Leadership: A Practitioner's Perspective on the Literature

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Abstract

The common conception of leadership has typically focused on the actions of an heroic leader – a single person who is the leader by virtue of his commanding position in a hierarchy. The purpose of this article is to look at some of the literature targeted to practitioners and suggest a new view of leadership as the exercise of influence in any interpersonal relationship. As such leadership is clearly being recognised as a widespread social function necessary for the achievement of collective objectives and not just a position in a hierarchy or a chain of command. Thus, many different and diverse expressions of leadership are needed in all organisations. It is suggested that this view may have particular utility for the emerging knowledge era organisation which demands that each person take the initiative for furthering the objectives of his organisations.

Introduction

Organisations are changing in dramatic and fundamental ways. The flood of new computer and telecommunications technologies, the continuous introduction of new work methods, and the enormous managerial efforts undertaken to make organisations (hence, individuals) responsive to fast changing market conditions, all belie a need to understand and apply the most effective leadership tools and techniques in today's organisations.

The need is clear. Organisations recognise they are less than efficient and often less than effective in achieving their objectives and it is due in large part to the lack of leadership or the misunderstanding of what leadership means.

John P Kotter (1996) reports a need for additional formal study of organisational issues by potential/future leaders: "Success in managerial jobs increasingly requires leadership, not just good management. Even at lower levels in firms, the inability to lead is hurting both corporate performance and individual careers. Organisations that stifle leadership from employees are no longer winning."

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More recently, Noel Tichy and Eli Cohen, (1997), commenting on the popularity of the learning organisation said: "A learning organisation isn't enough. They need to become teaching organisations...Teaching organisations do share with learning organisations the goal that everyone continually acquire new knowledge and skills. But to that they add the more critical goal that everyone pass their learning on to others." And his major point identifies leaders as the teachers. In winning organisations, "...leaders exist at all levels and leaders actively develop the next generation of leaders. Once this 'engine' gets running, it is hard for competitors to stop."

There is also an educational need for leadership programmes. Specific curricular deficiencies in the area of leadership, systems thinking, and the organisation-stakeholder relationship, have been cited by critics of management education for some time. Corporate "universities" are increasingly focusing on leadership development – especially as a tool for orderly succession and as a means to prepare for growth. Continuous, lifelong education and training are becoming both a necessity and an avocation among managers aspiring to significant leadership positions.

Because of the changing nature of work and the advent of the virtual organisation and self-management expectations, various professional associations recognise the utility of leadership training for current job enhancement as well as for job advancement. Professional associations such as the Organisation Development Network, the American Society for Training and Development, and the Human Resources Society (and their counterparts all over the world) advocate continued formal education in leadership.

The United States Department of Labor, Bureau of Labor Statistics also says there is a growing need for management and leadership training. For example: "Employment of general managers and top executives is expected to grow about as fast as the average for all occupations through the year 2005 as new companies start up and established companies seek managers who can help them maintain a competitive edge in domestic and world markets ... Experienced managers whose accomplishments reflect strong leadership qualities and the ability to improve the efficiency or competitive position of an organisation will have the best opportunities."

The same is true of health care, non-profits and other organisations. As complexity increases and the knowledge era fully evolves, the demand for leadership training will increase. But the concepts of leadership and leadership development have come to mean many things to many people.

The popular conception of leadership is frequently understood in the context of the functional role of a single person perched atop an organisational pyramid. Recent idolisation of people like Jack Welch, CEO of General

Electric, Michael Eisner, CEO of Disney, and Richard Branson, CEO of Virgin, confirms this conceptualisation. While this glamorisation stimulates the popular imagination and sets inspirational examples of what is possible for every MBA student with dreams of corporate success, it does not necessarily reflect best practice and effectiveness so much as a cult of personality perpetrated by the press and massive public relations campaigns by large organisations. As we shall see in a moment, however, leadership is a concept in transition.

Defining Leadership

If you ask an accountant how to calculate the purchasing power of the dollar, she would tell you to divide the consumer price index for the base period of 1982-1984 by the consumer price index of a given year. Simple. In almost every technical field – the so-called hard sciences of business such as finance and accounting, production, information systems and contract administration, for example – concepts are well defined and universally understood. An asset is measured in the same way from one company to the next. There is an extensive regulatory environment to insure that generally accepted accounting principles (GAAP) are applied across the board to all businesses.

This is not the case in developing useful principles to govern the social systems of organisations, however. Instead, there is a rather colloquial jargon that leaves an impression of the field being a rather soft science because so many competing conceptual definitions exist for the same phenomena. Leadership, for example, has literally hundreds of definitions in both academic and practitioner circles is a concept thought to be obvious and understood by anyone who comprehends English. Alas, it is not.

There are as many definitions of leadership as there are authors. That is an unfortunate consequence of the lack of agreement about whether leadership is a position, a person, a behavioural act, a style, or a relationship, as much as it is due to the lack of agreement about exactly who or what we are actually referring to. Obviously, if it can mean anything, it means nothing.

The American cultural mindset of leadership as a heroic act and a singular achievement is created in part by the news, entertainment, and advertising media that shapes our impression of the conventional organisational world. The business press is varied in its approach to leadership but in the vast majority of cases report on the men and women at the very top of organisations. *Fortune* magazine focuses on CEOs of the largest organisations while *Forbes* focuses on the entrepreneurs behind small and mid-size companies, for example. A new entrant in the business press, *Fast*

Company, has rocketed in circulation and advertising pages due to its extreme emphasis on the heroic, larger than life accomplishments of a new generation of organisational cowboys and cowgirls seemingly single-handedly reshaping the contours of the business world. In a very exciting format and nouveau design style, *Fast Company* portrays achievements as nothing short of individual brilliance and panache.

