: Absence of trust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results. None-the-less, people cannot work in isolation and hope to solve all problems – no one is that smart.

Working through the Chaos

Because of so much change, leaders must know how to move through chaos, learning to accept change and ambiguity, and ultimately learning to thrive on chaos. This great feat is a critical ingredient behind the leaderful organization and it seems to reside in ten interesting traits:

1. Leaders manage the dream for others. As Carl Jung says: “A dream that is not understood remains a mere occurrence. Understood, it becomes a living experience.”

2. Leaders are not afraid of failure and thus, they embrace error. The only mistake is to do nothing.
3. Leaders encourage a reflection backwards to comprehend what is ahead. In the words of one leader: “I never know what I say until I hear the response.”
4. Leaders accept dissent since some level of disagreement is required for real progress. This is the organizational corollary for reflecting back. Contrary views and devil’s advocates are sometimes needed to force change. Sam Goldwyn, after six box office flops, brought his staff together and said: “I want you to tell me exactly what’s wrong with me and MGM. Even if it means losing your job.”
5. Leaders possess the noble factor of optimism, faith, and hope. Hope gives the leader choices. Comedian George Burns conveyed these qualities when he said: “I can’t die. I’m booked.”
6. Leaders understand the fallacies of managing vs. leading and they expect the best from people provided that the people have the right leadership.
7. Leaders have an uncanny sense of where the culture of the organization should be and where the organization must go if it expects to grow and survive.
8. Leaders have a vision and roadmap to get there – possessing a long-range view of things.
9. Leaders have a solid grasp of stakeholders’ symmetry. They recognize the need to balance competing claims of all groups who have a stake within the organization.
10. Leaders are highly effective at building strategic alliances and partnerships. They see the world globally and they know they and the organization cannot hide in today’s highly connected world.

Make it Authentic

Finally, leaders need to build common organizational purposes and values to guide the organization as opposed to objectives and goals. This helps break the dichotomy that often holds leadership back. Additionally, it is important to convey a positive future, the expectation and confidence of creating the right outcomes. This keeps everyone in the game, as opposed to just playing until the clock runs out.

Making leadership **authentic** is paramount since people will not follow those they do not trust. Therefore, leaders must knit the entire organization together through inclusiveness. Authentic leaders clearly comprehend the change they want and likewise, followers consider this change genuine and lasting. And of course, this is quite challenging. As Rosabeth Moss Kanter points out in her book Change Masters – “It’s like teaching an elephant to dance. It only happens after some smashed toes.”

Assessing and Developing Leadership

Our final chapter will explore some of the techniques for measuring leadership. A framework of accountability or measurement is not only important to the development of individual leadership, but also for creating the leaderful organization. There is a wide range of assessment tools available for measuring leadership:

1. Myers-Briggs Type Indicator: Although not directly related to leadership, this is probably the best overall assessment tool for understanding the different personality types of people.
2. Leadership Practices Inventory Model: Easy to use and widely practiced in the corporate world.
3. Campbell Leadership Index: Basic listing of approximately 100 leadership characteristics – somewhat difficult to use.
4. Prospector – Center for Creative Leadership: Looks at 57 different behaviors – somewhat limited in application.
5. Skillscope – Center for Creative Leadership: Good overall model that looks at 15 different leadership clusters.
6. Leadership Odyssey: A nice modern day tool for assessing leadership based on 37 attributes.
7. Emotional Competence: Several tools are available for measuring emotional intelligence – a major factor behind leadership effectiveness.

Due to the limited scope of this short course, we will focus on three basic models – Leadership Practices Inventory, Leadership Odyssey, and Emotional Competence or Quotient.

