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Leadership: Changes Necessary to Remain Globally Competitive in the Twenty-First Century

Donna M. Ludewig

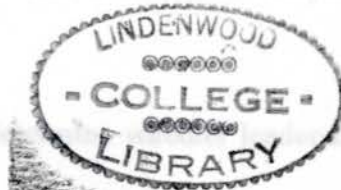
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LEADERSHIP: CHANGES NECESSARY TO REMAIN GLOBALLY COMPETITIVE IN THE TWENTY-FIRST CENTURY

Donna M. Ludewig, B.A.



An Abstract Project Presented to the Faculty of the Graduate School of Lindenwood College in Partial Fulfillment of the Requirements for the Degree of Master of Business Administration

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ABSTRACT

This thesis will focus on the study of leadership, and modifications a leader must make in leadership direction so that corporations' leaders will empower their employees to perform each task successfully.

Research has suggested many people do not understand the meaning of the term leadership, because it is difficult to measure objectively and define. Leaders normally are not born with leadership skills, but leadership is learned through classroom studies and monitors who possess excellent leadership talent. Organizations must develop new leaders who enhance new ideas. Leaders must communicate effectively, manage the performance of others, analyze situations and use good judgement.

The purpose of the research is to determine whether leadership skills of leaders must change if a corporation will successfully enter the twenty-first century. Specifically, the hypothesis is that effective leaders, in the twenty-first century, will depend upon the ability of the leader to empower his/her subordinates.

Research consisted of secondary data collected by leadership theorists. While some of the information came from empirical studies, much of the data were a result of personal interviews.

The results of the research produced considerable evidence to suggest that the hypothesis is accepted. The authors concluded that enabling others to act in the leadership role was the most frequently used characteristic of all leaders.

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**LEADERSHIP: CHANGES NECESSARY TO REMAIN GLOBALLY
COMPETITIVE IN THE TWENTY-FIRST CENTURY**

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The author continues to say, "The central theme of leadership is getting things accomplished through people" (351). In "Managers and Leaders: Are they different?", Zenger comments that leadership requires the use of power to influence the thoughts and actions of other people (326).

The trait approach of effective leadership

Conte indicated that the trait approach to leadership is based on early leadership research that seemed to indicate that a good leader is born and not made. The research that has been conducted thus far indicates that the following characteristics tend to be present in successful leaders:

- 1) The leader must have intelligence which includes excellent judgment and verbal abilities.

Chapter 1

INTRODUCTION

Definition of leadership

In the Principles of Modern Management, Samuel C. Certo indicates that "leadership is the process of directing the behavior of others toward the accomplishment of some objective" (351). Directing shall be interpreted as the causing of individuals to act in a certain way or to follow a particular course. The author continues to say, "The central theme of leadership is getting things accomplished through people" (351). In "Managers and Leaders: Are they different?", Zaleznik comments that leadership requires the use of power to influence the thoughts and actions of other people (126).

The trait approach of effective leadership

Certo indicated that the trait approach to leadership is based on early leadership research that seemed to assume that a good leader is born and not made. The research that has been conducted thus far indicates that the following characteristics tend to be present in successful leaders:

- 1) The leader must have *intelligence* which include *excellent judgment and verbal ability*.

- 2) Past achievement in *scholarship* and *athletics* is present.
- 3) The leader has *emotional maturity* and *stability*.
- 4) *Dependability, persistence, and a drive* for continuing achievement is present.
- 5) The leader must have skill to *participate socially* and adapt to *various groups*.
- 6) The leader has a desire for *status* and socioeconomic position. (Certo 353)

In The Anatomy of Leadership, Eugene E. Jennings disagreed and quoted one researcher who said, "Over fifty years of trait studies have failed to produce one personality trait or set of qualities that can be used consistently to discriminate leaders from nonleaders" (qtd. in Certo 353).

Certo indicated that past research studies conclude that no traits or combination of traits guarantees that a leader will be successful. Thus, Certo concluded that the leadership concept is a complex issue which makes it difficult to find conclusive evidence pertaining to the trait approach of leadership (352).

In Organizational Behavior, Robert P. Vecchio endorses Certo's conclusion on the trait approach of leadership. Vecchio stresses, however, that traits as predictors of effective leadership depends to a large extent on the specific situation. Effective leadership depends less on predisposition than on the ability of the leader to adapt to unique needs of different situations (Vecchio 305).

Leadership profile

Certo reprinted an article from the Personnel Management Process book. The article presented a profile which showed the comparison of successful and unsuccessful organization leaders. A summary of the main theme is presented in table 1.

TABLE 1

Profile of a Successful Leader versus Unsuccessful Leader

SUCCESSFUL LEADER	UNSUCCESSFUL LEADER
A person who usually was in the upper ten percent of their class.	A person who tended to be in the middle or lower half of their class.
The individual's favorite subject was probably one of the social sciences or English, even though they may have majored in engineering or business.	Their favorite subject was science or math.
The <i>New York Times</i> is the newspaper read, and an interest is in French impressionist paintings and Tchaikovsky's music.	They read the <i>New York Times</i> less than their successful counterparts and the <i>Wall Street Journal</i> more.
The television habits tend to watch news programs and sports with occasionally mixing of such programs as "All in the Family."	They prefer to watch sports on television instead of news.

<p>The person admires leaders such as Winston Churchill, although Richard M. Nixon rated high with them before Watergate. Dwight D. Eisenhower and John F. Kennedy are lesser choices, but in the top four.</p>	<p>They are politically more independent or neutral than successful people.</p>
<p>Successful executives place a high priority on moral standards and integrity, on a sense of fairness to others, and a sense of personal worth.</p>	<p>The person places survival and return on investment on the same par as integrity. They are less interested in helping humanity than in helping themselves.</p>
<p>In the leader scale of values, they place power and economics at the top of the list. However, they are significantly higher than less successful executives in their concern for people.</p>	<p>The individual places a great value on intelligence and they place economics at the top of the list of values</p>

SOURCE: Principles of Modern Management. Exhibit from Personnel Management Process by Wendell L. French (1982) 5th ed.

Wendell L. French, author of Personnel/Management Process, provided an illustration of the comparison of a successful and unsuccessful leader through a self-analysis that John Rick, a dietitian and manager of the food services department in a large metropolitan hospital, completed on himself. Rick said, "He does not have all of the leadership qualities, but he will make a conscious effort to develop the leadership qualities that he currently does not have" (qtd in Certo 350). Certo emphasized that a person who does not possess all of the qualities of a successful leader should develop a strategy plan to change his or

her interest and attitudes to be more consistent with the profile of the more successful leader (350).

Leadership styles

Corriere says, "Leadership style decides if your business can succeed without you" in "Rambo Vs Schwarzkof," an article published in Colorado Business Magazine. The author indicated two opposing leadership styles can work within a given organization. One type of leadership style is when an individual operates the business single-handily with cunning, intelligence, and courage. Corriere depicted this individual as a superstar owner who is highly talented and irreplaceable. This type of leadership suggests that a long-range plan is not present. The leader does not have a record of how he or she conducted the day-to-day operation. There are no key employees, no organizational chart, and no job descriptions. The employees do what they are told to do. The firm is a reflection of the leader, and without the leader, the business has little value. This type of management is present in small businesses (Corriere 37).

Corriere continued to say that the opposite style of leadership is exemplified by one who leads others in the desired direction so the plan is successfully executed. A business with this style of leadership depicts the

leader as a planner. Typically, the policies and procedures of the business are outlined in a manual. The manual explains the credit policy, customer service policy, employee benefits, organization structure, job description, annual key business objectives, action plans, etc. Thus, the manual is a complete explanation of how the business operates, and it includes in detail each business operation. The employees are well trained, and most are happy to be at work each day. The employees are aware that they contribute in large part to the success of the firm. This type of leadership is present in large corporations (37-38).

Corriere said that each style of leadership produces successful results under the current leader. The organization, however, must look at the long-range future of the organization. In determining whether the proper leadership style is right for an organization, one must examine what will happen to an organization when the current leader is unable to operate the business (38).

Definition of manager

In Management: A global Perspective, Heinz Wehrick & Harold Koontz indicate that management is the process of designing and maintaining an environment in which people effectively work together in groups to accomplish selected goals. The authors indicated, however, that the basic

definition of management must be expanded to include the following items so that the definition encompasses the changing world market:

1. As managers, people carry out the managerial functions of planning, organizing, staffing, leading, and controlling.
2. Management applies to any kind of organization.
3. It applies to managers of all organizational levels.
4. The aim of all managers is the same: to create a surplus.
5. Managing is concerned with productivity which implies effectiveness and efficiency. (Wehrick & Koontz 4)

Abraham Zaleznik notes the definition of management must also include that a manager is a problem solver who requires that many people operate efficiently at different levels of status and responsibility (Zaleznik 126).

The traits of a manager

Zaleznik said that research of the managerial traits suggests that persistence, tough-mindedness, hard work, intelligence, and analytical ability must be present for a person to exhibit effective management. The two most important traits that must be present, however, are tolerance and goodwill (Zaleznik 127).

The Functions of Management

Since the analysis of management is facilitated by a useful and clear organization of knowledge, Wehrick & Koontz suggested that it is helpful to

break down management into five managerial functions of planning, organizing, influencing, and controlling (Wehrich & koontz 4). Certo provided an elaborate description of the five managerial functions:

1. *Planning* which is the process of choosing the tasks that must be performed, outlining how the tasks must be performed, and indicating which tasks must be performed.
2. *Organizing* is assigning the tasks which were chosen from the planning stage.
3. *Influencing* is the process of commanding the activities of the people within the organization in the proper direction. This term is also referred to as *motivating, leading, directing, and actuating*.
4. *Controlling* consist of the process of comparing performance to plans to see if any changes are necessary. (8-9)

The Difference between Leading and Managing

Certo compares management and leading:

Leading is not the same as managing. Leadership is a subset of management. Leading mainly emphasizes behavioral issues. However, some managers are leaders and some leaders are managers, leading and managing are not identical activities. Although not all managers are necessarily leaders, the most effective managers, over the long term are also leaders. (352)

Zaleznik expressed that a manager is a problem solver who seeks answers and the best ways to achieve results so that people will continue to contribute to an organization. Generally, managers have an impersonal attitude and

sometimes a passive attitude toward goals. Their goals result from necessities rather than desires and are deeply embedded in their organization's history or culture. Thus, a manager requires that many people operate efficiently at different levels of status and responsibility (Zaleznik 127-128).

Zaleznik said that a leader thinks of goals as active rather than reactive, and they shape ideas rather than responding to them. The individual adopts a personal and active attitude toward goals. The influence that the leader exerts in altering moods, evoking images and expectations, and in establishing specific desires and objectives determine the direction a business takes. Thus, the leader's net result of this influence changes the way people think about what is desirable, possible, and necessary (128).

An effective manager should possess leadership qualities, and a manager should strive toward becoming an effective leader. Those in management positions should possess leadership traits and qualities so that they are effective managers (129-135).

In Becoming A Manager, Linda A. Hill quoted two renowned experts on leadership. The first expert she quoted was Bennis who describes leadership: "A leader knows what he wants, communicates those intentions successfully, empowers others, and knows when and how to stay on course and when to

change." The other expert that Hill quoted was Kotter who distinguishes between leadership and management: "Management controls people by pushing them in the right direction, leadership motivates them by satisfying basic needs" (111). Kotter continues to indicate that "leaders set direction, align people, and motivate people, and managers plan and budget, organize and staff, and control and solve problems" (111). Both experts went to great lengths to demonstrate the attention and skill that leaders devote in creating a context or culture that will encourage subordinates to better their performance and commitment. Before managers can begin to understand what providing leadership means, they must grasp these fundamentals pertaining to the difference between management and leadership (Hill 111-112).

In On Becoming a Leader, Warren Bennis indicates "the difference between leaders and managers as the differences between those who master the context and those who surrender to it" (44). In addition, he indicated several additional differences. A summary of a few additional differences between a leader and a manager follows:

- 1) The manager administers; the leader innovates.
- 2) The manager is a copy; the leader is an original.
- 3) The manager maintains; the leader develops.
- 4) The manager focuses on systems and structure; the leader focuses on people.
- 5) The manager relies on control; the leader inspires trust.

- 6) The manager has a short-range view; the leader has a long-range perspective.
- 7) The manager has his eye always on the bottom line; the leader has his eye on the horizon. (45)

Bennis indicates, "Managers wear square hats and learn through training. Leaders wear sombreros and opt for education." Table 2 provides a broader list of difference between leaders and managers (45).

TABLE 2
Differences Between Training and Education

EDUCATION	TRAINING
inductive	deductive
tentative	firm
dynamic	static
understanding	memorizing
ideas	facts
broad	narrow
deep	surface
experiential	rote
active	passive
questions	answers
process	content
strategy	tactics

alternatives	goal
exploration	prediction
active	reactive
initiative	direction
life	job
long-term	short-term
change	stability
content	form
flexible	rigid
risk	rules
synthesis	thesis
open	closed
imagination	common sense
THE SUM: LEADER	THE SUM: MANAGER

SOURCE: Understanding the Basics. As cited in On Becoming a Leader by Warren Benson (1993).

Bennis indicated that leaders must work with themselves, and people are considered their own raw material. Only when people know what they are made out of, and what they want to make of it, can they begin their lives.

People must develop themselves despite an unwitting conspiracy of people and events that are against them (47).