The real world isn't quite so dependent on the exploits of lone-ranger type CEOs. But the truth is sometimes harder to accept because, while individuals do indeed make a big difference, their successes are intimately related to the cooperation and hard work of a small army of colleagues, peers, "bosses", "subordinates", mentors, and customers combined with good fortune. Though perhaps suitable as a symbol, the icons we so frequently read about are really only an easy shorthand for a description of the work of innumerable individuals who made success happen. There are after all 293,000 employees at GE, 117,000 at Walt Disney, and the Virgin Group has slightly more than 10,000.

Still the business press shares a similar perspective about leadership: that it is centered in a single person at the top who appears to have the responsibility for all decisions right or wrong. Clearly it is a heroic model. The individuals are seen as victors in the struggle for the corner office and, while ensconced there, some are tough task masters with a no-nonsense approach, others are more people-oriented. But it is the self-determination, the intelligence, foresight, the strategic brilliance of these individuals who virtually alone create organisational success for companies large and small. It is a traditional model with basically two features of leadership. First, it is the main function of the individual at the top to navigate the organisation through a highly competitive global marketplace, constantly adjusting the strategy and vision in order to succeed. In the inevitable personal profiles that accompany the accounts of success or failure in this external strategic battlefield leaders are portrayed as either good guys (only 3 per cent of the time, are they gals, in the *Fortune* 1000) or bad guys. Clearly they convey a model of leadership being centered in a CEO taking control of the organisation and using it as an instrument of his or her will.

Second, the positional leader lays out the internal structures and processes that, as if a well-oiled machine put in motion, accomplishes the work. Thus, it is important to establish a common frame of reference when we talk about leadership. Some organisations equate leadership with management. Others equate it with financial success. Still others equate it with getting employee compliance. Usually, leadership is simply thought to mean being in charge. For Peter Drucker (1998), considered the father of

modern management thinking, a leader is: "the person who has responsibility and who has followers." As such it is a formal role played by someone given authority to provide "responsibility" in an organisation. This is very compatible with what we have seen, that focuses attention in much of the corporate world, on the leadership behaviour of those at the very top of organisations.

Unfortunately, few organisations have gone much further than a general advocacy of a certain executive "command presence" and few have truly institutionalised the practice. In other cases, individuals are left to themselves to figure out how to succeed as a leader given the prevalence of certain norms. Unlike the existence of GAAPs there is no convention regarding a single acceptable leadership standard. More importantly, there is no convention that asserts the appropriate behaviour of CEOs. They are allowed to impose personal beliefs, philosophies and behaviours freely so long as they are not illegal and they retain the confidence of their boards of directors. Thus, the test of institutionalisation of leadership best practices is quite important though illusive – and will remain a future challenge for the profession.

Primary Archetypes of Heroic Leadership

Two recent books profiled the successes of two men who symbolise the contradictory archetypes as if extreme poles on a continuum of leadership approaches most frequently drawn upon by CEOs as models for their own behaviour. One was about Al Dunlap, the no nonsense turnaround specialist and the other was Herb Kelleher, founding CEO of Southwest Airlines, who demonstrates a people-oriented approach. A brief description of their approaches is merited to sketch the frequently cited polarities among observers of leadership.

In *Mean Business: How I Save Bad Companies and Make Good Companies Great*, (New York: Times, 1996) Al Dunlap gave an account of his turnaround of Scott Paper. In a mere 20 months, from his appointment as CEO to Scott's merger with Kimberly-Clark, Dunlap, in his own words, "cut back 70 per cent of upper management and eliminated more than 11,200 total jobs, 35 per cent of the Scott payroll." In addition, he sold off pieces of the company that included another 6,000 jobs. But, according to him, once " . . . the bloodletting had ended . . . 20,000 people had secure jobs once again." In this way he earned in the USA the nickname given to him in Australia: Chainsaw Al.

But redemption came in the form of a massive stock appreciation without which the basis for his book would have been missing. Stockholder value

increased by US$6.5 billion. "That's more than $10 million a day!" he proudly proclaimed. For his efforts Dunlap walked away with US$100 million in salary, exercised stock options, personal stock profits and a non-compete agreement alone worth US$20 million after the merger. All of this, he boasted, was well deserved – less than 2 per cent of the wealth he created for the stockholders. Did he earn it? "Damn right I did. I'm a superstar in my field much like Michael Jordan in basketball and Bruce Springsteen in rock 'n' roll."

When the criteria of effectiveness is profit, stockholder value and survival, the mention that Al Dunlap was on the way once sent stock prices soaring. When it was announced that he would be the new CEO of Sunbeam Corporation, the stock shot up 50 per cent in one day! Of course, by the time he gets to an ailing company the patient is on its last leg and desperate acts seem the only way to meet the challenge. In the case of Sunbeam, however, he left the company in disarray. His "leadership" apparently didn't always work. But all that occurred well after the book was published.

For Al Dunlap, leadership isn't an interpersonal behaviour as it is typically understood, it isn't about relationships between the leader and follower, it isn't even about a personal style. It is about economic success or failure. If you are successful in either raising stock prices or dividends or profits you are deemed a leader. If you don't do these things you are simply a failure. Witness his acrimonious departure from Sunbeam.

However, if effectiveness is measured by profitability, satisfaction and the intact survival of the organisation over time, Al Dunlap's school of leadership is not very useful. The question is: "If not Al Dunlap, then who?"

Interestingly, the antipode to *Mean Business*, *Nuts! Southwest Airlines' Crazy Recipe for Business and Personal Success* (Freiberg, 1996) recounts the life and times of a rather remarkable team of entrepreneurs who, with seemingly inexhaustible energy, compassion and vision, created the most enduring success in contemporary American aviation. Theirs is a story of how an airline struggled for its place in the industry, fought the good (and wildly successful) fight and did so living up to the highest standards of integrity.

Its hallmarks were service to employee and customer alike while setting a shining example of how to operate according to a set of interpersonal standards and respectfulness still all too rare in the corporate world. While Herb Kelleher, the CEO and one of the original brains behind its vision and strategy exemplifies the spirit and philosophy of the organisation, today that vision has been institutionalised and is now carried on by 20,000 current Southwest employees.