The LPI Model

One of the most widely used models for measuring leadership is the Leadership Practices Inventory or LPI Model. The LPI Model was created by James M. Kouzes and Barry Z. Posner. In their book The Leadership Challenge, Kouzes and Posner make the case that leadership is a set of learnable practices that virtually anyone can master. Kouzes and Posner suggest five principles for getting extraordinary things done in an organization:

1. Effective leaders challenge the process. They take risks, challenge the system and challenge the way things are normally done. They experiment, innovate and learn. They are not satisfied with the status quo.
2. Leaders inspire a shared vision. They breathe life into the hopes and dreams of others. They enable them to see the exciting possibilities that the future holds. Leaders get others to buy into their dreams by showing all will be served by a common purpose. They understand people's needs and have their interest at heart.

3. Leaders who get extraordinary things done “enable others to act.” They enlist the support of all those who are necessary to get results, as well as those who are affected by the results. Their role is to encourage collaboration and teamwork and “make it possible for others to do good work.” There is a sample word to detect if someone is on the road to becoming a leader. The word is “we.”
4. Good leaders model the way. They lead by example. Their behavior, attitudes and actions reflect their beliefs and purposes. They are clear about their beliefs and understand that respect is earned by acting consistent with their beliefs. They practice what they preach!
5. Leaders encourage the heart. The climb to the top is hard and long. People become exhausted, frustrated, and discouraged. Often, they are tempted to give up. Leaders must encourage the heart of followers to carry-on. They must convince followers that success is possible.

The LPI Model, now estimated to be in use by over 750,000 people worldwide, relies on an assessment survey of both the leader and observers of the leader. Thirty questions are used to rate leaders, such as the following observer questions:

- Praises people for a job well done.
- Actively listens to diverse points of view.
- Treats others with dignity and respect.

The complete LPI Model is available on CD, including workbooks and survey templates, by ordering the [Leadership Practices Inventory: Facilitator’s Guide](#).

Leadership Odyssey

The Leadership Odyssey is one of the better models for assessing leadership because it is more complete – offering some practical tools and exercises for creating leaders. The Leadership Odyssey Model also includes instructions on how to interpret the assessment results and create a personal development plan. And the model is universally appealing – works for developing community leaders, organizational leaders, and student leaders. As a result, the Leadership Odyssey Model is practiced in a variety of settings. This model is completely documented in the book: [The Leadership Odyssey: A Self-Development Guide to New Skills for New Times](#) by Carole S. Napolitano and Lida J. Henderson.

The Leadership Odyssey follows three distinct steps:

1. Collecting the Data – Rating behavior over a broad range of attributes on a seven-point scale.
2. Normalizing the Data – Specific instructions are given on how to arrange and compile the data for interpretation.
3. Interpreting the Data – Specific instructions are provided on how you go about reading the results of the normalized data.

Assessment surveys are used to collect the data. Surveys can be used to assess yourself or others. Here is an example of a survey question:

Vision: Possesses a vivid compelling view of the future or is capable of imagining what the future could be, subscribes to the belief that one can influence the future by pursuing a desired end state.

Rating Scale (7 = Highest 1 = Lowest)

1 2 3 4 5 6 7

Measuring Emotional Intelligence

One way to directly assess leadership capacity is to look at one's Emotional Quotient or EQ. In 1995 Daniel Goleman published the best seller Emotional Intelligence, which popularized how emotional intelligence is linked to leadership. To quote Matthew Jueschter, Chairman of the American Society for Training and Development:

“Leadership is almost all emotional intelligence, especially in distinguishing between what managers do and what leaders do – things like taking a stand, knowing what's important to you, pursuing your goals in partnership with others.”

Emotional Intelligence is about placing a value on the feelings of others. We all have emotional needs – emotions represent real needs, basic to how we connect with others, how we define our moral boundaries, and how we find self-esteem. And since self-esteem is at the foundation of productivity and performance, there is a serious relationship between one's emotional intelligence and one's performance. Emotional Intelligence is measured in the form of one's Emotional Quotient or EQ.