Leadership of employees

J. Tracy O'Rourke in "The Essence of Leaders," expressed that Leadership is not about who is in charge, but who can communicate, handle the feedback, and keep things moving toward their goals. Leaders must exist everywhere in the organization. But for leadership to become a driving force behind change, the organization must recognize leadership and everyone must encourage it. O'Rourke said, "Successful corporations have dozens of leaders, not just one" (43).

The twenty-first century leadership

In "Training for Leadership", Ann M. Fitzmaurice suggests that the twenty-first century will bring change and new challenges. From Fortune 500 companies to the human service agencies, each organization knows that to survive and thrive, the firms must have competent leaders. The author says a growth of leaders must appear, and firms must begin by focusing on the field work and educational opportunities offered by the Center for Creative Leadership (Fitzmaurice 543-52.).

Peter Hiatt, in "Identifying and Encouraging Leadership Potential," indicates that a corporation will have an assessment center to determine the individual's leadership potential. The procedure has been successfully used by

the Career Development and Assessment Center for Librarians in the Pacific Northwest (Hiatt 513).

In "The New Leadership," Tracy E. Benson describes the leadership role in the twenty-first century as "being required from not only executives but also from employees within the organization" (12). The author indicated that the tough personal work required to become an effective twenty-first century leader starts by turning the mirror inward (12).

In the past, leaders in industries have generally learned to master the statistical and mechanical tools they need to make them competitive because they knew what those tools were. Now, they need to reshape the way they think about operations. Organizations must begin to cultivate the traits of leadership within managerial ranks and within the workforce itself (12).

Benson continued to say that a manager focuses on the bottom line, which consists of the analysis of breaking down figures, the sequencing, and the specific application of those figures. Leadership, on the other hand, deals with the top line which entails asking questions about philosophy. Management shows the efficiency in climbing the ladder of success, but leadership determines whether the ladder is against the right wall. Benson

says, "Efficient management without effective leadership is like straightening deck chairs on the Titanic" (12).

The author suggests that leaders throughout the twenty-first century must make more than incremental changes. The leader must exhibit breakthrough kinds of change, order-of-magnitude kinds of change. The change must be recognized from the top-level senior leader down to the front lines. In the future, the success of the organization will be built on a foundation of personal leadership (12).

The author revealed that one important phase of the new leadership is *trust*. The change that will be required will force people within an organization to go on a voyage that has absolutely no historical precedents people can relate to, which will create a fear within people. People must acquire *trust* from the leader before they will embrace and seek a vision that requires them to break through familiar ways of thinking and acting. Leadership in a corporate sense, then, is the ability to bridge the gap between the organization's goals on one hand and the organization's capabilities on the other hand. Thus, Benson says, "A leader means being a catalyst, an enabler, and a facilitator. The signs of leadership appear primarily among the followers" (13).

(19)

The author suggests that the new leadership views people as the principal asset of the organization. It is the ability of the inspiring leader to motivate people to do more than they believe they can, to energize them in a way that causes them to be willing to take risks, to take on innovative and creative ways of doing business. One amazing characteristic of a great organization is that the firm is able to accomplish extraordinary things with ordinary people (13).

Ultimately, Benson expressed that leadership will have less to do with who is in charge and more to do with individual strengths and interests. Virtually everyone will be a leader on something. Someone in the office will be a leader on one aspect of the operation; another individual may be a leader on another aspect of the operation. The person, irrespective of his or her position within the organization, will be the real leader on that particular area of interest. Some days a person will be in the president's office pounding on his or her desk, and other days, the same individual may be in the office cheer leading the successful leadership of another individual (13).

Because the issues of New Leadership tend toward the conceptual approach, the new leaders are often viewed as soft leaders. The leaders of tomorrow, however, must have the blend of both the soft and hard approaches (19).

Benson indicated that people development in an organization must be present. Benson says, "One must remember that the difference between the ordinary and the extraordinary organization is the ability of those in supervisory capacities to inspire the ongoing development of those who are in their charge" (18).

Leadership

When an average person thinks about exercising authority, he or she immediately thinks about leadership. Managers also acknowledged their leadership responsibilities. When a person is being trained for the managerial position, the word "leadership" is sprinkled throughout their conversation; for example, the individual indicates that they intend to lead the organization. Leadership appears to be a catch all phrase. Most people, however, are not able to articulate with much confidence what they meant by the term "leadership," but they just knew it was important and that it was the individual's job as a manager to play the leadership role. Hill says "Leadership is one of the most studied, but it is the least understood term " (111).

As we enter the twenty-first century, all employees within an organization must demonstrate leadership. Since leadership in the future appears to be a driving force skill required by most employees in the twenty-first century, the

purpose of the research is to show the term "leadership," is changing, how leadership is redefined and the characteristics of a highly effective twenty-first century leader.

In *Managing*, Harold Gleason says, "Leadership is purely subjective, difficult to define, virtually impossible to measure objectively, and cannot be taught in school, any more than a baseball player can learn to throw a curve ball by reading a manual" (127-128). Leaders are not born, but leadership is learned, although the author was unable to explain it. Leadership is the ability to inspire other people to work together as a team, following the leader, so that common objectives are obtained. A person cannot do it alone, but others must want to follow the leader (128). The author views leadership as the ability to lead and inspire others and as instinctual rather than premeditated. Leadership is acquired through experiences, of one's everyday life, and the ultimate nature and quality of leadership comes from the innate character and personality of the leader (128).

Leadership concept is misunderstood

In *Concepts On Leadership*, Donald T. Phillips indicated that the

Chapter II

LITERATURE REVIEW

Leadership is subjective

In Managing, Harold Geneen says, "Leadership is purely subjective, difficult to define, virtually impossible to measure objectively, and cannot be taught in school, any more than a baseball player can learn to throw a curve ball by reading a manual" (127-128). Leaders are not born, but leadership is learned, although the author was unable to explain it. Leadership is the ability to inspire other people to work together as a team, following the leader, so that common objectives are obtained. A person cannot do it alone, but others must want to follow the leader (128). The author views leadership as the ability to lead and inspire others and as instinctual rather than premeditated. Leadership is acquired through experiences, of one's everyday life, and the ultimate nature and quality of leadership comes from the innate character and personality of the leader (128).

Leadership concept is misunderstood

In Lincoln On Leadership, Donald T. Phillips indicated that the

leadership concept began being studied as a separate part of "management" philosophy in the past ten to fifteen years. The leadership theory itself is a relatively recent phenomenon (2).

The author writes true leadership is not present in today's society, because leadership is not understood, and it is misinterpreted by many people.

In Leadership, James McGregor Burns agreed with Donald Phillips line of thinking:

Many acts heralded or bemoaned as instances of leadership--acts of oratory, manipulation, sheer self-advancement, brute coercion--are not such. Much of what commonly passes as leadership--conspicuous position-taking without followers or follow-through, posturing on various public stages, manipulation without general purpose, authoritarianism--is no more leadership than the behavior of small boys marching in front of a parade, who continue to strut along Main Street after the procession has turned down a side street toward the fairgrounds. (Burns 13)

Phillips stresses that most managers simply do not understand or know enough skilled leadership which is the reason there are so few leaders in today's business community (Phillips xvi). Phillips outlines the leadership concept:

Leadership is an elusive concept that, at time, can be vague and ambiguous. As a result, there are no set rules or formulas for leaders to follow. There are only guidelines and concepts, perceptions and ideas, abstractions and generalities. This is why the art of leading people is so difficult to master and teach, and why there is such a great need for role models. (3)

Abraham Lincoln is a role model

Donald Phillips views Abraham Lincoln as one of the greatest leaders the United States has ever had (Phillips xvi). Phillips indicates that Abraham Lincoln represented the summation of the leadership qualities that helped form a nation (3). Phillips states Lincoln's characteristics include the following:

Lincoln was innovative at a time when the age of discoveries and inventions was just beginning. He was compassionate and caring yet, when necessary, could put his foot down firmly and be decisive beyond question. He was patient, persistent, consistent, and persuasive rather than dictatorial. But, without a doubt, the foundation of Abraham Lincoln's leadership style was an unshakable commitment to the rights of the individual. (3)

In "Close Encounters of the Executive Kind," an article published in Industry Week, Joseph E. McKenna agreed with Donald Phillips' assessment that Abraham Lincoln was America's quintessential leader. McKenna noted that Lincoln managed directly, he circulated among his followers, and his followers were loyal. Thus, future leaders should learn from Lincoln's example (McKenna 14).

The author says an effective manner for a leader to gain acceptance of a philosophy is to show it in his or her daily actions. To display a leadership style, a person must have an audience. By entering a follower environment--establishing frequent human contact--a sense of commitment, collaboration, and

community is established. In addition, a leader gains access to vital information necessary to make effective decisions (McKenna 13-14).

McKenna indicates top leaders fail because they allow themselves to backslide on close encounters with their followers. The unsuccessful leaders do not let go of the hierarchy mentality because it is their culture and it is comfortable. They are so caught up in their egos and own insecurities, they cannot appreciate the value of the common touch. In addition, some managers do not feel they have time to talk to their employees (14).

Leadership is reality

In Leadership is an Art, Max Depree wrote that the first responsibility of a leader is reality, and the last responsibility is to say thank you. In between the two, the leader is a servant and a debtor. Max characterizes leaders like this: "Leaders don't inflict pain; they bear pain" (1). The signs of good leadership appear among the followers. Leadership means employee development, which includes identifying, developing, and nurturing future leaders. The author defines development: "Are the followers reaching their potential? Are they learning? Serving? Do they achieve the required results? Do they change with grace? Manage conflict?" (Depree 12)

Children's style differ

In "Nurturing Leadership," Rona Maynard believes most children have some leadership talent, even if it is not immediately evident. Inherited traits, however, give some children a head start towards a leadership role. From infancy, these children are more even-tempered and adaptable to others. In addition, birth order may play a role, because many presidents and astronauts were first born or the only child (32).

Maynard says there are two leadership styles whose contrasting strengths appear in childhood. One style commands respect with interpersonal skills, and these leaders are "social facilitators." The other style is "idea generators" who command respect with their imagination (32).

Both styles have equal status during a child's preschool years. Starting at age six, however, children become concerned about conformity. The idea generators tend to fall behind, and they are considered nerds until early adolescence, when their peers obtain intellectual sophistication to appreciate their witty remarks or off-the-wall creations. During early adolescence, however, social facilitators may feel insecure when they realize that everyone cannot be class president. Thus, children should be praised for helping others do their best, not just for outstanding performances (32).

Men and Women's Leadership style's differ

In "Men, Women & Leadership," Sharon Nelton states that men and women can work comfortably together at the top and that their differing styles of leadership can be complementary. Working together can produce a synergism that gives the company benefits it would not receive if two men or two women were in top-level management positions working together (16).

Nelton says that until recently, males dominated the top-level management positions whose leadership style was hierarchical, action-oriented, and even quasi-military. The ideal male leader was perceived as an independent, tough, and individualistic hero such as the real-life of Lee Iacocca (16).

Nelton describes women's leadership styles as more consensus-building, more open and inclusive, more likely to encourage participation by others, and even more caring than that of many men (17). Edward M. Moldt, managing director of the Snider Entrepreneurial Center at the Wharton School of the University of Pennsylvania, says:

The women's approach is one that is right for the time. Today's companies, he says, require leaders who not only are risk takers and visionaries, but also are strong enough people that they are capable of hearing the ideas of others and really empowering them to use some of those ideas in changing businesses and in making them successful." (Nelton 17)

Judith Hoy of Learning Systems, a New York consulting firm specializing in management effectiveness, expresses female leadership:

Female leadership traits can help companies solve three major problems--the need for better customer service, the demand for higher quality, and the need for leadership itself. These qualities require the relationship building skills at which women excel. (qtd. in Nelton 17)

Nelton confirms Moldt and Hoy's assessment that fortunate businesses are those in which these differing styles of men and women become complementary rather than confrontational. Men and women are learning the strengths of each other's approach. Many women are incorporating the best of the traditional styles, such as focus on performance, into their leadership portfolios, while more men are adopting the so-called "soft" approaches that women use effectively (17).

World leadership is changing

In "Business Leadership in a World Transforming," Barbara H. Peters and James L. Peters stresses that corporations are entering a different world; that is, a competitive global market. The fast-integrating global market will require a journey that takes vision, tenacity, and daring of the highest order--defining the assets of tomorrow's business leadership (109).

In Twenty-First Century Leadership, John R. Childress, Lynne McFarland, & Larry Senn views the twenty-first century as a new era of global competition which is forcing us to learn, to innovate, and to operate more effectively and with far greater quality and excellence in order to compete successfully in the world marketplace. To achieve world-class performance standards, the work force must produce a more intelligent work force by improving education, respecting and honoring the diversity of individuals, and empowering them in their quest to maximize their talent, creativity, and whole potential (40-41). The authors endorse the high-performance enterprises characteristics to include the following:

To build high-performance enterprises for the next century, most business leaders are mobilizing their people around *empowerment, vision, shared values, a healthy culture, total quality, superior service, diversity, social responsibility and strategies for global competitiveness*. These have become the new *currency* of leadership, needed not only to survive, but also to thrive in the twenty-first century. (59-61)

The importance of training

Rafeal Aguayo, in Dr. Deming, explains that private and public corporation must provide funds so that training programs are present to enable employee development. Training provides increased skills and knowledge for employees' future development, and it is difficult, or perhaps impossible, to

unlearn improper skills. Thus, it is essential that employees receive proper training the first time. The author stresses that a leader will fail if the training program consists of one employee who teaches the next, who in turn teaches the next, because everyone will have a different idea of what to do and no one will be properly trained. In addition, the authors view self-taught programs as being too time consuming, and generally, the person acquires bad habits (160-171).