While *Mean Business* was incredible because of the arrogance and self-centeredness of its author, *Nuts!* equally leaves the reader with a sceptical view of the cozy claims that "Love" isn't just the name of the airport in Dallas that serves as its corporate headquarters but the driving force and single most powerful explanation for the company's success. In the case of Herb Kelleher and his associates, one just can't imagine their being that good.

The time and effort to create a culture that puts employees first, that insists on each person contributing their best, that fosters an environment of caring and laughter amid the seriousness of providing the safest, most reliable and most customer satisfying airline in the United States, seems somewhat fictional. How can you possibly get 20,000 people to care about anything day in and day out without tough managers making it happen? It seems just too good to be true.

The company experienced steady profits year in and year out. Satisfied employees are willing to do whatever it takes to get planes safely skyward. It is an airline where captains and baggage handlers willingly work together and share the same mission. Creating and keeping this kind of culture is the hardest thing a leader can do.

Clearly this is a tale of ordinary people doing extraordinary things because they possess the will to do so and because the management of the organisation makes it a priority to enable, empower, encourage and, indeed, ennoble each employee. It takes a conception of leadership as an interpersonal responsibility for the whole that is in stark contrast to Dunlap's approach. It resulted in a level of performance and good will equally rare among a workforce more used to suffering downsizings, reorganisations, outsourcings, and disregard from the managerial elite than expressions of love and compassion – almost a daily occurrence at Southwest. This is a very unusual tale of corporate life.

The story of Southwest is not the story of quick riches but of steady profits. "It is the only US airline to have made money every year since 1973." It has done this by offering the lowest airfares in the business while having the most productive workforce among all US airlines, having the best safety record, and a no-furlough policy that has withstood the ravages of an extraordinarily competitive environment. Southwest is ranked in the top 10 in *Fortune* magazine's (January 11, 1999) list of the *100 Best Companies to Work for in America*. And stockholders have been pleased as well.

The contrast between Herb Kelleher and Al Dunlap dramatises the essential differences in popular leadership models of the tough task master

with a no nonsense approach versus a compassionate people-oriented approach.

Our dualistic and frequently superficial impressions of what leadership is seems equally driven by events as they are by style. Success brings imitation believing that a particular style such as Dunlap's or Kelleher's was the sole responsible factor for success.

It is apparent that this conceptual exploration risks becoming fodder for an ideological battle: Tough versus soft, liberal versus conservative, one person's ideas versus the ideas of the many, science versus art, etc.

Representative Leadership Literature

With only a rare exception or two, the leadership literature, unfortunately, reinforces the idea of the heroic CEO, though there have been some significant departures. (See Appendix A for a list of selected leadership literature from the 1990s. It summarises each author's definition of the concept, the approach taken and its uses.)

James Collins and Jerry Porras, in their successful *Built to Last* (1994), typify the idea that leadership is based in position. For them, leadership is defined as "top executive(s) who displayed high levels of persistence, overcame significant obstacles, attracted dedicated people, influenced groups of people toward the achievement of goals, and played key roles in guiding their companies through crucial episodes in their history." For Collins and Porras leaders are heroes, just as they have always been.

For Warren Bennis, one of the most popular leadership gurus, leadership was not explicitly defined in his book *Learning to Lead* co-authored with Joan Goldsmith (Addison-Wesley, 1994). Bennis and Goldsmith simply described what leaders do as opposed to what managers do. For example, "leaders act with integrity and competence, interpret reality, explain the present and paint a picture of the future, innovate, build trust, are effective advocates for followers and care about them." As they say: "A good manager does things right. A leader does the right things."

However, in tracking the leadership literature over the last decade, it is clear there are signs that the concept is changing – and dramatically so. In spite of a long history of seeing leadership as a function of top management and based solely in one's position in an organisation, today, many people are seeing leadership as a function to be exercised by virtually everyone in an organisation.

Peter Northouse, (1997) defined leadership as "... a process whereby an individual influences a group of individuals to achieve a common goal."

Toward the end of the decade an interesting article by Peter Block

(1997a), author of *Stewardship* (1993), simply stated that now "Leaders don't matter." Indeed, undue reliance on one or two individuals may be organisationally inefficient as well as dangerous to individuals by really encouraging them to be dependent on others. Explaining further (1997b), Block said: "The focus on the leader is a collective escape from responsibility. A culture of accountability will come from turning our attention away from leaders and committing ourselves to creating a deeper sense of community and citizenship."

Reflecting on the practice of several large organisations successful at creating conventional leaders, Noel Tichy and Eli Cohen (1997) report that leadership isn't about an all-knowing super person but a quality that can be developed in everyone – a responsibility that can be spread throughout an organisation that results in perhaps the only real competitive advantage. Gill Hickman (1998) reports that "Leadership and followership in transformistic organisations are predicated less on positional authority and more on interdependent work relationships centered on common purposes. Participants are active, multi-faceted contributors." For Hickman, transformistic organisations "describes the capacity of an existing or new organization to facilitate multiple levels of transformation (individual, organizational or societal) by partially or completely changing its human capabilities, structure and or functions in alignment with its core values and unifying purpose ... "

An organisation that attempts to structure itself to enable this form of behaviour to evolve is the Swiss-based ABB (Asea Brown Boveri) under former CEO Percy Barnevik. Barnevik (1997) reports: "There is a tremendous unused potential in our people. Our organisations ensure they only use 5 to 10 per cent of their abilities at work ... We have to learn how to recognise and employ that untapped ability that each individual brings to work every day." In this environment, leadership isn't so much a heroic act as a catalytic one – stimulating others to utilise more of their potential more often.