There are numerous models for measuring emotional intelligence or EQ:

ECI 360: One of the better models since it incorporates a 360-degree feedback for a more comprehensive and complete assessment. Developed by Richard Boyatzis and Daniel Goleman. Measures 20 competencies over four clusters – self awareness, self management, social awareness, and social skills. For more information, visit www.eiconsortium.org/measures/eci_360.htm

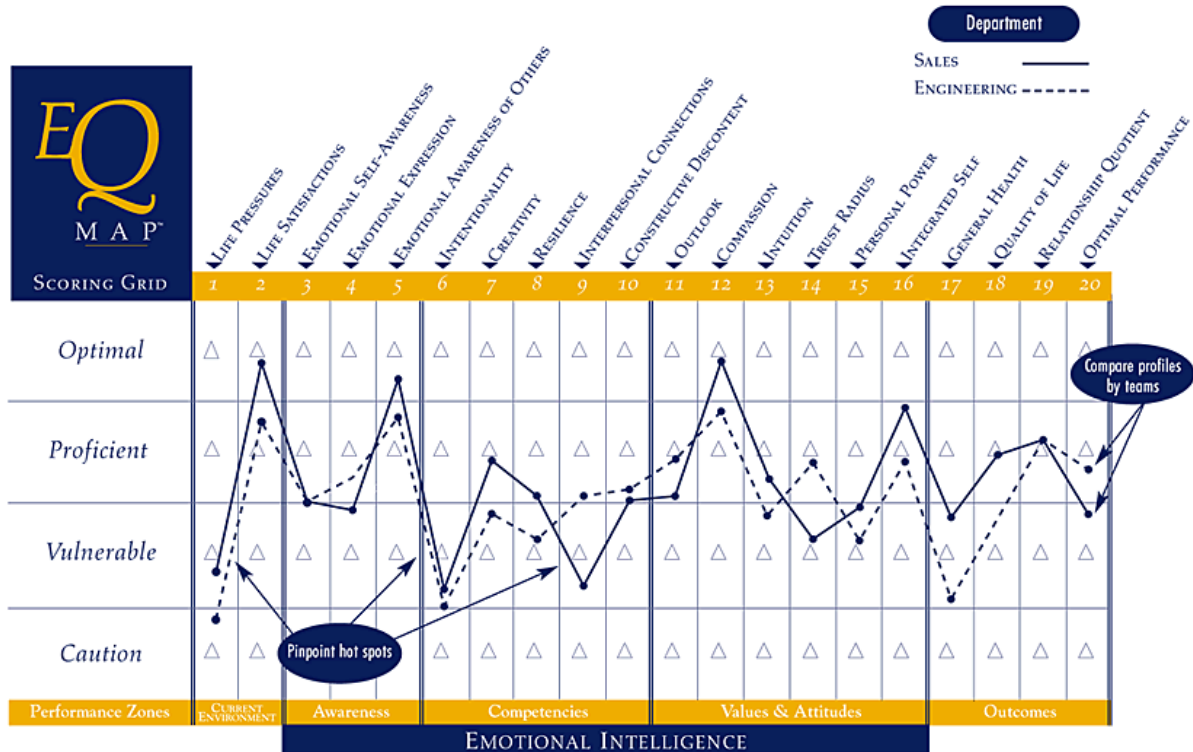
EQ-i: Emotional Quotient inventory developed by Dr. Reuven Bar-On. Tests 133 items over five composite scales – intrapersonal, interpersonal, adaptability, stress management, and general mood. For more information, visit www.eqi.cc

BOEI: Benchmark of Organizational Emotional Intelligence - used to assess emotional intelligence within departments, divisions or entire organizations. For more information, visit www.emotionalintelligencemhs.com/BOEI.asp

MSCEIT: Mayer-Salovey-Caruso Emotional Intelligence Test – measures 145 items over four branches: Perceiving emotions, facilitating thought, understanding emotions and managing emotions. For more information, visit www.emotionalintelligencemhs.com/MSCEIT.htm