Aguayo notes that firms that emphasize training by instructors inexplicably seem to have better earnings and improved operations of their organization. In addition, in the long run, proper employee training programs lower costs which, in turn, improve revenues (173-174).

Training twenty-first century leaders

In "Training for Leadership," Ann M. Fitzmaurice says, "The twenty-first century will bring change and with that change comes challenge" (543). She writes that most corporations are realizing that corporate potential is dependent on human potential, and the key for organizations to prosper is to cultivate this resource. In the past, corporations relied on chance that leaders would emerge and take them to success, but recently organizations have focused on nurturing and developing that human potential. As a result, training

programs have taken several forms, from a week-long course that examines individual's strengths and weakness as leaders to skill-based seminars designed to teach new technology (543-544).

John Kotter, a professor at Harvard University, has identified several supplementary training tools that organizations should use to enhance a person's professional development:

1. New job assignment (promotions or lateral moves);
2. Task force or committee assignments;
3. Mentoring or coaching from senior executives;
4. Attendance at meetings outside one's core responsibility;
5. Special projects;
6. Special development jobs (e.g. executive assistant jobs).
(qtd. in Fitzmaurice 544)

Large corporations use these programs, but leadership development is important in all sectors. Strong future leadership is needed (Fitzmaurice 544).

In "Identifying and Encouraging Leadership Potential: Assessment Technology and the Library Profession," Peter Hiatt says that future leaders must be identified through assessment technology which develop and nurture leadership. Hiatt views assessment centers as a process:

An assessment center is a process rather than a place. It is a comprehensive standardized procedure in which multiple assessment techniques, such as, situational exercises and job simulations (e.g., games, discussion groups, in-basket exercises, reports, and presentations), are used to evaluate individual employees. Trained management evaluators are selected from a

group who have not had, nor expect to have, direct supervisory experience with the participants. (513)

The instructors conduct the assessment, and they make recommendations about the employees' potential and development for use in future personnel decisions regarding promotions, transfers, and career planning (514-515).

Hiatt identified the following purposes where assessment centers should be used by all sectors in leadership identification and development:

1. To act as the hiring and promoting selection process;
2. To promote individual career development;
3. To aid personal professional growth and development;
4. To learn to supervise staff more effectively;
5. To build confidence;
6. To lower barriers to administrative advancement which are the result of a lack of geographic mobility, dead-end jobs or burnout;
7. To evaluate strengths and weaknesses in management skills in individual library and information science students, allowing for the tailoring of a specific course of study to student need;
8. To empower individuals who are part of ethnic or racial groups or other groups with double barriers to overcome, such as gender, to apply for new positions and to advance. (515)

Leader effectiveness training

In Leader Effectiveness Training: Essential Tools for Successful Leaders, Dr. Thomas Gordon states that thousands of research studies have

assisted in building a model of an effective leader (1). Research studies shows that the most mentioned characteristics of leaders include the following:

- 1) Listens with understanding; willing to discuss problems; open to ideas; gives time to listen.
- 2) Supports and helps; backs you up; is on your side; remembers your problem.
- 3) Uses team approach; helps group reach better decisions; facilitates cooperation.
- 4) Avoids close supervision; does not overboss; does not dictate or rule by the book.
- 5) Delegates authority; trusts group; relies on their judgement; permits group decisions; has faith in the creativity of others.
- 6) Communicates openly and honestly; tells you what he thinks; you can trust what he says.
- 7) Brings out best in his men; has common touch with the workers. (1-14)

Gordon notes that in the past many people thought leadership was inherited, since leaders emerged frequently within favored families. Since class barriers crumbled and it became obvious that leaders were coming from all strata of society, common sense told researchers that leadership was more complex than being born with the right genes or in the proper families. This notion led researchers to determine the correlation of universal traits of leaders. Research studies show, however, no trait differences between leaders and nonleaders, which eliminated the theory that leadership was a product of certain attributes residing within all leaders (16).

Gordon writes that social scientists began a breakthrough in leadership concept when they began to look at leadership as an interaction between leaders and their followers. It is the followers who in the last analysis either accept or reject the influence of the leader. A person cannot be a leader without followers. Social scientists have completed research and observation which have identified many of the critical requirements of how effective leaders acquire followers (17). Gordon agrees with the social scientist, and he outlines how leaders acquire followers:

- 1) To survive, every person is engaged in a continuous struggle to satisfy needs or relieve tension.
- 2) Some *means* is required to satisfy a need (tools, food, money, physical strength, knowledge, etc.).
- 3) Most needs of individuals are satisfied in *relationships with people or groups*, so people and groups become the means we rely on most heavily for the satisfaction of our needs.
- 4) People actively seek out those relationships in which the other person is seen as having the *means* for satisfying their needs.
- 5) People join groups, then, because they hope that membership will offer them the means for satisfying their needs. Conversely, they leave groups when they no longer get their needs satisfied.
- 6) Group members accept influence and direction of a leader only if they regard him or her as a person through whose means they will get their needs satisfied. People follow a leader whom they believe will get them what they need or want. (17-18)

Leaders are human too, and leaders must be successful in getting their own needs satisfied; otherwise they will not continue in being a leader nor will the leader successfully empowered their group members according to Gordon. A leader's needs are status, achievement, higher pay, recognition, self-esteem, security, and acceptance. Leaders must, however, meet the needs of the organization as well as satisfy the needs of their group members (19-20).

Gordon says leaders need different skills:

Numerous studies of leadership in hierarchical organization strongly indicate that effective leaders need one set of skills to meet their own needs (and those of their superiors for productivity and efficiency); and another set of quite different skills to satisfy the needs of group members. (20)

<p>A) Skills to meet group members' needs.</p>	<p>1) Behavior that increases group members' self-esteem and personal worth. 2) Behavior that increases group cohesiveness and team spirit.</p>
<p>B) Skills to meet organizational needs.</p>	<p>1) Behavior that motivates productivity and the achievement of group goals. 2) Behavior that helps members reach goals: planning, scheduling, coordinating, problem-solving, providing resources. (20)</p>

Gordon also says that leaders must be human relations specialists and productive specialists. An effective leader must acquire the flexibility or sensitivity to know when and where to employ the diverse skills to achieve mutual satisfaction of the needs of group members and the needs of the leaders (20).

Gordon says that a leader must be a facilitating problem solver who sees that the groups' problems are solved. The leader must become aware of the honest feelings about a specific behavior, and the leader must determine whether it is an acceptable behavior or an unacceptable behavior. The leader must determine whether the group should assist in solving the problems or the leader should solve the problem. Gordon emphasize that it is important that problems are resolved (27-35).

Gordon states, however, a deeper issue for leaders (than learning leadership techniques) is determining the style of leadership that will make one effective within the organization in the area of team building, making good decisions, getting productivity, and fostering morale. The questions leaders must ask themselves are "1) What kind of person do you want to be? 2) What kind of relationships do you want? 3) What kind of organization do you want? 4) What kind of society do you want?" (258)

Gordon suggest, generally, the style leadership a leader endorses will determine the kind of person a leader will become (258-264).

Leadership is substituted for supervision

In Dr. Deming, Rafael Aguayo reports that Deming views supervision as an obsolete term. He describes a supervisor who at the end of each day would have a meeting with his or her employees and review everything that went wrong that day. The supervisor analyzed the cause of each defective part at the end of each day. Supervisors thought they were properly performing their job because they were trying to avoid future errors which would enhance improvements. The supervisor, however, was wasting everyone's time at the end of each day (175).

The author stated that Deming substituted the word leadership for supervision. Supervision describes the reactive and incorrect practice; whereas leadership requires knowledge of common causes and special causes. The leader must know the difference between a description of what happened in the past and a theory that can help predict the future (175-176).

Deming endorses that managers and supervisors view their group in terms of ranking performance of the individual works. The leader judges his

own performance when he observes his group, and Deming says how leaders view individuals:

A leader recognizes the individual skills, talents, and abilities of all those working under him, but to him everyone is equal (leaders builds trust). He does not judge. By equal, I mean he does not rank his fellow employees as to their performance or worth. He must be able to recognize when someone is operating outside the system, and take appropriate action. He must see that those in need of special help get it. If they need additional training, he must see they receive it. If they are beyond being helped by additional training, he must see that they are moved to positions where they can contribute and make sure they are properly trained. (qtd. in Aguayo 176-177)

Leadership is relationship

James M. Kouzes and Barry Z. Posner, authors of The Leadership Challenge, acknowledge that leadership is a relationship between leader and followers. Leadership can be developed only if the leader knows what to look for or admire in a leader. Research studies, however, show that the majority of followers desire leaders who are honest, competent, forward-looking, and inspiring. Thus, followers want leaders who are credible and who have a clear sense of direction (1).

Kouzes and Posner write that successful leaders possess five fundamental practices that enable leaders to get extraordinary things done. The first practice is *Challenging the process*. Leaders must be proactive, and

they must be pioneers. Leaders are willing to step out into the unknown. They are willing to take risks, to innovate and experiment in order to find new and better ways of doing things. The leader's primary contribution is to recognize good ideas, support good ideas, and to challenge the system in getting the leader's followers ideas adopted (7-9).

Kouzes and Posner state that leaders will fail occasionally, but their failures are viewed as a learning process (9). In Leaders, Warren Bennis and Burt Nanus say, "Ninety successful leaders they studied regard almost every false step as a learning opportunity, and not the end of the world" (qtd. in Kouzes and Posner 9). Thus, leaders must search for opportunities and experiment and take risks (9).

The second practice is *inspiring a shared vision*, according to Kouzes and Posner. A leader must create a vision which is a purpose, mission, goal, and even a personal agenda. The dream or vision is the force that invents the future. It is a desire to make something happen, to change the way things are, to create something that no one else has ever created before. Leaders must have followers, and people will not become followers until they accept a vision as their own. People cannot command commitment; they can only inspire it (9). Kouzes and Posner say, "Leaders breathe life into what are the hopes and dreams of others and enable them to see the exciting possibilities that the future

holds" (Kouzes and Posner 10). Leaders impresses others to buy into their dreams by showing how everyone will be served by a common purpose. Thus, leaders must envision the future and enlist others (10).

The third practice is *enabling others to act*, according to Kouzes and Posner. Leaders do not achieve success by themselves, so leaders must use the word *we*. They encourage collaboration, build teams, and empower others. This sense of teamwork goes beyond the leader and their subordinates. It includes peers, superiors, customers, supplies. In other words, everyone that supports the vision. A highly committed and productive team has a family feeling present. Thus, leaders must foster collaboration and strengthen others (10-11).

The fourth principle is *modeling the way*, according to Kouzes and Posner. Leaders must develop the plan by steering projects along the course, measuring performance, and taking corrective action. Leaders must model the path for employees (11). Tom Peters, coauthor of *In Search of Excellence and Passion for Excellence*, summarizes this practice superbly when he says, "The only magic is brute consistence, persistence, and attention to detail" (qtd. in Kouzes and Posner 12). Kouzes and Posner agreed with Tom Peters when they wrote, "Leaders act in ways that are consistent with their beliefs, they are persistent in pursuit of their visions, and they are always vigilant about the

little things that make a big difference" (Kouzes and Posner 12). Thus, leaders must set the example and plan small wins (14).

The fourth principle is *Encouraging the Heart*. The authors indicate the leaders' job is to show their followers that they can win. Leaders must recognize Individual contribution, and celebrate accomplishments (13-14).

Kouzes and Posner indicate that followers determine whether someone possesses leadership qualities. Leadership is in the eye of the follower.

Followers admire four characteristic in leaders:

- 1) *Honesty* is the assurance that the leader is a person worthy of followers' trust.
- 2) *Competence* is a belief that the leader knows what she or he is doing. The person must be capable and effective. Competence in leadership skills means the ability to challenge, inspire, enable, model, and encourage followers.
- 3) *Being Forward Looking* where we expect leaders to have a sense of direction and concern for the future of the organization. Leaders must know where they are going, that is, vision, dream, calling, goal, or personal agenda.
- 4) *Inspiration* enables the leader to communicate the vision in ways that encourage us to sign on for the duration. Leaders must inspire followers confidence in the validity of the goal. (20-22)

Kouzes & Posner stresses that putting together the above characteristics comprise what communications experts refer to as "Credibility" (22). Charles O'Reilly of the University of California, Berkeley investigated the credibility of

the top management groups of three companies, and he found that "when employees perceive management to be trustworthy and to have a coherent philosophy, they also report higher level of identification and value congruence" (qtd. in Kouzes & Posner 22).

Leadership means innovation

In On Becoming A Leader, Warren Bennis indicates that leaders are innovators. Leaders do things in advance of other people, and they make things happen. They must be intuitive, conceptual, synthesizing, and artistic (143).

Bennis continues to say that leaders must delegate responsibility, encourage people to have initiative, and take chances. A leader must continue to evolve, to adapt and adjust to external change; otherwise the organization will sooner or later stall (144-145).

Sydney Pollack, Oscar-winning motion picture director and producer, says, "The artistic part of leadership is similar to art, because in a sense leadership is innovation, and like all creative acts come out of a certain kind of controlled free association" (qtd. in Bennis 145).