ABB has created a "leadership engine." According to Barnevik: "The press may describe us as a US$30 billion diversified global company, but we see ourselves as a portfolio of 1,200 companies, each with an average of 200 employees. This is where the real work gets done, and these people need well-defined responsibilities, clear accountability, and maximum degrees of freedom to execute." As Sumantra Ghoshal and Christopher Bartlett, (1997), concluded: "The real requirement of success, then, was not just resources or strategic brilliance at the top of the company but a broad-based organisational capability embedded deep in the corporate ranks." With 5,000 profit centres and a corporate headquarters of only 200 people,

leadership at ABB must be localised and widespread.

Toward a Simplified Definition of Leadership

Leadership is clearly being recognised as a widespread social function necessary for the achievement of collective objectives and not just a position in a hierarchy or a chain of command. As such, many different and diverse expressions of leadership are needed in all organisations. Further, we contend that leadership is a specific social phenomenon between people for the purpose of achieving mutual objectives which are intended to result in collective effectiveness and personal enrichment over time. It is as much about how work gets done as it is about what gets done and who does it. Thus, here, we will define leadership as a form of influence and a type of role. We will also emphasise the importance of generalising the behaviours that constitute leadership so each person in an organisation can develop a more effective influence style and assume the role of "leader" as catalyst, coordinator or facilitator, when appropriate. Undoubtedly this will be a controversial departure from the conventional wisdom but evidence suggests that organisational success in the future will be determined on precisely this new conceptualisation of leadership.

One of the first accounts of the appearance of this form of leadership was described by Joseph Rost (1993). "Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes." In the knowledge era, he recognised that, at least within formal organisations, the work between people will take the shape of collegial relationships rather than hierarchical ones. In becoming a more collegial enterprise, essentially composed of "volunteers," mutual consent and negotiated agreement will typify decision-making, goal setting, and performance appraisal. Clearly leadership in this environment will require the mutual exchange of influence based on perceived common interest, the expertise of the individuals involved and the conditions impacting the specific objective at hand.

Of course there are many forms of influence and we shouldn't confuse them. And, perhaps, in the near future we will develop a finely tuned lexicon of leadership more clearly defined according to the context, the type of organization and the degree of expertise of the individuals within them. For now, however, we'd like to make a sharp distinction between the conventional wisdom of leadership as "positionship" (regardless of the form of influence) and leadership as a process of mutual interaction, mutual consent, and mutual gain between leader and follower. If we see influence style as a product of the nature of the power and values disposition of the individual as a continuum

of possibilities as in Chart 1, we can distinguish several forms of influence. These distinctions result in various behavioural styles used by the "position holder" of a group – be it at the level of the organisation, division, department, parish, bureau, shop, etc. However, not all forms of influence should be defined as "leadership" as we discuss that behaviour here. Simply, in this new conceptualisation of leadership, leadership is a particular kind of influence. While we recognise this perspective is new, we believe it helps us more accurately frame the discussion by being more precise about what we mean. With this approach we clearly reject the Hitlers, Stalins, Pol Pots and Maos of the world as leaders though surely they were tyrants and dictators. Influential? Yes, but their influence was largely based on threat, coercion, intimidation and mass murder to force compliance and to maintain their position power. They are not considered to be leaders in the sense of that term as it is used here though, of course, they had followers – a necessary but not sufficient requirement to be a leader.

The CEO represents a point of contact to the external world of investors, regulators, and the local community. His or her role is to facilitate the creation of a vision, a mission and a strategy to achieve them. It is also important for leadership to be dispersed throughout the organisation in order to craft the ability of a diverse workforce to live the vision and achieve the mission as articulated in the strategy.

In order to identify best leadership practices, it is therefore important to decide which intended outcomes will be sought in utilising the leadership form of influence. Remember that the use of leadership as a form of influence doesn't preclude the use of other influence styles such as boss, but the distinction certainly keeps our conversation more accurate when using these concepts. When we are being a boss or a manager or a dictator or a partner, we should own up to that style and not lump them all together as "leadership."

A "leadership" influence style focuses on the mobilisation of workpartners in a consensual, collective, effort to achieve the organisation's vision.

Clearly, as we move into the twenty-first century, the successful management of people creates the demand for leadership and the act of leadership requires people to become more open to their whole experience of interpersonal interaction – to see more, hear more, understand more, in order to help the organisation see and meet the changing needs of customers and employees and to focus the collective productive intent of achieving effective results. The purpose of leadership is also about creating a seamless partnership between customer, employee, and organisational purpose in order to succeed in the market. It is about intelligence – about pushing back personal

Figure 1: Forms of Influence

	0	1	2	3	4	5
Forms of Influence	Dictator	Owner/ Boss	Supervisor Adminis- trator	Manager (transac- tional)	Leader (transfor- mational)	Partner
Example (Business)	Al Dunlap	Henry Ford	Robert Stempel	Michael Eisner	Herb Kelleher	Jack Stack
Example (Public Figure)	Stalin	Richard Daley	Herbert Hoover	L B Johnson	F D Roosevelt	Nelson Mandela
Power Usage	Coercive	Coercive Legitimate	Coercive Reward	Reward Coercive	Identifica- tion/ Expertise	Expertise/ Vision
Outcomes	Obedience	Obedience	Reluctant compli- ance	Willing compliance	Consent of followers	Shared ownership of process and results
Effective- ness	Possibly in short term	Possibly in stable environ- ment	Possible/ Likely only in stable environ- ment	Likely in stable environ- ment	Likely	Highly likely
Enrich- ment	Dictator and Cronies	Owner/ boss	Company	Company, Manager, some Followers	Company Leader and Followers	Everyone

limitations and being open to new possibilities for creating a better, more enjoyable, more successful organisation. Most of all, perhaps, the act of leadership is about building strong positive relationships.

The tools and techniques used to mobilise the creative talent and energy of workpartners makes contemporary business success possible. Through a positive contribution of personal energy and commitment to success, each employee makes the organisation viable. The innovation and creativity of the workforce, when unleashed, can do remarkable things. We see this every day in the products and services that fill the marketplace. It takes the power of collaborative, positive leadership to make this happen. It is everyone's responsibility.