WPQei: Work Profile Questionnaire emotional intelligence – Brief questionnaire that takes about ten minutes to complete. Measures 84 items within a seven-component framework – innovation, self-awareness, intuition, emotions, motivation, empathy, and social skills. For more information, visit www.testagency.com

EQ Map: A set of tools for measuring, tracking and improving emotional intelligence. Measures twenty scales over five sections – current environment, awareness, competencies, values / attitudes and outcomes. See example below:



Source: Q-Metrics (www.qmetricseq.com)

Organizations consist of people. We need to manage the human factors – perceiving emotions, integrating our emotions into our thoughts and actions, and knowing how to manage and use our emotions constructively. To paraphrase Cary Cherniss, Chairman of the Consortium for Research on Emotional Intelligence in Organizations and co-author of *EQ: The Emotionally Intelligent Workplace* – Behavior influences people and if the biggest influences come from our leaders, then our leaders must be emotionally intelligent.

Emotional intelligence, according to Time magazine, “may be the best predictor of success in life.” And despite the fact that emotional intelligence is a relatively new concept, there is overwhelming evidence that our best leaders and most successful people are very emotionally smart (high EQ’s).

“I have found, however, that the most effective leaders are alike in one crucial way: they all have a high degree of what has come to be known as emotional intelligence. It’s not that IQ and technical skills are irrelevant. They do matter, but mainly as threshold capabilities; that is, they are the entry-level requirements for executive positions. But my research, along with other recent studies, clearly shows that emotional intelligence is the sine qua non of leadership.”

– What Makes a Leader? by Daniel Goleman – Harvard Business Review, Nov-Dec 1998

Recognizing Leadership Early On

Everyone, including children, can develop their leadership skills. This is the starting point for growing our social capabilities. If leadership is about making things happen, then we can identify and grow leadership abilities since so much of leadership is learnable. Several schools now conduct leadership inventories, looking at how well students work in a group setting. Inventory questions include:

1. Does the student help create focus within the group?
2. Does the student get along well with others within the group?
3. Does the student have a positive influence on others within the group?
4. Does the student listen well?
5. Does the student encourage others within the group?

As is the case with leadership development at the adult level, there are several models we can use to build leadership during adolescence. Four teacher-scored models are listed below:

1. Scales for Rating Behavioral Characteristics of Superior Students Revised – Used at K-12 grade levels, consists of 95 items, published by Creative Learning Press.
2. The Gifted Evaluation Scale – Used at K-12 grade levels, consists of 48 items on 5 point Likert type scale, published by Hawthorne Educational Services.
3. The Eby Gifted Behavior Index – Used at all age levels, consists of checklists, published by D.O.K. Publishers.
4. The Pfeiffer-Jarosewich Gifted Rating Scale – Used at grade levels 6 and above, consists of checklists on 5 point Likert type scale, published by The Psychological Corporation.

Like any form of talent, it takes hard work at an early age to become a great athlete, musician or a great leader. We need to create opportunities for young adults and children to engage in the act of leadership. We should teach young people what “right” looks like early on, so that when they get older and participate in our institutions, they will know what are the right things to do.

“Leadership is defined not by the scale of the opportunity but by the quality of response.”

– Heroic Leadership by Chris Lowney

Course Summary

“Where have all the leaders gone?” asks Warren Bennis. Leaders seem to be an endangered species, caught in the whirl of events and circumstances beyond rational control. A few years ago a scientist at the University of Michigan listed what he considered to be the ten basic dangers to our society. Nuclear War and a worldwide epidemic appeared at the top of the list, but so did the quality of management and leadership of our institutions. All institutions must begin the journey of defining and developing leadership.

Definitions of leadership have shifted dramatically in recent years with the explosion of books about leadership. The most recent writings on leadership postulate that leaders:

- Manage the Dream.
- Embrace Errors – the only mistake is to do nothing.
- Encourage Reflection and Back Talk.
- Encourage Dissent – the organizational framework for reflection and back talk
- Posses the Noble Factor – Faith, Hope, and Optimism.
- Have that Special Touch – that sense of where the campaign is going – where the organization must be if you’re to win.
- Have a Long-Term Focus and Outlook – engage in planning.
- Understand Stakeholder Symmetry – realizing that you must balance competing claims of all people who have a stake in the organization.
- Create the Ability to Think Organizationally; i.e. the whole and not just one or two parts.