Bennis states that a learner will strive to do everything better and better, but a leader is never satisfied. The leader does not perceive any problem as

insoluble; he persists, and he continues to learn. They learn by leading in the face of obstacles (146). James Burke, chairman and CEO at Johnson & Johnson, says leaders improve with experience:

The more experience and the more tests you survive, the more apt you are to be a good leader. Our leaders transform experience into wisdom and, in turn, transform the cultures of their organizations. In this way, society as a whole is transformed. It is neither a tidy nor necessarily logical process, but it's the only one we have. (qtd. in Bennis 146-154)

Bennis believes that leaders must instill trust and loyalty in their co-workers. When leaders secure people on their side, they are able to effect necessary changes in the culture of their organizations and make real their visions (157).

Bennis says, "The underlying issue in leading from voice is trust, in fact, I believe that trust is the underlying issue in not only getting people on your side, but having them stay there" (160). He lists four ingredients leaders have that generate and sustain trust:

- 1) *Constancy*. What ever surprises leaders themselves may face, they don't create any for the group. Leaders are all of a piece; they stay the course.
- 2) *Congruity*. Leaders walk their talk. In true leadership, there is no gap between the theories they espouse and the life they practice.
- 3) *Reliability*. Leaders are there when it counts, they are ready to support their co-workers in the moments that matter.

- 4) *Integrity*. Leaders honor their commitments and promises (160)

When these four factors are in place, people are on the leader's side (160).

The leaders of the future will take the next step; that is they will change the culture. If America is to regain its competitive edge, leaders must show the way, not be copies of the past (190).

The foundation of effective leadership

In *Managing for the Future*, Peter F. Drucker says the foundation of effective leadership which is needed for companies to successfully enter the twenty-first century is thinking through the organization's mission, defining it, and establishing it clearly and visibly. The leader sets the goals, sets the priorities, and sets and maintains the standards. Leaders are aware that they are not in control of the universe. Before accepting a compromise, the effective leader's decision is based upon what is right and desirable (120-121).

Drucker suggests the distinguishing factor between an effective leader and an ineffective one is the *leader's goals*. Whether a leader will hold fast to a few basic standards or whether standards for him are what he can get away with determines whether the leader has followers or only hypocritical time-servers (121).

The author views the second requirement of an effective leader is to see leadership as *responsibility rather than rank and privilege*. When things go wrong, they do not blame others. An effective leader desires strong employees, and the leader encourages them, pushes them, and praises them (121-122).

A third requirement of an effective leader is *risk acceptance* which suggests ambitions. They must create human energies and human vision (122).

Drucker indicates the final requirement of an effective leader is to *earn trust with followers*. To trust a leader, a follower does not need to like him or agree with him. Drucker says, a leader must be consistent:

Trust is the conviction that the leader means what he says. It is a belief in something very old-fashioned called *integrity*. A leader's actions and a leader's professed beliefs must be congruent, or at least compatible. Effective leadership--again his is very old wisdom--is not based on being clever; it is based primarily on being *consistent*. (122-123)

Leadership in a creative society

In "Business Leadership And A Creative Society," Abram T. Collier say that we live in a creative society, so the first task of business leaders is to create an environment in which there is not only individual genius, but, more importantly, the collective capacities of other people in the organization. The author submitted these concepts that should be used to develop the creative ideal:

- 1) The forces of business must be nurtured by *differences between individuals and groups*. An organization's creativeness will depend on a large extent whether employees are not ready to agree. Businesses must have diversity of opinion if business makes wise decisions that will enable it to develop and grow.
- 2) These forces are kept in control and balanced by the process of *individuals understanding each other*. What we are learning today is not just that it is a good thing to see the other person's point of view, but, also, what it is that often makes it difficult to do so. We are learning that we can not totally understand other people if we agree with them, nor can we understand them if we disagree.
- 3) A creative society depends for its survival on the belief that *rights must be matched by obligations*. We recognize that we share as we contribute, that no society can long give something for nothing, and that we can not do great work unless *everyone* shares both in the work and in its results.
- 4) The directing force in a creative society is the faith of its members in *individual growth*. The role of the leader seems destined to become more and more that of a teacher who understands his or her pupils, accepts their differences, commands their respect, and inspires them to creative work. (120)

Abram T. Collier stresses that a vision of a creative society is one that encourages cooperation, togetherness, and sharing new ideas. The vision represents the changing, growing, and infinitely exciting world that depends on the spirit for its existent, because it may not be right. People must open their minds and hearts to others which means that they should provide a give-and-

take attitude. People need faith to exhibit growth and development of themselves and they fellow human beings (120).

Essence of Leaders

In "The Essence Of Leadership," J. Tracy O'Rourke emphasizes that there must be a dozen leaders in each organization. Leaders are recognized and encouraged. Most people are able to point to real leaders; however, the factors that spell out the essence of leaders include the following:

- 1) **The vision** to spell out clearly what we will do for those who depend on us.
- 2) **The drive** to share that vision broadly with those who have the largest stake in our success.
- 3) **The courage** to challenge the status quo, stimulate the change, and make decisions that move us forward in even the most difficult times.
- 4) **The ability** to inspire people to action, individually and in teams, to achieve our goals.
- 5) **The foresight** to empower people to learn new skills and stretch their capabilities to higher levels of achievement.
- 6) **The wisdom** to listen, learn, and translate that knowledge into value-added performance.
- 7) **The integrity** to serve as a good example through actions to consistently reinforce our basic values.
- 8) **The willingness** to recognize accomplishments and celebrate individual and team successes. (43)

O'Rourke states the new context of leadership means the leader must take responsibility for the work of others, and to some, that can be unsettling.

The leader must guide and coach others rather than ordering them around,

which results in a lesser degree of control. The new leadership means empowerment. Each business unit and everyone working in the organization should feel comfortable with making decisions necessary to performing their job. When that feeling is woven into the way they do business, they will have succeeded at becoming a company with world-class leadership (43).

Leadership way at West Point

In The West point Way Of Leadership, Col. Larry R. Donnithorne says, "The often-heard phrase 'leaders are born, not made, neglects the potent possibility that leaders are both' (7). As organizational theorist H. A. Simon put it, "A good executive is born when someone with some natural endowment (intelligence, vigor and some capacity for interacting with his fellow men) by dint of practice, learning and experience, develops that endowment into a mature skill" (qtd in Donnithorne 7).

The author reports that while most organizations teach people ethics; whereas West Point teaches people character. A leader of character possesses the same qualities as those associated with leaders: ambition, confidence, courage, intelligence, eloquence, responsibility, creativity, and compassion. West Point leaders have, however, an additional quality that is frequently

missing in civilian leaders: absolute trustworthiness, even in times of great stress (4).

Donnithorne points out that leadership is difficult and complex to teach. At West Point, however, instruction in leadership begins by teaching the new cadet how to do everything from eating to walking to thinking in a new way which will build his or her new stature. The program begins by teaching a set of values which includes standing in the mud with people, learning their work, and staying with their problems until solutions are found. Many leaders, both civilian and military, indicated that the West Point leadership program is a time-tested, integrated model for producing leaders (7-9).

Donnithorne points out cadets embark on four passes of leadership training. The first pass shows how the Academy forges the bonds that strengthen the organization (55). West Point teaches moral education to the cadet which begins with the honor code: "A cadet will not lie, cheat, or steal, nor tolerate those who do" (51). Teamwork is essential and teamwork requires trust, the glue that holds a team together. The cadets learn leaders must empower the members of the team to perform at their best. The challenge for a leader is to find a way to convince all team members to work together, which inspires team work (73-83).

The second pass helps the individual begin to find his or her own voice in the organization by emphasizing direct or face-to-face leadership. The greatest challenge leaders face is to show they care about both accomplishing the mission and the people who accomplish it. An effective leader shows sincere regard for each member of the team (96-103).

The third pass teaches the self-reliance and leadership skills necessary to lead people who lead others, indirect leadership. A cadet must become comfortable risking everything--his or her career, his or her life--to keep principles alive. This kind of commitment is required on daily bases. In addition, the ability to delegate responsibility to his subordinate leaders is mandatory. The cadets learn how to fix things, not create systems that eliminate problems (113-131).

The fourth pass is executive leadership, which in corporate life occurs at the upper level of management. It shows the cadets how to act in their organization's long-term interest (131-133).

In What the Mayans Could Teach the Joint Chiefs, Robert Bly says, "The executive leader is similar to the highest stage of leadership which Mayan leaders called echo man which means a leader who picks up signals and sends them out" (qtd. in Donnithorne 135).

Donnithorne agrees that executives have power, but the executive leaders are still followers. Even though they do not answer to a direct boss, they report to some king or leader, such as the board, the clients, or the shareholder. Executive leaders are constantly learning. Leadership development is a process that never finishes (135-146). Retailer E. A. Filene says, "When a person's development as a leader is finished, that leader is finished" (qtd. in Donnithorne 146).

Donnithorne reviews the high performance standards West Point leaders must meet:

- 1) How to build a committed work force that will overcome any obstacle and get the job done.
- 2) How to make the most of each individual's talents.
- 3) How to thrive on danger (as opposed to stress).
- 4) How to use role-playing to prepare for crises.
- 5) How to turn silence into as powerful an inspiration as speech.
- 6) How to foster competition and cooperation to raise a groups energy level. (Donnithorne 171-177)

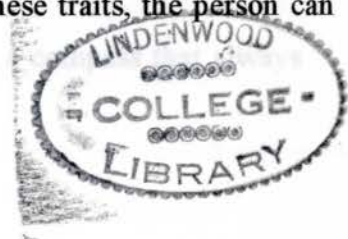
Leader earns trust

In an article published in Harvard Business Review, "The Work of the Leader," William G. Pagonis states that a leader must first earn trust among his or her followers. Leadership is only possible when the ground has been prepared in advance. The army goes to great lengths, actually greater than any

other organization, to groom and develop its leaders (118). The trust element in each person who leads must be present. Pagonis says, "Like my peers in the general officer ranks, I have been formally educated, informally mentored, and systematically rotated through a wide variety of posting, all designed to challenge me in appropriate ways (that is, to push me without setting me up to fail) and to broaden my skills and knowledge base" (118).

Pagonis continues that a true leader must demonstrate two active, essential, and interrelated traits, expertise and empathy. The author says in his experience, both of these traits can be deliberately and systematically cultivated; this personal development is the first important building block of leadership (118).

The author reports that leadership, however, is not only cultivated by the environment, but leaders must take active roles in remaking that environment in productive ways (118). Pagonis says, "True leaders create organizations that support the exercise and cultivation of leadership. The work of leadership, therefore, is both personal and organizational" (118). Thus, learning leadership is hard work, and leaders are made and not born. If a person desires to work hard enough and develop these traits, the person can lead (119).



Pagonis continues that leadership expectation is changing from company to company and from battalion to battalion. The first step in developing effective leadership is to know yourself; that is, what is your expertise, and what are your strengths. One must continually schedule self-examination for building and sustaining leadership. The next step is to learn when and what to communicate. Listening skills must be a strength of a leader. The third step is to know the mission; that is, what needs to be accomplished, and how can your expertise most effectively be channeled to do the job. Thus, leaders must do their homework (119-123).

Leadership--Principal Centered Approach

In Principle-Centered Leadership, Stephen R. Covey says, "The basic principles of effective leadership is the same as *Give a man a fish, and you feed him for a day. Teach him how to fish, and you feed him for a lifetime*" (14). Natural laws, based upon principles, operate regardless of our awareness of them or our obedience to them. Covey says, "The Principal-Centered approach must be the center of your life, at the center of your relationships, at the center of your management contracts, at the center of your entire organization" (17). Covey compares leadership to a compass that always

points the way. If a person knows how to read, the person will not get lost, confused, or fooled by conflicting voices and values (19-20).

Convey says that the principle-center is based upon reality which means natural laws cannot be violated. Principles are objective and subjective and they operate in obedience to natural laws, regardless of conditions (20).

The author views centering life on correct principles is the key in developing rich, internal power in a person's life, and with this power, the person can realize many of his or her dreams. A center secures, guides, and empowers. Whatever lies in the center of one's life becomes the primary source of his or her life-support. The four fundamental dimensions are security, guidance, wisdom, and power. The Principle-Center leadership and living cultivates these four internal sources of strength (21-22).

Centering on the principles, Convey states the following:

Centering provides sufficient security to not be threatened by change, comparisons, or criticisms; guidance to discover our mission, define our roles, and write our scripts and goals; wisdom to learn from our mistakes and seek continuous improvement; and power to communicate and cooperate, even under conditions of stress and fatigue." (22)

The author endorses that once people secure the principles at the center, people realize that the only way to treat peers is how they want the peers to treat them. The Principle-Center leaders are men and women of character who

work with competence on farms with seed and soil on the basis of natural principles and build those principles into the center of their lives, into the center of their relationships with others, into the center of their agreements and contracts, into their management processes and into their mission statements (23-25). Covey says, "The challenge is to be a light, not a judge; to be a model, not a critic" (25).

The principle-centered leadership, Covey says, is practiced from the inside out on four levels:

- 1) *Personal* which is my relationship with myself;
- 2) *Interpersonal* which is my relationship and interaction with others;
- 3) *Managerial* which is my responsibility to get a job done with others;
- 4) *Organizational* which is my need to organize people, to recruit them, train them, compensate them, build teams, solve problems, and create aligned structure, strategy, and systems. (31)

The author outlines the characteristics of a principle-center leader as one who continually learns is service-oriented, radiates positive energy, believes in other people, leads a balanced life, sees life as an adventure, is synergistic, and exercises self-renewal (29-39).

Covey says, "Far-reaching results come naturally from the practice of managing and leading an organization by correct principles (322).