Of course, leadership is an interpersonal skill used to influence others. It is a skill that is desperately left wanting in most organisations because technical expertise and political prowess have been confused with the ability, and the right, to manage. But leadership, if conceptualised as simply being the boss, the one in charge, having the right to tell others what to do because of one's position in the hierarchy, is simply not adequate to deal with the challenges facing organizations at the dawn of the twenty-first century. It is an inadequate model for operating a complex human system where patterns of influence and achievement are dependent on a multitude of factors beyond the control of any one person regardless of organisational position or personal talent. To see leadership as an act of a position is to rely on the heroic model of leadership and to risk organisational performance on the hope that, somehow, heroism will be forthcoming and successful when needed. It can't be counted on to happen that way.

But leadership is about much more than mobilising a workforce to achieve output objectives. It is also about creating joy, efficacy and a shared purpose – in short, a positive workplace culture. Max DePree (1989), CEO emeritus of furniture maker Herman Miller, was one of the first to talk about building a covenantal relationship with employees and to use words such as "love" and "joy" when describing the new leader's work. When joy and a shared purpose are outcomes of the leader's use of people-management tools and personal influence, organisational success is virtually guaranteed.

With personnel selected on the basis of education, social skills, creativity and the ability to work independently (but also as members of a team), large organizations will have the luxury of creating cultures that support and reinforce individuals who can succeed in creative, competitive, knowledge-based environments. Leaders, in the larger sense of the term, will play a very different role. Instead of concentrating on directing and controlling, they will coordinate, coach, support, teach, motivate, facilitate, defend, and,

from time to time, rejuvenate their environments – and not do so alone but as a function of their work with others – exercising their leadership skills in service to the group and the organisation.

Changing Context of Organisational Leadership

Many readers might find the idea of "leadership as everyone" or as only one form of influence a bit far fetched. But there is massive evidence that a dramatic shift has been taking place in a sizable portion of the economy that indeed spells the death of the old way of being including the ego-centered, hierarchical, power-driven conception of leadership. Many organisations that have stumbled into the new era are finding themselves in what are described as knowledge-based organisations. These organisations depend on the acquisition, manipulation, packaging and selling of concepts, abstractions, insights and ideas. This requires a new way of being. As such, being effective requires the full participation and creative talents of each person to be noticeably present in the value chain. That requires both individual intelligence to be brought to bear on each person's work but also a catalytic form of influence that stimulates continuous creative contributions and each person reaching into new areas of their potential.

The main reason that many organisations today are in a state of chaos and breakdown is due to their inability to develop an appropriate "influence" ethos and style (leadership) for the knowledge era. Blaming today's incessant change for the chaos misses the point and reinforces the idea that all solutions are still expected from a heroic leader. People and organisations equipped to face change do not experience it as chaos while those who are ill equipped to deal with it, do feel the chaos, struggle and fail. It is not change that is the problem but our response to change. And it is those organisations that effectively utilize the collective effort through the "leadership" form of influence that succeed.

Today, as managers reach senior levels and are expected to practise more leadership than positionship, the old mindsets they bring with them increasingly disappoint them, increasingly fail, increasingly lead to conflict; but they are at a loss to understand why. In desperation they too often simply try harder rather than shift their thinking. Try to be more heroic than collaborative and continue to fail.

Unfortunately, not all people still thought to be "in charge" by virtue of their holding a particular position and having authority over others, behave heroically – even occasionally like leaders – and they are frequently not very good managers. It seems we tolerate this and simply call bad managers, managers and good managers leaders. We have thus come to expect

mediocrity among people who are responsible and, if the popularity of the Dilbert cartoon series is an indication, expect managers to be clueless. In the case of really good management that also inspires, challenges and raises our sights to possibilities we haven't yet imagined, the hero's visionary touch seems present. It clearly stands out as an exception though, because good management has never been a prerequisite for being given authority and in the future being responsible in the sense of being a good manager/leader will be everyone's business.

In the knowledge era, the emphasis on which portion of our jobs will require leadership and which portion will require management is likely to shift toward leadership. This is because of several reasons. First, the knowledge-based organisation requires more interpersonal negotiations, collaboration between peers, and consultative relationships with others in the organisation who are neither bound to fulfill our needs nor to be expected to cooperate as a matter of course (and vice versa). The networks we increasingly work in will require a proficiency in influencing and inspiring others that few of us inherently possess and few of us learn through formal education and training. Yet we will need those skills in great abundance to make the network work well and to make sure leadership is part of our everyday work life responsibilities.

If people are promoted because of their technical ability alone or the success of their political skills with their boss without regard to the leadership skills that are important, leadership remains elusive. Ultimately, leadership skills will enhance the effectiveness of every manager. Indeed it is those skills that make the good manager even more effective. There are two broad sets of skills primarily interpersonal and conceptual in nature that enable an individual to be effective as both a manager and a leader.

Because leadership is not likely to be a permanent role one plays but a fluid give and take where one will lead one minute and follow the next, leadership practice and development must be a part of everyone's capability.

Furthermore, personal leadership effectiveness will become part of the routine development of all personnel and the traditional training function will evolve into a continuous career-long learning process that prepares participants for a variety of contingencies including handling the unknown. Corporate "universities" are now replacing training departments to reflect the new emphasis on learning, creative problem solving, intellectual adaptability and resourcefulness in exercising one's new role in the knowledge era.

So, there is an exciting future ahead for organisations developing a leadership culture as they move from focusing on a hero to focusing on the

process of leading. It is in the realm of building leadership capacity and helping each individual develop his or her full potential that corporate educators can make the most significant personal contributions to the success of their organisations for years to come.

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Hickman Gill (Ed), *Leading Organizations: Perspectives for a New Era,* (Thousand Oaks, CA: Sage, 1998).