Leaders grasp some “end-state” beyond the present and they communicate this end-state to others in such a way that others are willing to take up the challenge. Leaders work hard at coming up with these future states, rarely satisfied with the current situation as it stands today.

What is true of leaders is ultimately true of each one of us – for better or worse. As Ralph Waldo Emerson says – “What you are speaks so loudly, I cannot hear what you say.” Harvard professor Abraham Zaleznik conjectures that there are two kinds of leaders: Once born and twice born. The once born leaders easily transition from home and family to their own independence. Twice born leaders generally suffer as they grow up, feeling very different from others and so develop a very elaborate inner self. As they grow older, they become very independent, relying wholly on their beliefs and ideas. Once born leaders have been invented by their circumstances while twice born leaders have been forced to invent themselves. To put it in a raw sense, leadership is first “being” and then “doing.”

To become a leader, you must become yourself and become the maker of your destiny, thus enabling you to become the maker of a destiny for others. In the words of the Frenchman Alexis deToqueville - “In democratic countries, knowledge of how to combine is the mother of all forms of knowledge. On its progress, depends that of all others.”

Quotes on Leadership

“A leader shapes and shares a vision which gives point to the work of others.”

- Charles Handy

“A leader is a dealer in hope.”

- Napoleon Bonaparte

“The job of the leader is to speak to the possibility.”

- Benjamin Zander

“Leadership is not a person or a position. It is a complex moral relationship between people, based on trust, obligation, commitment, emotion, and a shared vision of the good.”

- Joanne Ciulla

“The only definition of a leader is someone who has followers.”

- The Drucker Foundation

“The function of leadership is to produce more leaders, not more followers.”

- Ralph Nader

“Leadership is influence – nothing more, nothing less.”

- John Maxwell

“The first responsibility of a leader is to define reality. The last is to say thank you. In between the two, the leader must become a servant and debtor. That sums up the progress of an artful leader.”

- Max DePree

“The growth and development of people is the highest calling of leadership.”

- Harvey S. Firestone

“The quality of a leader is reflected in the standards they set for themselves.”

- Ray Kroc

“Great leaders are almost always great simplifiers, who can cut through argument, debate, and doubt to offer a solution everybody can understand.”

- Colin Powell

“You can't lead anyone else further than you have gone yourself.”

- Gene Mauch

“Leaders are visionaries with a poorly developed sense of fear and no concept of the odds against them.”

- Robert Jarvik

“Nothing so conclusively proves a man’s ability to lead others as what he does from day to day to lead himself.”

- Thomas J. Watson

“When a man assumes leadership, he forfeits the right to mercy.”

- Gennaro Anquilo

“Leadership involves finding a parade and getting in front of it.”

- John Naisbitt

“Those who stand for nothing fall for anything.”

- Alexander Hamilton

“Always do right. This will gratify some and astonish the rest.”

- Mark Twain

“If you stop learning today, you stop leading tomorrow.”

- Howard Hendricks

“True leadership must be for the benefit of the followers, not the enrichment of the leaders.”

- Robert Townsend

“Never discourage anyone who continually makes progress, no matter how slow.”

- Plato

“Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall.”

- Stephen R. Covey

“The final test of a leader is that he leaves behind in others the conviction and will to carry on.”

- Walter Lippman

“The very essence of leadership is that you have to have vision. You can’t blow an uncertain trumpet.”

- Theodore M. Hesburgh

“You manage things, you lead people.”