High-Involvement Leader

In Leadership Trapeze, Jeanne Wilson, Jill George, and Richard Wellins says that for the past two decades, the authors studied the changing role of leadership through job analyses in more than one hundred high-involvement organizations. All organizations propose radically new, dynamic roles for leaders (66). The authors say, "From habits of highly effective leaders to leadership, an inner greatness, to mastering the new role, everyone is talking about how leadership has changed" (66-67).

The authors state that leaders must learn the basics of leadership before they learned the high-involvement leadership, which require advance skills.

The high-involvement leaders need two fundamental sets of skills: *tactical skills and strategic skills* (67).

The authors view tactical skills as the fundamentals of day-to-day leadership. They are the essential skills in any type of organizational environment. The first tactical skill is *effective communication*, which is the key leadership responsibility. They must communicate information and ideas to others in ways that are clear and effective (68-69).

The second tactical skill is *managing the performance of others*, which involves knowing how to manage individual and team performances. Leaders need to work with team members to establish performance goals and

boundaries, to evaluate performance, and to provide balanced feedback. Most of a leader's time should be spent reinforcing strong performers, keeping them motivated, and directing energy and resources toward their development (69-70).

The third tactical skill is *analysis and judgment*. Leaders need to analyze and judge skills more now and in the future than ever in the past (70).

The authors define analysis as referring:

to a person's ability to gather relevant facts, organize the information in a meaningful fashion, and look for cause-and-effect relationships (70). A counterpart to analysis, judgment involves making logical and effective decisions based on the analysis conducted. Poor judgment is the result of poor analysis. (70)

In the analysis stage, leaders must know when to ask the right questions of their peers, customers, and team members. They must learn to assess team performance and make decisions to help a lost team get back on track. In addition, analysis and judgment play a key role in the initial stages of empowerment, which is knowing when to have hands on and when to let go (70).

The fourth tactical skill is *coaching*. Successful teams have leaders who have the ability to coach others. Leaders' coaching must take a proactive approach to ensure their team members' success (71).

The fifth tactical skill is *championing* continuous improvement and empowerment. The authors say, "If it ain't broke, make it better anyway has become the new watchwork for competitive success" (71). The major role of the team player is that of first fostering an environment that respects and encourages people's ideas and contributions and ensuring that the team has the support and resources necessary to turn ideas into action (71-72).

The authors compare the tactical skills and strategic skills:

While the tactical skills provide the basis for effective day-to-day leadership, the strategic skills account for the differences between average, middle-of-the-road, participative managers with lingering autocratic tendencies and those who have mastered the ability to lead effectively in high-involvement, team oriented environments. (72-73)

The first strategic skill is leading through *vision and values*. The authors suggest that the concept of vision and values is difficult to grasp (73). They used the description of Bennis and Nanus from Leaders: The strategies for Taking Charge. In their research on leadership, Bennis and Nanus describe vision as "something that articulates a view of a realistic, credible, attractive future for the organization, a condition that is better in some important ways than what now exists" (qtd. in Wilson, George, and Wellins 73). Leaders need to keep the organization's vision and values in the forefront of every team environment and culture that support learning and growth (77).

decision and action. The vision and values must be the beacons that guide day-to-day team behavior (73-74).

The second strategic skill is *building trust*, which is difficult to achieve but easy to violate. The first trust builder of a leader is *know thyself*. Team leaders must believe that the team will make the right decisions and that team members want to give it their best. Generally, the difference between successful and unsuccessful team leaders was more in what they thought than in what they did. The second trust builder is a *willingness to disclose information*. The more information that team leaders share with their team and the more they encourage employees to speak up without fear of retribution, the greater the bond of trust. The third trust builder is *walking to talk*. Nothing violates trust more than saying one thing and doing another (75-76).

The third strategic skill is *facilitating team performance*. Leaders must help get teams off to the right start by ensuring that team members have a strong sense of purpose, challenging goals, clearing boundaries and operating guidelines. Effective leaders also help tie the goals of an individual team to the overall vision of the organization (76).

The fourth strategic skill is *facilitating learning* which means helping people learn and develop. The critical job of team leaders, then, is to create an environment and culture that support learning and growth (77).

The fifth strategic skill is *building business partnerships*. Leaders must go beyond teamwork by forming partnerships with their customers, other plant team members, supplies, and the company's sales division. In addition, team members must interact with one another and with members of other teams (79).

The authors states that a high-involvement team leader can take years to master. From effective coaching to building trust, successful team leaders must put their own drive for continuous improvement into high gear. Both set of skills are an essential part of helping teams mature (80).

Meeting Tomorrow's Leadership Challenges

Danny Cox, in Leadership When The Heat's On, indicates that training and development is essential in meeting the future leadership needs. The authors say an effective leader possesses the following ten characteristics:

- 1) *Cultivating a high standard of Personal Ethics*. The leaders' professional ethics must match your private ethics.
- 2) *High energy* which means that a leader must develop a sense of direction, and they must draw clear distinctions between what is truly important to the organization and what is merely interesting.
- 3) *Working Priorities* which mean an effective leader will finish with the number one priority, and then go on to the new number one priority.
- 4) *Having courage* which means the leader must be willing to walk near the edge and do things slightly off balance

- when necessary. Leaders take risks and accept responsibility for their outcomes and are consistent.
- 5) *Working Hard with Commitment and Dedication.* The ones who love their jobs constantly think about how they can do the job better.
 - 6) *Going with the Urge to Create* which indicates that a leader is an innovator.
 - 7) *Getting Goal Oriented* which indicates that leaders establish goals that are in the best interest of the organization and its people, its time to part company.
 - 8) *Maintaining a Constant Enthusiasm*, which means that leaders must inspire enthusiasm.
 - 9) *Staying Level-Headed*, which means that leaders have the ability to organize chaotic situations. They don't react to problems, they respond to problems.
 - 10) *Helping others to Grow* which means leaders must be employee developers. (Cox 22-39)

Teaming up for tomorrow

In *The Leader and You*, Stuart Levine and Michael Crom indicate that organizations are restructuring and forming teams. Leaders must provide team leadership. More organizations are becoming responsibility-based organizations, in which every member must act as a responsible decision-leader (98-101).

The authors indicate that there is an art to building successful teams, and even a great coach can rarely mold a winning team overnight. A successful leader in the future must master the coaching techniques (102-103).

A leader must *create a shared sense of purpose*. Strong leaders focus their energies to clarify the vision, to establish goals, to help everyone understand what the team is about, and to show the team members how their accomplishments will impact the outside world (103).

A leader makes *the goals team goals*. Good leaders emphasize the first-person plural, such as, "We need"..."Our deadline." Good leaders always emphasize how everyone's contribution fits in (103-104).

A leader makes *each member responsible for the team product*. Each person needs to feel his or her contribution is important (104).

A leader shares *the glory, accepts the blame*. People always appreciate being included in praise. When it comes to criticism, however, effective leaders do not point the finger at others, but they step forward and accept whatever complaints arrive. They speak privately with the team members about how the results might be improved and turn their attention to doing better the next time (105-106).

A leader must *take every opportunity to build confidence on the team*. Effective leaders will believe firmly in the team, and they will share that belief with every member. A leader must be involved, stay involved (106-107).

A leader must be a mentor. It is the leader's job to develop the talents and strength of the people on the team. A leader must reinforce the confidence

the leaders have in the employees abilities, and give the employee standards to live up to. The leader must take a genuine responsibility for the lives and careers of the members of the team (108).

The authors say, "The greatest reward a leader can achieve--the greatest legacy a leader can leave--is a group of talented, self-confident, and cooperative people, who are themselves ready to lead. Team players are the leaders of tomorrow" (109).

Leadership strategies for the future

In Tao of Leadership, John Heider says, "Tao means: how things happen, how things work" (1). It is the natural law. A person is not able to define Tao because it applies to everything.

The author views that all behavior consists of opposites or polarities. The wise leader does not push to make things happen, but the leader allows the process to unfold on its own. The leader does not insist that things come out a certain way (3).

The leader must pay attention to all behaviors. People learn more when they are open to all possibilities of behavior. The leader must treat each person equally. The leader does not gossip about others or waste breath arguing the merits of competing theories. Silence is a great source of strength (5-9).

Heider continues to say that the leader should be selfless because it enhances self. The leader grows more and lasts longer by placing the well-being of all people above the well-being of self alone. The leader works in a setting without complaint. The leader speaks simply and honestly and intervenes in order to shed light and create harmony. The leader does not push the group, which eliminates resentment or resistance. The leader does not take all the credit for what happens and the leader does not have a need for fame. A moderate ego demonstrates wisdom (10-17).

Heider says, "a leader should remain unbiased by learning to lead in a nourishing manner, learning to lead without being possessive, learning to be helpful without taking the credit, and learning to lead without coercion." (19) The above can be accomplished if the leader remains unbiased, clear, and down-to-earth (19).

The author indicates that success can be a hindrance if leaders try to cherish their reputation or if they try to preserve it, and they lose the freedom and honesty necessary for further development. If people value themselves and allow others to value them also, they become egocentric, which injures both self and work. However, if people live with the fruits of success and care for themselves properly, however, they are able to foster success in other people (25).

Heider says that the leader should be quiet and reflective and the wise leader is common because it is universal, and it is natural because it is close to the source of creation. Thus, the leader should practice traditional wisdom (39).

The author states that as a rule whatever is fluid, soft, and yielding will overcome whatever is rigid and hard. Water will, however, wear rock, which is rigid and cannot yield. The wise leader knows that yielding overcomes resistances, and gentleness melts rigid defenses. The leader does not fight the force of the group's energy, but flows and yields and absorbs and lets go. A leader must endure a great deal of abuse. If the leader is not like water, the leader will break. A leader must have the ability to be soft because this makes a leader a leader. What is soft is strong (133).

Thus, the authors says, "The wise leader is not collecting a string of successes. The leader is helping others to find their own success. There is plenty to go around. Sharing success with others is very successful. The wise leader knows that the reward for doing the work arises out of the work" (161).

Leadership and the computer

In Leadership and the Computer, Mary E. Boone believes that most leaders consider communication their primary function. A prerequisite of

effective coaching is respect for the leader. People do not follow or learn from someone who lacks credibility. Being well-informed is a cornerstone of credibility (255-256). Electronic messages can improve the communication between the leader and the follower which will increase credibility (27).

Empowerment is sharing of power

In 21st Century Leadership, John R. Childress, Lynn Joy McFarland and Larry E. Senn says that as we enter the twenty-first century, the new focus will be on empowerment, which is people power by unlocking the potential of people (62). The authors say, "Empowerment is the sharing of power at every level with everyone. This empowerment leadership shifts away from position power to people power within which all people are given leadership roles so they can contribute to their fullest capacity" (64).

The authors state when empowerment is used effectively, it mobilizes individuals and self-directed teams not just to carry out orders, but to innovate and improve products, services, and programs, often with breakthrough results. In addition, empowerment focuses on broader needs such as formulating new visions, establishing strategies and priorities, coaching teams, and shaping culture to support excellence. It unlocks the potential of every individual and

builds a successful, profitable, high-performance twenty-first century organization and society (65).

Based upon review of the literature presented in this chapter, it is reasonable to hypothesize that effective leaders, in the twenty-first century, will depend upon the ability of the leader to empower his/her subordinates.

In *Lincoln: On Leadership*, Donald T. Phillips describes how he began studying Abraham Lincoln's leadership ability when he was leaving to attend a week-long management seminar. Phillips took a volume of Carl Sandburg's *Lincoln: The War Years* to read in the evenings during the week he was attending the seminar. A correlation appeared between the information contained in the book and the material being taught at the seminar. After the class, he resumed to study Abraham Lincoln's life in more detail. Information on Lincoln's leadership and management style did not exist in public libraries before 1983. The Lewis A. Warner Lincoln Library in Fort Wayne, Indiana, had three articles that dealt with Lincoln and leadership. One article was written in 1895 by Noah Brooks, a contemporary of Lincoln's. Another publication was an excerpt from a speech given to the Lincoln Society of Toledo, and another one dealt with an unrelated discussion of Lee and Grant. Thus, Phillips has conducted research on Lee and Grant, and he became a student of Lincoln and leadership before writing this book (201).

Chapter III

SELECTIVE REVIEW AND EVALUATION OF RESEARCH

Phillips views Abraham Lincoln as empowering followers

In Lincoln On Leadership, Donald T. Phillips describes how he began studying Abraham Lincoln's leadership ability when he was leaving to attend a week-long management seminar. Phillips took a volume of Carl Sandburg's Lincoln: The War Years to read in the evenings during the week he was attending the seminar. A correlation appeared between the information contained in the book and the material being taught at the seminar. After the class, he continued to study Abraham Lincoln's life in more detail. Information on Lincoln's leadership and management style did not exist in public libraries before 1983. The Lewis A. Warren Lincoln Library in Fort Wayne, Indiana, had three articles that dealt with Lincoln and leadership. One article was written in 1895 by Noah Brooks, a contemporary of Lincoln's. Another publication was an excerpt from a speech given to the Lincoln Society of Taiwan, and another one dealt with an unrelated discussion of Lee and Grant. Thus, Phillips his conducted research on his own, and he became a student of Lincoln and leadership before writing this book (xv).

Phillips describes his sources of information pertaining to Lincoln's leadership include the following:

For most of Lincoln's quotations, I have relied heavily on Roy P. Basler's magnificently well-documented Collected Works of Abraham Lincoln. When using this and other sources, I have included only those quotes that I believe reflect Lincoln's leadership philosophy and have left out all that I know to be spurious. Those quotations written in Lincoln's own hand are easily verified and given great credibility. (xvi)

Phillips relied on conversations with Paul R. White that significantly enhanced and enlightened his knowledge in understanding the art of leadership. Dale Hershup, Phillip's fellow Lincoln enthusiast, who contributed a scholarly and intuitive understanding of Abraham Lincoln, assisted Phillips during the completion of the book (xvii).