Kotter, John *The New Rules: How to Succeed in Today's Post-Corporate World* (New York: Free Press, 1996).

Levering, Robert, "100 Best Companies to Work for in America, "Fortune", (January 11, 1999).

Northouse, Peter, *Leadership: Theory and Practice,* (Thousand Oaks, CA: Sage, 1997).

Rost Joseph, *Leadership for the Twenty-first Century.* (Westport, CT: Praeger, 1993).

Tichy Noel and Cohen, Eli *The Leadership Engine: How Winning Companies Build Leaders at Every Level,* (New York: Harper, 1997).

Selected Leadership Literature in the 1990s

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Bennis, W and Goldsmith, J (1994). *Learning to Lead: A Workbook on Becoming a Leader.* Reading, MA: Addison-Wesley.	Not explicitly defined. Described as what leaders do as opposed to managers. For example, leaders act with integrity and competence, interpret reality, explain the present and paint a picture of the future, innovate, build trust; are effective advocates for followers and care about them.	Leadership can be learned – especially through self-analysis and introspection.	This is a workbook that can be used in a class-room or by one's self.	The focus on individual behaviour directly addresses the needs of individuals for feedback and is a good self-development tool. This method raises the "leadership as relationship" conscious-ness of each person who engages in the process.
Bass, B (1998). *Transformational Leadership: Industrial, Military and Educational Impact*, Mahwah, NJ: Lawrence Erlbaum Associates.	"Leadership is charismatic such that the followers seek to identify with the leaders and emulate them. The leadership inspires the follower with challenge and persuasion providing mean-ing and understanding. The leadership is intellectually stimulating, expanding the followers use of their abilities. Finally, the leader-	Clearly, the message of this book is to demonstrate through empirical studies the superiority of the Bass transformation model of leadership.	Studies from industry, the military and educa-tion are highlighted.	Makes an excellent case for use of the MLQ (multifactor leadership questionnaire) developed by Bass and Avolio.

Selected Leadership Literature in the 1990s (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
	ship is individually con-siderate, providing the follower with support, mentoring and coaching." (p 5)			
Block, P (1997). "Why Leaders Don't Matter", *At Work*, Nov/Dec, 1997.	"Leaders don't matter." (p 7)	"The idea that we should keep looking for better and better leaders is to me a statement of the problem ... strong leadership absolves people of their respons-ibility." (p 7)	"We should be confron-ed with the fact of how we're treating each other, not with the fact that standards weren't clear and codes of conduct weren't enforc-ed ... My vision is of a world where we have escaped the shackles of our institutions, where organisations distribute power rather than consume it, where democracy is a real phenomenon." (p 7)	This reminds us that each one of us is responsible for and to the whole and that we can't abdicate that responsibility merely because of the assignment of a leader.

Selected Leadership Literature in the 1990s (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Block, P (1993). *Stewardship: Choosing Service Over Self-Interest.* San Francisco: Berrett-Koehler.	"Stewardship is the willingness to be accountable for the well being of the larger organisation by operating in service rather than in control, of those around us. Stated simply, it is accountability without control or compliance." (p xx)	It is necessary to rethink conventional ways of organising, leading and managing in order to build a better organisation and world.	Block questions underlying assumptions of the conventional wisdom to expose their inadequacies as a basis for democratic governance.	Shifts the thinking about one's leadership responsibilities and shows how assumptions and choices we make influence the entire act of organising as well as the way one manages. This clearly provides a valuable frame break.
Collins, J C and Porras (1994). *Built to Last: Successful Habits of Visionary Companies,* New York: Harper Business	"Leadership is defined as top executive(s) who displayed high levels of persistence, overcame significant obstacles, attracted dedicated people, influenced groups of people toward the achievement of goals, and played key roles in guiding their companies through crucial episodes in their history." (p 262)	Corporate culture based on commitment to values is the strongest influence on longevity and market success.	Study comparing paired companies from the point of view of their cultures.	Demonstrates the usefulness of establishing a clear vision and strong supportive values (an organisational culture) as a way of shaping behaviour and commitment among all members.

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Selected Leadership Literature in the 1990s (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Covey, S R (1991). *Principle-Centered Leadership*. New York: Summit Books	Principle-centered leadership is cultivating security, guidance, wisdom and power.	Leaders can expect to transform their organisations and their people by communicating vision, clarifying purposes, making behaviour congruent with belief, and aligning procedures with principles, roles and goals.	A new compass, a new rationale for leadership based in principles not position.	Internal principles, values and agreements are powerful surrogates for external controls.
Gardner, J W (1990). *On Leadership*. New York: Free Press.	"Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers." (p 1)	From one of America's preeminent public servants, this message speaks to vision, values, serving constituents and mindfulness of the public purpose of leadership.	This essay clearly puts leadership, especially national and community leadership in a historical/political context. The focus of this book is community and institution building. Role models, inspirational examples from the past and the continuity of hope through the use of cultural storytelling, strengthen one's resolve to live up to our highest capabilities.	By placing the present in historical perspective on one may clearly see the effectiveness of successl strategies for mobilising large numbers of people.

Selected Leadership Literature in the 1990s (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Greenleaf, R K (1970, 1991). *The Servant as Leader.* Indianapolis, IN: The Robert K Greenleaf Center for Servant Leadership.	"The servant-leader is a servant first … It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead … The best test, and the most difficult to administer, is: Do those served grow as persons? Do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit or, at least, not be further deprived?" (p 7)	The leader as person committed to service – to leaving the Earth a better place by virtue of his or her presence here.	Philosophical argument to do the right thing for the betterment of all.	Being of service is a powerful relationship-building methodology. People are inclined to respond favourably and more readily volunteer in such an environment. Sets the groundwork for cooperation, teamwork and commitment to follow.
Grint, K (1997). *Leadership: Classical, Contemporary, and Critical Approaches.* Oxford England: Oxford University Press.	Leadership is concerned with the mobilisation of all resources. However, various definitions are considered throughout the book.	Surveys the field from many perspectives.	Based on a wide selection of readings; very eclectic. One of the best overall summaries of leadership theories.	Contrasting and synthesising leadership theories leads to a better understanding of the possibilities organisations and individual leaders face.