- Admiral Grace Murray Hooper

Recommended Reading

On Becoming a Leader by Warren Bennis

Learning to Lead: A Workbook on Becoming a Leader by Warren Bennis and Joan Goldsmith

Leadership by James MacGregor Burns

Leadership is an Art by Max DePree

A Briefing for Leaders: Communication as the Ultimate Exercise of Power by Robert L. Dilenschneider

Harvard Business Review on Leadership – Harvard Business School Press

Ethics: The Heart of Leadership by Joanne B. Ciulla

Choosing to Lead by Kenneth E. Clark and Miriam B. Clark

Connective Leadership: Managing in a Changing World by Jean Lipman-Blumen

Authentic Leadership: Service, Stewardship, Spirit, and Servant-Leadership by Larry C. Spears

The Tao of Leadership by Lao Tzu, adapted by John Heider

On Leadership by John W. Gardner

Leading Minds: An Anatomy of Leadership by Howard Gardner

Servant Leadership by Robert K. Greenleaf

Leadership and the New Science: Learning About Organization from an Orderly Universe by Margaret Wheatley

Leadership without Easy Answers by Ronald A. Heifetz

The Leader of the Future: The Drucker Foundation Future Series by Frances Hesselbein, Marshall Goldsmith, and Richard Beckhard

The Leadership Factor by John P. Kotter

The Leadership Challenge: How to Get Extraordinary Things Done in Organizations by James M. Kouzes and Barry Z. Posner

The Leader's Edge: The Seven Keys to Leadership in a Turbulent World by Burt Nanus

The Leader's Companion: Insight on Leadership through the Ages by J. Thomas Wren

Final Exam

In order to receive credit for this short course, you need to correctly answer at least seven of the following ten questions correctly. You can take this exam online by clicking on the “take exam” hyperlink, located on the internet at www.exinfm.com/training.

1. Leaders come in many roles, but in today’s world where we now have an abundance of information about what leaders really do, leaders are no longer thought of as:
 - a. Captains
 - b. Adaptive
 - c. Managers
 - d. Counselors
2. Which of the following qualities would be more attributable to a manager than a leader?
 - a. Inspiring people with a vision
 - b. Creating a network of relationships
 - c. Administering when things get done
 - d. Facilitating a conversation about new ideas
3. A servant leader tends to be highly focused on:
 - a. Maintaining the status quo
 - b. Getting all processes to work
 - c. Following the culture of the organization
 - d. Providing for the needs of co-workers
4. Three basic functions performed by leaders are the organizational function, the decisional function, and the:
 - a. Interpersonal function
 - b. Control function
 - c. Political Function
 - d. Systems function
5. If we follow the thinking of Warren Bennis, then leaders can build credibility with followers by conveying a:
 - a. Push for results
 - b. Positive attitude in others
 - c. Tolerance for low risks
 - d. Conformance to hierarchy

6. There are several theories concerning leadership. One such theory concerns how leaders must share knowledge, get people engaged in conversations, and create processes for interaction. This theory of leadership is called:
 - a. Reciprocal Leadership
 - b. Collaborative Leadership
 - c. Value Based Leadership
 - d. Principled Leadership

7. In an effort to build and grow confidence, what actions might be appropriate on the part of the leader?
 - a. Replicate what has worked from the past
 - b. Reduce the time spent on deliberation
 - c. Show respect for others
 - d. Make decisions quickly

8. Organizing activities for others when there is a clearly defined objective or goal will probably fall on a:
 - a. Tactical Leader
 - b. Collaborative Leader
 - c. Authentic Leader
 - d. Spiritual Leader

9. Which of the following models can be used to help assess and develop leadership within an organization?
 - a. Intelligence Quotient Index
 - b. Knowledge Base Factor
 - c. Positional Rating Scale
 - d. Leadership Practices Inventory

10. Emotional intelligence is a major factor in determining the success and effectiveness of a leader. Which of the following measurement tools can we use to assess emotional intelligence?
 - a. Gifted Employee Test
 - b. ECI 360
 - c. BI Thinking Model
 - d. SCC Capacity Index