Phillips provided quotes from authors such as MacGregor Burns in his landmark book on Leadership. When Phillips outlined Lincoln's leadership characteristics, he cited quotes from authors such as Warren Bennis and Burt Nanus who wrote Leaders. Throughout the book, Phillips provided documentation from authors who completed extensive studies on Lincoln's leadership ability.

Nelton endorses women in sharing leadership role with men

In "Men, Woman & Leadership," Sharon Nelton observed top

management (one manager was female, the other male) of Gillian, a women's clothing company in New York, and two other male-female partnership style of leadership. Nelton used research studies that suggest that businesses agree that women should obtain leadership positions. According to studies, leadership based on greater openness and interaction with people assist the contemporary work force, whose members identify with such traits far more than previous generations did. Nelton cites the managing director of the Sinder Entrepreneurial Center of the Wharton School of the University of Pennsylvania, Edward M. Moldt. His research study reveals that all leaders must change as businesses enter the twenty-first century, and women are comfortable with the change. Research conducted by Judith Hoy of Learning System revealed that the skills of focusing on better customer service, all demanding higher quality and the need for leadership itself, are not the sole property of women. Research and experience, however, suggest that women are more likely to have these traits than men. Nelton continued to cite examples of past research articles published by top-level management of companies who employed female leaders (16-22).

Nelton provided results on a leadership survey that Judy B. Rosener conducted for the International Women's Forum in Washington. The study was based upon information obtained from 456 executives, 355 women and 101

men (18). The limitation of the survey is that seventy-eight percent of the respondents were women. There is no indication of the total number of surveys mailed and the number of surveys mailed to women versus men. Another limitation of the Nelton study is that it does not express views of firms which employ top-level male leaders only.

Childress, McFarland, & Senn interviews hundred top leaders

In 21st Century Leadership, Childress, McFarland & Senn studied and interviewed a cross-section of America's top leaders to learn first hand what must be done in this country to prepare leaders for the twenty-first century. Lynne Joy McFarland, Chairperson and CEO of Leadership Into The Next Century, a not-for-profit leadership education organization, interviewed and consulted with thousands of leaders around the world. She has headed national and global Leadership forums and also contributed to television programs on leadership. She is a leadership enhancement coach to top CEOs and leaders in other sectors. McFarland writes, coaches, speaks, and is producing a television series on twenty-first century leadership. After Lynne completed most of the interviews with distinguished leaders, she collaborated with the founding partners of the Senn-Delaney Leadership Consulting Group since they shared a similar vision and had extensive leadership consulting experience with major

corporations, universities, and other institutions. Together, they synthesized the messages from the leaders and created a framework for understanding leadership for the twenty-first century (12-15).

McFarland, Senn, and Childress endorsed the ideas of the leaders interviewed, and they added their own suggestions on how to use the new twenty-first century leadership tools to create the competitive, high-performance organization that they envision for our future. Each chapter ends with exploratory questions designed to involve the reader and to assist the reader in facing his or her own organizational challenges and in planning his or her leadership development needs. The leaders provide a new blueprint for the next decade with visions for the next century. They give us hope, heart, and they offer their best knowledge on pragmatic solutions for the future of our families, organization, communities, nation and the world (35-36).

McFarland asked questions of a hundred prominent leaders of major corporation, but she did not reveal the number of questions or the types of questions asked. A few of the leaders quoted include the following:

Patricia Aburden, Co-Author of *Megatrends 2000* and *Megatrends for Women*; William H. Gates, Chairperson and CEO of Microsoft Corporation; Thomas P. Gerrity, Dean of The Wharton School of University of Pennsylvania; Roberto C. Goizueta, Chairperson and CEO of The Coca-Cola Company; J. W. Peltason, President of University of California; Walter F. Ulmer, Jr., and President of Center for Creative Leadership. (18-26)

Lee A. Iacocca, Chairperson of the Executive Committee of Chrysler Corporation, stressed that the authors asked many good questions and elicited very good answers in 21st Century Leadership. He suggests anyone who reads the book will find excellent role-models (367).

Several organizations' leaders who were not interviewed evaluated the content of the book, and they provided praise for the information in the book. Bill Ferguson, Chairperson and CEO of NYNEX Corporation, wrote "21st Century Leadership is an important book. It defines the winning cultures for organizations in the future and provides guidance in creating them" (367).

Harry Hohn, the Chairperson of New York Life Insurance, endorses the content for "incorporating many valuable principles in this book in our corporate culture through a process called 'Living the Values.' We believe it has helped make New York Life a great company for its policyholders" (367). Jack Borsting, Dean of USC Graduate School of Business, wrote, "Many concepts in this book have been used in our MBA program. Senn-Delaney Leadership has helped us design these leadership modules, which better prepares graduates for their roles as leaders, not just managers" (367).

Aguayo explains Dr. Deming's new leadership training

In "Identifying and Encouraging Leadership Potential: Assessment Technology and the Library Profession," Peter Hatt secured information from

class at New York University in 1983. By the last class, Augayo endorsed Dr. Deming's approach to management. Augayo could not locate books written about Dr. Deming's views of leadership, and at the end of the course, Augayo wrote to Dr. Deming, obtaining permission to write a book on his teachings. It took seven years to write the book (*xi-xii*). Augayo viewed Dr. Deming as different:

Deming is a man of international prominence, who in fact has changed the world, but who believes every student has something to offer, something to teach. Deming goes to class or seminar prepared to learn also to teach. Learning with him has been one of the great pleasures of my life. (*xiii*)

Augayo's book contains one view point. The research he completed consisted of the author attending Deming classes and he providing his interpretation of the class material and lecture. He acknowledges that the people he spoke to during seminar recesses and intermissions or while on the job provided him with essential help. Individuals who asked questions or made comments pertaining to their views of Deming's lectures assisted Augayo in clarifying his own thinking pertaining to Deming's leadership views (1-2).

Hiatt encourages firms in using assessment centers

In "Identifying and Encouraging Leadership Potential: Assessment Technology and the Library Profession," Peter Hiatt secured information from

assessment technology developed in the United States during World War II for the specific purpose of identifying military personnel with leadership skills.

The Office of Strategic Services (now the CIA) created assessment center technology, which combined performance testing developed early in the century with post-World War I German methods of leadership management, German observational and behavioral testing undertaken in the 1930s, and British group testing procedures devised early in World War II. The OSS model, delivered by way of assessment centers, remains the most accurate and unbiased method yet created to objectively evaluate management skills (513).

After ten years of evaluation, assessment centers earned credibility as the most accurate method available to predict management success in a corporate environment. A comparison of commonly used evaluation methods showed the following percentages of accuracy in predicting success on the job as measured at the end of a decade (514):

Paper and pencil test	10-12%
Combination of traditional methods (intelligence tests, personality tests, projective tests, interview)	35%
Assessment centers	80-85%

The limitation is that people who do not perform well on tests may be excluded from leadership positions when they may possess all leadership qualities.

Kouzes and Posner describe personal best leadership experience

In Leadership Challenger, James M. Kouzes and Barry Z. Posner studied the replies of the leaders, and they evaluated what action(s) the leaders took to accomplish objectives (xviii).

Leadership Challenge began as a research project in 1983. The authors wanted to know what leaders did when the leaders did their personal best at leading, not managing, others. In collecting information on exemplary leadership practices for their study, they asked each leader to write a description of one "personal best leadership experience." The leadership practice model comes from an analysis of the common patterns and themes that emerged from the personal best as a *leader*. The personal best survey is twelve pages and consists of thirty-eight open-ended questions (xx). Some questions are listed below:

- 1) How did you involve others in planning and decision making? Did you use any special methods or techniques?
- 2) How did you build a team out of the individuals who worked for you? Did you use any special methods?
- 3) How did you foster cooperation and collaboration among those whose support you needed, even if they didn't work

- for you? Did you use any special methods?
- 4) How did you develop trust and respect among those who worked on the project? Did you use any special methods?
 - 5) How did you help your team members to feel strong and capable? Did you use any special methods?
 - 6) How did you challenge others to attain high levels of performance, to excel, to do better than ever before?
 - 7) For this project, what were the values that you believed should guide everyone's actions? What were the standards to which everyone was accountable?
 - 8) How did you show others, by your own example, that you were serious about these values and standards? How did you "lead by Example"?
 - 9) How did you recognize individual contributors? Did you use any special incentive systems, recognition programs, and so on?
 - 10) How did you get the word out to the rest of the organization about your group's accomplishments? (305-308)

Five hundred fifty managers completed the survey, which required two to three hours of reflection and expression. Seven hundred eighty managers completed a short, two page form. The authors also completed forty-two in-depth interviews. These interviews took between forty-five to sixty minutes, but some of the interviews lasted four to five hours. All of the people in the study were middle- and senior-level managers in private- and public-sector organizations (xx-xxi).

The authors assigned two outside raters who independently analyzed the content of the various case studies. The category labels that describe the

fundamental pattern of leadership behavior that emerges when people accomplish extraordinary things in organizations are best described by the following five practices, each of which consists of two basic strategies:

- 1) Challenging the process
 - a) Search for opportunities
 - b) Experiment and take risks
- 2) Inspiring a shared vision
 - a) Envision the future
 - b) Enlist others
- 3) Enabling others to act
 - a) Foster collaboration
 - b) Strengthen others
- 4) Modeling the way
 - a) Set the example
 - b) Plan small wins
- 5) Encouraging the heart
 - a) Recognize contributions
 - b) Celebrate accomplishments. (310)

Seventy percent of the behaviors and strategies described in respondents' personal best case studies and interviews can be accounted for by these factors (310).

From the analysis of the personal best cases, Kouzes and Posner developed a model of leadership. Finally, they put this all to the test by asking over 3,000 managers and their subordinates to assess the extent to which the managers that the authors studied used the practices (xxi). From the personal best survey, the authors designed The Leadership Practices Inventory (LPI),

which shows the basis of lengthy and repeated feedback from respondents and factor analysis of various sets of behaviorally based statements. The LPI shows the results of the personal best survey (311).

Kouzes and Posner conducted an acceptable survey which included a sufficient number of managers to draw a conclusion. Two outside raters analyzed the contents of the various case studies which eliminated any biased questions. Thus, the authors performed a thorough investigation of the subject pertaining to the future expectation of a leader.

Bennis focuses on how people become leaders

In On Becoming a Leader, Warren Bennis describes how he devoted most of his time in the last decade to the study of leadership. An integral part of the study was observation of and interviews with leading men and women in the United States. Bennis was known as a leadership expert after the publication of Leaders (Harper & Row, 1985), coauthored with Burt Nanus. When anyone had a question about leadership, Bennis provided the answer. This book focuses on how people become leaders, how they lead, and how organizations encourage or stifle potential leaders (1-5).

Bennis did not identify the people he interviewed or the questions asked during the interview.

O'Rourke outlines Varian's senior manager leadership criteria

In "The Essence Of Leadership," J. Tracy O'Rourke, Chairperson and CEO of Varian Associates Inc., Palo Alto, California, relies upon his past knowledge of leadership and his interviews with senior managers at Varian (43). The limitation of O'Rourke's source of information is that it contained current top-level managers' viewpoint of leadership at Varian. O'Rourke did not reveal the length of time O'Rourke was employed at Varian or the experience of any of the senior managers at Varian.

Donnithone shows cadets are leaders of character

In The West Point Way Of Leadership, Col. Larry R. Donnithorne writes that he studied leadership as a cadet and taught leadership at West Point. The program helped him understand the expectations of a leader and how to meet those expectations (1-3). He described each phase of leadership development, which included the experiences of a cadet throughout the program at West Point.

The U.S. Military Academy at West Point takes the task of building leaders seriously. Since its inception in 1802, the Academy has refined a unique system for teaching leadership. A few distinguished leaders who graduated from West Point are Ulysses S. Grant, Robert E. Lee, Douglas

MacArthur, Dwight D. Eisenhower, Omar Bradley, George Patton, Maxwell Taylor, Brent Scowcroft, and Norman Schwarzkopf. This long-term success in developing world leaders--both in the civilian and military orbits--suggest that West Point is a time-tested, integrated model for producing leaders (7-9).

George, Wellins, and Wilson developed team leadership structure

In Leadership Trapeze, Jill George, Richard S. Wellins, and Jeanne M. Wilson endorse that a change in leadership formulas must be present as firms approach the twenty-first century. They tapped into their expertise in many ways. A national survey conducted by Development Dimensions International (DDI) on the changing role of the supervisor provided quantitative data from leaders in ninety organizations. The authors' clients in more than two hundred organizations provided many examples and lessons that appear throughout the book (*xiii-xv*).

Jill George is a manager of a large-scale culture change and team implementations department for DDI's multi-site clients. As a co-leader in developing DDI's teams consulting services, George achieved results for DDI's clients by using sociotechnical systems-driven vision, design, and role clarity, and she teaches performance management interventions. She assisted in the

development of DDI's training system, which deliver the skills needed to operate effectively in a team environment (xx).

Richard S. Wellins, senior vice president of programs and marketing for DDI, focuses on new program development, research, and consulting for DDI. Wellins led the development and launch of DDI's new teams training system, currently being used by more than two thousand organizations. He consulted several organizations in culture changes, work-system design, performance management, and selection systems (xx).