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Selected Leadership Literature in the 1990s (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Jaques, E and Clement, S D (1994). *Executive Leadership: A Practical Guide to Managing Complexity.* Cambridge, MA: Blackwell.	"Leadership is that process in which one person sets the purpose or direction for one or more other persons, and gets them to move along together with him or her and with each other in that direction with competence and full commitment." (p 4)	It is part of the role of managing and is process. Valuing the role, being competent and acting within a properly structured environment will enable anyone to lead.	De-emphasises personality, style and charisma. Sees competence and acceptance of responsibility as the driving forces for effectiveness/success.	Depends heavily on the rationalistic mindset. By suggesting a meritocratic/technocratic environment, it may be in danger of overlooking the emotional and irrational side of human nature.
Hickman, G (Ed) (1998) *Leading Organisations: Perspectives for a New Era.* Thousand Oaks, CA.	Distinguishes between leader, the formal position of authority, and leadership the process of engaging "participants in the adaptive work of identifying, developing and employing (organisational) values and ethics." (p xiii)	The leader senses and analyses changes emerging in the external environment and establishes a framework for adapting the organisation to meet the new contingencies. Participants (employees and/or other integral stakeholders) " ... are highly motivated critical thinkers and actors who perform equal but different roles than leaders to meet their mutual goals." (p xiii)	An anthology of many of the leading lights in organisational and leadership behaviour.	An excellent foundation for reconceptualising organisations to meet the challenges of the emerging era. Provocative, thought provoking but could use more specific organisational cases and examples to see the concepts at work in real organisations.

Selected Leadership Literature in the 1990s (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Kouzes, J M and Posner, B Z (1993). *Credibility: How Leaders Gain and Lose It, Why People Demand It*, San Francisco: Jossey-Bass.	"Leadership is a reciprocal relationship between those who choose to lead and those who decide to follow." (p 1)	"A constituent confers authority on the leader, not the other way around." (p xix) Suggests six disciplines to achieve credibilty: • discovering your self • appreciating constituents • affirming shared values • developing capacity • serving a purpose • sustaining hope.	Uses the idea of developmental disciplines to achieve credibility and therefore the consent of constituents.	One needs to become much more conscious of the role of followers and the nature of the leader/follower dyad to be truly effective.
Northouse, P (1997). *Leadership: Theory and Practice.* Thousand Oaks, CA: Sage	"Leadership is a process whereby an individual influences a group of individuals to achieve a common goal." (p 3)	Leadership is complex and the many theories about it can be utilised to help practitioners deal with various situations.	Surveys major theoretical approaches to leadership and highlights strengths and weaknesses.	The design of the book invites the reader to take a more critical view of theory as a way of assessing its personal usefulness.

Selected Leadership Literature in the 1990s (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Oakley, E and Krug, D (1991). *Enlightened Leadership: Getting to the Heart of Change.* New York: Fireside	An enlightened leader is one who has the vision and the ability to get the members of the organisation to accept ownership for the vision as their own, thus developing the commitment to carry it through to completion. (p 19)	More than anything one does it is a state of being. The challenge is to focus on the goal and what is possible, not what is going wrong and obstacles.	This approach uses a form of behaviour modification and shifts attention away from what we don't want to what we do want.	Encourages a positive approach to problem solving and stresses the power of focusing on the desired outcome at all times. It is a healthier way to garner support and imaginative thinking than the usual management by exception or command and control.
O'Toole, J (1996). *Leading Change: The Argument for Values-Based Leadership.* New York: Ballentine	"Moral and effective leaders listen to their followers *because* they respect them and *because* they honestly believe that the welfare of followers is the end of leadership (and not that followers are the means to the leader's goals)". (p 9) "In the end, the leader's vision becomes their vision because it is built on the foundation of their needs and aspirations". (p 10)	"In complex democratic settings, effective leadership will entail the factors and dimensions of vision, trust, listening, authenticity integrity, hope, and, especially, addressing the true needs of followers". (p 11)	Becoming a leader of leaders and centering one's behaviour on inclusion and participation will be the most effective means to change; and that is what leadership is for.	Confronts the stereotype regarding so-called "value-free behaviour" and requires a closer look at one's own motives and methods behind one's style of leading.

Selected Leadership Literature in the 1990s (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Rosen, R H (1996). *Leading People: The Eight Proven Principles for Success in Business.* New York: Penguin.	The leader's job is to maximise the organisation's most valuable asset, people. (Apparently the leader is the one in charge.)	Leaders: • create a vision • build trust • require participation • foster a learning environment • honor diversity • stimulate creativity • require integrity • build community.	It is about an effective people strategy encompassing the eight principles.	By focusing on these principles. It provides each person in an organisation – especially the leader – an opportunity to look at the organisation and responsibilities in an holistic fashion.
Rost, J C (1993). *Leadership for the Twenty-First Century.* Westport, CT: Praeger.	"Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes". (p 102)	It is non-coercive, multi-directional, persuasive, determined by the consent of the parties.	Perhaps the most thorough overview of the leadership literature (of) this century. It is highly critical of the conventional wisdom while proffering an holistic reassessment of the concept.	A great place to begin a conversation about the nature of leadership, the leader-follower relationship and the reasons for being in relationship.