William C. Byham, co-founder and president of DDI, is an internationally known educator, consultant, speaker, and author of more than one hundred articles, papers, and books. He has received numerous awards for his innovative training technologies and for his commitment to research on the effectiveness of DDI programs. In 1989, he received the Professional Practice Award from the Society of Industrial and Organizational Psychology of the American Psychological Association, and he was awarded the Distinguished Contribution to Human Resource Development Award from the American Society for Training and Development (xxi).

George, Wellins, & Wilson's experiences provide them with the expertise in writing a book on the changing leadership structure within

organizations. Leadership Trapeze helps guide leaders and their organizations through the leadership transition that accompanies a move to teams.

The limitation of George, Wellins, & Wilson's writing is that the leadership structure is skewed toward a team concept. The only organizations reviewed were involved with DDI programs, and the authors developed the firm's leadership programs.

Cox wants leadership in making a difference in people's lives

Danny Cox, author of In Leadership When The Heat's On, is one of the most sought-after trainers and keynote speakers, with almost two thousand presentations to his credit. He holds the National Speakers Association's highest award, the Council of Peers Award of Excellence, a distinction that puts him in the company of such speakers as Dr. Norman Vincent Peale and Zig Zigler. He is also a member of the highly esteemed Speakers Roundtable (201).

Cox's trade is development of human potential. His goal is to help people make positive differences in their own lives, and he desires to help improve the lives of those around him (xv). Cox writes leadership makes a difference in people's lives:

Leadership When the Heat's On is about being the best, you can be in an atmosphere of change and uncertainty. Leadership in

fair weather is hard enough. Leadership is the midst of economic and business turmoil requires everything you've got, focused through the lens of enlightened methods and techniques. This book is the manual for achieving a place of importance in people's lives that will outlive you. (xvi)

The limitation of the material is that Cox does not quote other authors, nor are there any references contained in the book where he acknowledges using other people's research pertaining to the leadership concept or leadership structure. Cox's writing is based upon his knowledge on the subject.

Levine and Crom real life experience of leaders

In The Leader In You, Stuart R. Levine and Michael A. Crom stress that the book relied on the assistance of many talented people. Levine and Crom state they received support from the entire Dale Carnegie organization's sponsors, managers, instructors, class members, and the home-office team. The book also relied on the real-life experiences of some of the world's most successful leaders (229). Levine and Crom say, "These men and women come from many disciplines, including business, academia, entertainment and government. All of them gave unstintingly of their time, their recollections and their insights. They deserve much of the credit" (229).

The limitation of Levine and Crom writings is that the material contains the experiences of leaders, managers, instructors, class members as it pertains

to past experience pertaining to leadership. The authors did not conduct any survey. They presumed that each person interviewed provided accurate information regarding the concept of leadership going into the twenty-first century.

In *The Leadership Challenge*, James M. Kouzes and Barry Z. Posner provided the most valid and pertinent research study about the hypothesis of this research project. The authors included the "personal best leadership experience" survey that they used in their research project (Appendix A), which led to the development of the Leadership Practices Inventory (LPI). Appendix B contains the Leadership Practices Inventory (LPI) results.

Kouzes and Posner say that the results of the personal best leadership experience survey reveals that leadership is a relationship between leader and followers. According to the authors the results of the personal best leadership experience survey identified five practices common to successful leaders that assist leaders in getting extraordinary things done. The practices include the following:

- (1) *Challenging the process* which suggests that leadership is an active and not a passive process. Leaders search for opportunities to change the status quo and experiment and take risks.

Chapter IV

RESULTS

Kouzes & Posner exhibit research results

In The Leadership Challenge, James M. Kouzes and Barry Z. Posner provided the most valid and pertinent research study about the hypothesis of this research project. The authors included the "personal best leadership experience" survey that they used in their research project (Appendix A), which led to the development of the Leadership Practices Inventory (LPI). Appendix B contains the Leadership Practices Inventory (LPI) results.

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- 1) *Challenging the process* which suggests that leadership is an active and not a passive process. Leaders search for opportunities to change the status quo and experiment and take risks.

- 2) *Inspiring a shared vision* -- Leaders passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the organization can become. Through their strong appeal and quiet persuasion, leaders enlist others in the dream. They breathe life into visions and get us to see the exciting future possibilities.
- 3) *Enabling others to act* -- Leaders foster collaboration, build spirited teams, actively involve others, empowering others, and strengthen others are reported as the most frequently used leadership practice.
- 4) *Modeling the way* -- Leaders establish values about how employees, colleagues, and customers ought to be treated. They create standards of excellence and then set an example for others to follow.
- 5) *Encouraging the Heart* -- getting extraordinary things done in organizations is hard work. To keep hope and determination alive, leaders recognize contributions that individuals make to climb to the top. Every winning team needs to share in the rewards of their efforts, so leaders celebrate accomplishments. They make everyone feel like heroes. (279-280)

The Kouzes & Posner surveyed several top-level managers. The executives reported that they do not determine whether someone possesses leadership qualities, but it is the followers who decide whether that person qualifies as a leader. Kouzes & Posner say, "Leadership is in the eye of the follower" (15).

The authors reveal that the results of all the surveys completed by followers throughout the research project shows *integrity* (includes being truthful, trustworthy, possesses character and conviction) as the first characteristic

requirement that followers demand from a leader. This suggests that honesty is essential to leadership (16-19).

The second characteristic is *competence*, which includes being capable, productive, and efficient. Followers must believe that the person knows what he or she is doing. Leadership competence does not refer to the leader's technical abilities, but it refers to the leader having the ability to challenge, inspire, enable, model, and encourage his or her subordinates (19-22).

The third characteristic is *leadership*. The leader is inspiring, decisive, and provides direction to their followers. The authors state the essence of leadership:

It is clear that the majority of us agree on what we want from our leaders. We want them to be credible, and we want them to have a sense of direction. If someone is to lead us, that person must be able to stand before us and confidently express an attractive image of the future, and we must be able to believe that he or she has the ability to take us there. (25)

As a result of their survey, Kouzes & Posner postulate the characteristics of a superior leader (Table 3).

Integrity	17	26
Competence	14	25
Motivation	13	22
Ambitious	16	21

TABLE 3
Characteristics of Superior Leaders

<i>Characteristic</i>	<i>Ranking</i>	<i>Percentage of Managers Selecting</i>
Honest	1	83
Competent	2	67
Forward-looking	3	62
Inspiring	4	58
Intelligent	5	43
Fair-minded	6	40
Broad-minded	7	37
Straightforward	8	34
Imaginative	9	34
Dependable	10	33
Supportive	11	32
Courageous	12	27
Caring	13	26
Cooperative	14	25
Mature	15	23
Ambitious	16	21

Determined	17	20
Self-controlled	18	13
Loyal	19	11
Independent	20	10

SOURCE: The Leadership Challenge by James M. Kouzes and Barry Z. Posner (1987).

Kouzes & Posner developed a model of leadership from the personal best experience survey. Results of the personal best experience as a leader survey provided the bases for the development and validation of the leadership instrument called "Leadership Practices Inventory" (LPI). The purpose of the LPI project is to measure the leadership behavior uncovered in the personal best survey. A summary of the results from the LPI study provides a basis for determining the accuracy of the hypothesis of this research project. It provides a ranking of the five practices used most often by managers.

Table 4 show the means and standard deviations for each scale of the LPI survey and the scores on various reliability measures (313). The authors ranked the leadership practice by importance:

practice most frequently reported as being used. This was followed by challenging the process, modeling the way, and encouraging the heart. Inspiring a shared vision was the leadership practice perceived as least frequently engaged in by managers. (313)

Table 4
Means, Standard Deviations, and Reliability Indices for the Leadership practices Inventory (N = 1,567).

	Mean	Standard Deviation	Internal Reliability			Test - Retest Reliability N = 57	Social Desirability Scale N = 30
			LPI N= 1,567	LPI Self N= 423	LPI Other N= 1,144		
Challenging the Process	22.63	3.85	0.78	0.73	0.79	0.93	0.13
Inspiring a shared vision	20.08	4.86	.088	0.84	0.89	0.94	0.04
Enabling others to act	23.96	3.95	.083	0.69	0.84	0.94	0.24
Modeling the way	22.42	3.90	.079	0.73	0.80	0.95	0.29
Encouraging the heart	22.23	4.72	.089	0.85	0.90	0.93	0.27

SOURCE: The Leadership Challenge. James M. Kouzes and Barry Z. Posner (1987).

The authors ranked the leadership practice by importance:

Enabling others to act is the leadership practice most frequently reported as being used. This was followed by *challenging the process*, *modeling the way*, and *encouraging the heart*. *Inspiring a shared vision* was the leadership practice perceived as least frequently engaged in by managers. (313)

Kouzes & Posner point out that the internal reliabilities on the LPI-scale ranged from .69 to .85 and on the LPI-Other from .78 to .90. The test-retest reliability sample consisted of fifty-seven M.B.A. students (employed full time and in graduate school part time), and they averaged better than .93. More than fifty percent of the students had supervisory responsibility. Women accounted for forty percent of the students (313).

The authors used the Marlowe-Crowne Social Desirability Scale in determining social desirability response bias. The sample consisted of thirty-three items representing behavior culturally sanctioned and approved, but improbable of occurrence. The correlations proved statistically significant at $p < .01$ (313).

Table 5 compares the means for the LPI-Self and the LPI-Other. The frequency scores are higher on the LPI-Self than on the LPI-Other, but only two are statistically significant. The author says, "There was considerable difference between the frequency scores of managers and those of subordinates on both the *enabling others to act* and *challenging the process* dimensions $p < .01$ " (313). The other three factors (*inspiring a shared vision*, *modeling the way*, and *encouraging the heart*) did not show a statistically significant difference between Self and Other scores (313).

Table 5

T tests of Differences Between Scores on the LPI - Self and LPI - Other

	LPI - Self		LPI - Other		t
	Mean	Standard Deviation	Mean	Standard Deviation	
Challenging the Process	23.12	3.20	22.41	4.04	2.64
Inspiring a shared vision	20.02	4.07	19.86	5.04	0.55
Enabling others to act	24.94	2.43	23.47	4.23	5.36
Modeling the way	22.71	3.29	22.25	4.08	1.66
Encouraging the heart	22.72	3.82	21.93	4.92	2.41

SOURCE: The Leadership Challenge. James M. Kouzes and Barry Z. Posner (1987).

Kouzes & Posner used a sample of seventy-three (forty-nine males and twenty-four females) senior human resource management professionals attending a national training directors' conference in determining the differences on the Leadership Practices Inventory for male and female respondents. The sample tested for gender differences because of the high percentage of females (32.9 percent) employed in this profession. Accordingly to the authors, "Table 6 reveals there is one significant difference between the LPI-Self scores for male and female managers" (315).

Table 6
Comparison Between Male and Female Managers on the LPI - Self

	Males (N = 49)		Females (N = 24)		t
	Mean	Standard Deviation	Mean	Standard Deviation	
Challenging the process	24.35	2.61	24.71	3.48	2.64
Inspiring a shared vision	22.98	3.19	23.62	3.51	0.55
Enabling others to act	26.63	2.17	26.46	2.81	5.36
Modeling the way	23.94	2.66	23.67	3.28	1.66
Encouraging the heart	23.22	3.85	26.25	2.94	2.41

SOURCE: *The Leadership Challenge*. James M. Kouzes and Barry Z. Posner (1987).

Subsequent analysis showed that they did not differ from their male counterparts, except encouraging the heart practice. Female managers assessed themselves as engaging in encouraging the heart behavior significantly more than did male managers (314-315).

Kouzes and Posner write that the results agreed in the refutation of the leader stereotype and in their consistency. Leaders do exhibit certain distinct

practices when they are doing their best. The behavior slightly varies from industry to industry, profession to profession. Good leadership is a universal process (xxi). The authors say, "Leadership, we concluded, is not the private reserve of a few charismatic men and women. It is a process ordinarily managers use when they are bringing forth the best from themselves and others" (xxi).

Phillips research results

In Lincoln On Leadership, Donald T. Phillip's summarization of the results reveals that Abraham Lincoln led by exerting quiet and subtle influence to his followers on a daily basis. Lincoln treated his followers with courtesy and respect irrespective of the person's position, and he obtained extraordinary results from ordinary people by instilling purpose in their work (173).

In Leadership, James MacGregor Burns called Lincoln a "transforming leader" and he stated: "A person who aims for the evolution of a new level of awareness and understanding among all members of an organization" (qtd. in Phillips 172). The author states a leader rejects the use of power, but encouraged his followers by taking ownership of their work, and the results become a team effort from all members of the organization (172).

Phillips suggested that many people overlooked Lincoln's leadership ability, especially Horace Greeley when he wrote the following:

He was not born a king of men ... but a child of the common people, who made himself a great persuader, therefore a leader, by dint of firm resolve, patient effort, and dogged perseverance. He slowly won his way to eminence and fame by doing the work that lay next to him--doing it with all his growing might--doing it as well as he could, and learning by his failure, when failure was encountered, how to do it better...He was open to all impressions and influences, and gladly profited by the teachings of events and circumstances, no matter how adverse or unwelcome. There was probably no year of his life when he was not a wiser, cooler, and better man than he had been the year preceding. (qtd. in Phillips 170 -171)

Nelton result endorses women as leaders

In "Men, Women & Leadership," Sharon Nelton views women leaders as bringing a leadership style that is more open and inclusive, more likely to encourage participation by others, and more caring attitude toward their followers. Nelton survey results suggest that women use a transformational style of leadership which encourage subordinates to transform their own self-interest into the goals of the organization. Men respondents, however, endorsed the traditional command and control style of leadership called transactional style where they view job performance as a series of transactions with subordinates and offering rewards for services rendered or punishment for inadequate performance (18).

Nelton reveals men leaders feel they need to appear to be competitive, strong, tough, decisive, and in control, whereas woman leaders see themselves as cooperative, emotional, supportive, and vulnerable. Nelton views a future successful leader as: "A person who has concern for people, interpersonal skills, intuitive management, and is a creative problem solver" (18-19).

Childress, McFarland, and Seen results call for action

In 21st Century Leadership, Childress, McFarland, and Seen view the twenty-first century as a new era of civilization which is characterized as both crisis and opportunity. They suggest that from every segment of society each person is a leader who while stretched beyond the current comfort zones, is committed to making greater contributions (343).

Childress, McFarland, and Seen states empowering include the following:

each of us must accept our leader empowering invitation to take more of a leadership role in our family, our school, our workplace, our community, our country and our civilization. Living by a powerful vision is the key to enhancing our leadership effectiveness (343).

Leaders must look beyond themselves and their organization to view broad issues in society and in the world (344).

- 1) Broad education
- 2) Boundless curiosity

Aguayo training result is science of improvement

In Dr. Deming, Rafael Aguayo views Deming's management teachings as a science of improvement because his teachings not only dealt with labor and capital, but also other variable he added, which are knowledge, organization, and mind. The third variable is important because it generates growth and improvement which allow the minds of individuals in society to flourish.

Hiatt endorses learning centers in improving leadership skills

In "Identifying and Encouraging Leadership Potential: Assessment Technology and the Library Profession," Peter Hiatt reveals that assessment centers develop those leadership skills identified by the assessment center as weak or deficient. The center develops leaders who perform at levels that provide win situations by empowering subordinates with new skills developed for new positions and promotions (515).

Bennis describes characteristics of successful future leaders

In On Becoming a Leader, Warren Bennis identifies that the following characteristics of a leader in the future:

- 1) Broad education
- 2) Boundless curiosity

- 3) Boundless enthusiasm
- 4) Belief in people to take risks
- 5) Willingness to take risks
- 6) Devotion to long-term growth rather than short term profit
- 7) Commitment to excellence
- 8) Readiness
- 9) Virtue
- 10) Vision. (202)

Bennis suggests that an individual training toward a leader position should begin early in his or her career, because training builds drive, inspires a can-do spirit, and inspire self-confidence. Empowerment of new talent enhances new ideas and develops new leaders (183). In Vanguard Management, James O'Toole states, "In time of drastic change, it is the learners who inherited the future. The learned find themselves equipped to live in a world that no longer exists" (qtd. in Bennis 189).

O'Rourke endorses empowerment

In "The Essence of Leadership," J. Tracy O'Rourke agrees that leadership in the future comes down to empowerment. The modern corporation calls for cooperation rather than hierarchy style of leadership. Empowerment is guiding others rather than ordering them around. Leaders in the future accept a lesser degree of control (43).

Donnithorne values leaders with character

In The West Point Way Of Leadership, Col. Larry R. Donnithorne says that character is the kind of leader that West Point desires. He writes "Leaders of character care deeply about both the mission and the people who must accomplish it, they are liable to experience great internal conflict and deep anguish" (165). The author stresses that developing a leader is a life long commitment because it is an evolving process.

George, Wellins, and Wilson insist empowerment begin with Senior-Management

In Leadership Trapeze, Jill George, Richard S. Wellins, and Jeanne M. Wilson claim that senior-management must model the behavior that they expect of others. They must model empowerment for their leaders because leaders learn what to do by observing the behavior of others and by displaying behavior supportive of organizational values (184-185). The author indicates future leaders must use a more advanced application of their current leadership skills (261).

Cox considers lack of empowerment results in business failures

In Leadership When The Heat's On, Danny Cox reveals that leaders who do not empower their people to perform tasks on their own may contribute

to business failures. Individuals on the team should improve their performance on a daily bases, and each month the team performance should be better than the prior month. Empowerment of employees is the primary function of a leader, and the leader must accept that people are not products. Each employee deserves the respect and courtesy that all human beings deserve (194-195).

Cox quoted John D. Rockefeller when he said, "Good management consists of showing *average* people how to do the work of *superior* people (qtd. in Cox 195). The author suggested that many ideas impossible today are possible tomorrow. Cox says the leader paves the way for employees in the following:

The leader endeavors to blaze a trail for others to follow. In doing so, there will be markers along the way. Knowing the organization's future rests in the successes of the people on the team, the leader seeks qualities that will lift him or her above the timely and into the timeless, thus inviting everyone in the organization to do the same. (195-196)

Levine & Crom states future leaders must master coaching techniques

Levine & Crom suggests that leaders in the future must master proper coaching techniques so that leaders empower all subordinates as responsible decision-makers. Employees must see themselves as world-class executives of an organization (99-103).

The authors view each person as a different individual who continues to possess his or her individuality and personality. A talented leader recognizes individual differences, and the leader takes advantage of them to enhance team performance (104).

In *The Leadership Challenge*, James M. Kouzes and Barry Z. Posner provide the most valid pertinent research on the thesis of this research project. These authors provided documentation of the results applicable to their personal first leadership experience survey that led to the development of the Leadership Practices Inventory (LPI).

In *Lincoln: On Leadership*, Donald T. Phillips derived documentation from other authors' writing pertaining to Lincoln's leadership ability. Phillips became a student of leadership, which led to his research on leadership qualities, and he compared them to Lincoln's leadership qualities.

In "Men, Women & Leadership," Sharon Nelson observed top management of a few corporations to determine the role of women in leadership positions. Nelson compared the leadership qualities of a woman and a man.

In *21st Century Leadership*, Childress, McFarland & Seem used documentation which resulted from interviews and by studying America's top

Chapter V

DISCUSSION

Summary

In The Leadership Challenge, James M. Kouzes and Barry Z. Posner provide the most valid pertinent research on the thesis of this research project. These authors provided documentation of the results applicable to their personal best leadership experience survey that led to the development of the Leadership Practices Inventory (LPI).

In Lincoln On Leadership, Donald T. Phillips derived documentation from other authors' writing pertaining to Lincoln's leadership ability. Phillips became a student of leadership, which led to his research on leadership qualities, and he compared them to Lincoln's leadership qualities.

In "Men, Women & Leadership," Sharon Nelton observed top management of a few corporations to determine the role of women in leadership positions. Nelton compared the leadership qualities of a woman and a man.

In 21st Century Leadership, Childress, McFarland & Senn used documentation which resulted from interviews and by studying America's top

leaders. They describe how corporations must develop people for leadership positions leading into the twenty-first century.

Authors such as Rafael Aguayo, Warren Bennis, and Danny Cox provided documentation from their experience in or by attending classes taught by outstanding leaders. Col. Larry R. Donnithorne's documentation was composed of his personal experience during his training at West Point and, later, his teaching of other cadets.

Kouzes and Posner outlines their research results, and they provided the most valid details of their results. Kouzes and Posner discovered five practices used by successful leaders.

Challenging the process is one practice used by leaders that suggest that the leaders search out challenging opportunities to change, grow, innovate, and improve. The quest for change is an adventure, because it tests the leaders' skills and abilities. They must experiment and take risks, which means leaders learn from their mistakes and successes.

Inspiring a shared vision is a statement of destination which is future oriented; that is, a mental picture of what tomorrow looks like. A vision is unique because it expresses a corporation's highest standards and values that set the firm apart from others. The leader enlists others by finding out what the leader and the leader's constituents have in common. They must show

followers how the long-term vision benefits them by communicating their hopes and dreams so that others clearly understand and accept the vision as their own. The leader must change the vision from intangible to tangible, so that others can see it, hear it, taste it, touch it and feel it.

Enabling others to act is fostering collaboration by creating and sustaining cooperative goals, integrative goals and building a trusting relationship. The leader must help others in accomplishing mutual goals, and they must always say "we" when thinking about and talking about what they plan to accomplish. Leaders must give their followers important work to do on critical issues, discretion and autonomy over their tasks and resources, visibility to others and provide recognition for their efforts. In addition, they must build relationships for others, connecting them with powerful people and finding them sponsors and mentors.

Modeling the way is setting an example for others by behaving in ways that are consistent with the leaders' stated values; that is, they clearly follow the rules of the road along the journey. The three essential factors for aligning values to leaders with those of their followers are clarity, consensus, and intensity. The leader's challenge is getting and keeping the people committed. They get people started and convince their followers that an impossible task is

possible. By planning small wins, people change and remain on the new path of accomplishments that promote consistent progress and build commitment.

④ *Encouraging the heart* is giving individual contributions that recognize achievement of each project by celebrating team accomplishments regularly.

⑤ Kouzes & Posner developed the Leadership practices inventory (LPI) from the results of their personal best leadership experience survey. The LPI ranked the five practices discovered in the earlier survey by measuring the leadership behavior. *Enabling others to act* is the leadership practice used most often by leaders followed by *challenging the process*, *modeling the way*, and *encouraging the heart*. *Inspiring a shared vision* is the leadership practice perceived as least frequently engaged in by leaders. In comparing results between male and female managers, the practices remain the same, except female managers assessed themselves as engaging in *encouraging the heart* behavior significantly more than male managers.

A summarization of the remaining authors include the following:

- 1) Donald T. Phillip's summarization suggests that Abraham Lincoln used empowerment of employee in getting extraordinary results by instilling purpose in their work.
- 2) Sharon Nelton views a successful leader as a person who possesses people skills.

- 3) Childress, McFarland, Seen broaden empowerment to include taking the leadership role to include all aspect of society.
- 4) Rafael Aguayo states that leaders within a corporation must add knowledge, organization, and mind into the leadership role.
- 5) Peter Hiatt reveals that an assessment center is a good source in leadership development.
- 6) Warren Bennis endorses empowerment of employees for new talent development which includes new leaders, ideas, and talent.
- 7) Donnithorne says that character of a leader is the main ingredient in developing a leader.
- 8) Jill George, Richard S. Wellins, and Jeanne M. Wilson require leaders to practice empowerment, because they are role models for their employees.
- 9) In preventing business failures, Danny Cox describes empowerment of employees is vital for a corporation to succeed in the twenty-first century.
- 10) Levine & Crom states that leaders must empower their subordinates so that all subordinates become decision makers.

Kouzes and Posner suggest that leaders do have certain distinct practices when they are doing their best. The leader's behavior varies little from industry

to industry, from profession to profession. Good leadership not only must exhibit understanding to their followers, but it is a universal process. The authors state their conclusion as follows: "Leadership, we conclude, is not the private reserve of a few charismatic men and women. It is a process ordinary managers use when they are bringing forth the best from themselves and others" (xxi).

All of the authors that comprised the research material endorse that leaders must empower their employees for successful twenty-first century leaders. As society head towards the next century, a leadership role within an firm requires all employees to participate.

Research materials suggest that Leadership must be present in all leaders as society enters the twenty-first century. Empowerment is not the act of delegation, but it encompasses the giving away of power and control to followers. A successful leader effectively empowers others, because he or she is no longer threatened by others. The leader reached a new level of self-development, comfortable with themselves, and exhibits a high level of self-confidence and self-esteem. A leader must inspire to new levels of innovation, creativity, and achievement.

Bill Gates, Chairperson and CEO of Microsoft Corporation define empowerment as "It's really up to leaders to pull the group together, get the

group together, get the best talent out of that group, get the group thinking about the greatest possibilities, and think how each person can contribute as a leader" (qtd. in Childress, McFarland & Seen 65). Thus, Gates' statement effectively summarizes empowerment, while his definition also endorses the hypothesis.

Kouzes and Posner provided the most valid and pertinent studies which led to the acceptance of the hypothesis. Their LPI study showed empowering employees as the number one behavior used by leaders as society enter the twenty-first century. Many other authors used throughout the research project endorse the acceptance of the hypothesis.

Limitations

Limitations did exist in the research study. An author suggested that many people do not understand the meaning of the term leadership because it is difficult to measure objectively and define, which results in misinterpretation of the term. Extensive past research pertaining to the term is nonexistent, because many people perceived individuals being born with the leadership skills rather than leadership skills learned from experience and class room work.

Most of the research material contained authors' documentation resulting from interviews with leaders employed by firms called "Corporate American."

Authors cited top-level executives' views on how they perceived characteristics of successful leaders as we approach the twenty-first century. It is unknown whether the authors supplied all information from their interviews with leaders, since the authors did not include the questions being asked. Most of the authors' documentation contained results of interviews. Thus, the material could be skewed in the direction in the authors' desired results.

It appears that some authors provided their own interpretations or their own opinions of how they perceive the pertinent characteristics needed for successful leaders as we enter the twenty-first century. One author used research material which resulted from another author's work and experience. Occasionally, an author used the leadership views of the author's current employer. It appears the authors reported on the material they received rather than analyzing the information contained in interviews and interpreting the results.

Suggestions for future research

If another opportunity to replicate the study is possible, the research project should include more reference material from empirical studies. Empirical studies help to reduce the opinion bias that occurs in the interpretation obtain in personal interviews.

Even though adequate research was completed which led to acceptance of the hypothesis, more time should have been devoted in gathering, studying, analyzing and interpreting the contents in the reference material that was used in the research project. Thus, the result would be a more comprehensive and thorough research study.

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