Selected Leadership Literature in the 1990s (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Sims, Henry P and Lorenzi, P (1992) *The New Leadership Paradigm: Social Learning and Cognition in Organisations*, Newbury Park, CA: Sage	The role of influencing subordinates.	Combining social learning theory and reinforcement theory, the authors suggest that effective leadership is modeling appropriate behaviour, helping individuals establish their own goals and reinforcing good behaviour.	It's about self-control, self-management and self-leadership. The book delves into social-psychological theory to show how this can be done.	Is a good basis to begin a change process by determining the responsibilities of each of those involved in the leader-follower relationship and how establishing the responsibilities will be accomplished.
Tichy, N and Cohen, E (1997) *The Leadership Engine: How Winning Companies Build Leaders at Every Level*, New York: Harper Business.	"Leadership is the capacity to get things done through others by changing people's mindsets and energising them to action. Successful leadership must accomplish this through ideas and values, not through coercion or Machiavellian manipulation." (p 44)	In order for organisations to cultivate leadership throughout all levels in the hierarchy, "... teaching and learning are inextricably interwoven ..." responsibilities of leaders." (p 44)	A leader must create teachable moments, teachable ideas and values in order to create the sense of leadership that is owned by everyone throughout the organisation.	Introducing the idea of teaching and continuous learning as integral to the husbanding of leadership broadens the conceptualisation of leadership to include succession and continuity and thus takes the concept way beyond merely getting things done by one person in one period of time.

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CEO Self-Reports

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Autry, J A (1991). *Love and Profit*. New York: Avon and *Life and Work (1994)*. New York: Avon.	Presumed in CEO role.	Leadership as responsibility, duty and good will.	Poetry and essays	Shows that wisdom and humanity can be an everyday part of a leader's responsibility. Of course, there is an element of noblesse oblige here.
Carlzon, J (1987). Moments of Truth: *New Strategies for Today's Customer-Driven Economy*. New York: Harper and Row.	" ... the new leader is a listener, a communicator, and educator – an emotionally expressive and expressive and inspiring person who can create the right atmosphere rather than make all the decisions himself ... He must be able to present his vision convincingly so that the goals and strategies feel right to everyone in the company." (p 36)	"Everyone needs to know and feel that he is needed. Everyone wants to be treated as an individual. Giving someone the freedom to take responsibility releases resources that would otherwise remain concealed. An individual without information cannot take responsibility; an individual who is given information cannot help but take responsibility." (p xv)	"We have to place responsibilities for ideas, decisions and actions with the people who are SAS ... " (p 3) "The great triumph of SAS is that we have unleashed our employees' creativity through decentralisation. Good ideas flow freely from every division of the company and are all channeled toward the same company-wide vision." (p 39)	When it was published the book was described by futurist John Naisbit as "the best book on leadership by a CEO". The most remarkable aspect of the book was not so much the lessons and wisdom (which were notable) but the candor which Carlzon speaks of his mistakes. He still serves as a role model for aspiring leaders.

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CEO Self-Reports (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Chappell, T (1993). *The Soul of a Business: Managing for Profit and the Common Good.* New York: Batam.	Presumed in owner role.	Morality, spirit, doing good work, taking responsibility for the relationships needed to live as well as work.	History of the company and its struggles in a moral context.	Describes the process of becoming a spiritual person and using that new understanding of himself in the management of his company. Again, a bit of noblesse oblige.
DePree, M (1987). *Leadership is an Art.* Lansing, MI: Michigan State University Press.	"The first responsiblity of a leadership is to define reality. The last is to say thank you. In between the two, the leader must become a servant and a debtor. That sums up the progress of an artful leader." (p 9)	He promotes a "convental" relation which rests on a shared commitment to ideas, to issues to values, to goals, and to management processes … It is an expression of the sacred nature of relationships. (p 51)	Reflections on his life at Herman Miller.	Focuses attention on the meaning and responsibilities of a covenantal relationship.
Dunlap, A J (1996). *Mean Business: How I Save Bad Companies and Make Good Companies Great.* New York: Times Business.	Being in charge.	Follow only four rules: • Get the right management team • Pinch pennies • Know what business you're in • Get a real strategy	A macho tale told with great bravado. His reward for two years of work in the Scott Paper turn-around: "My $100 million was less than 2 per cent of the wealth I created for all Scott shareholders. Did I earn that? Damn right I did.	A stimulating antipode to the humanist literature, Dunlap's account forces readers to confront the wisdom of his four rules for success and style sees human beings as mere instruments for "making money for stockholders."

CEO Self-Reports (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
			I'm a superstar in my field, much like Michael Jordan in basketball and Bruce Springsteen in rock 'n' roll." (p 21)	
Herb Kelleher in Freiberg, K and Freiberg, J (1996); *Nuts: Southwest Airlines' Crazy Recipe for Business and Personal Success.* Austin, TX: Bard Press	The Freibergs use Rost's definition: "a dynamic relationship based on mutual influence and common purpose between leaders and collaborators in which both are moved to higher levels of motivation and moral development as they affect real, intended change." (p 298)	Leadership is a way of being not a role or a position. It is an act of integrity in service to the mission.	Reverential account of a heroic company founder.	In contrast to Dunlap, this sets in sharp opposition an attitude that people are "ends themselves." It raises the issue: To what degree should a company care for its employees?
Maucher, H (1994). Leadership in Action: Tough-Minded Strategies from the Global Giant (Nestlé), New York: McGraw-Hill	"In German, management is *Fuehrungskunst* ('the art of leadership') ..." (p vii)	"Leadership, ... has become more difficult today, first because authority is (thank God) no longer automatically acknowledged, and second because there is less true consensus in society these days ... Therefore the challenge before us is to find new	"Only the best is good enough." (p 23) " ... certain provocative statements often provoke reactions and thoughts more rapidly and get processes moving quickly. To introduce change, top executives also need strength of	Preserves flexibility and enthusiasm within the big company by keeping the structure as simple as possible with the few levels of management with broad sectors of responsibility. (p 75)

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CEO Self-Reports (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
		forms of leadership that will be readily accepted rather than forced through. (p 105)	character, authority and credibility: What we say and do must be consistent." (p 80)	
Roddick, A (1991). *Body and Soul.* New York: Crown.	"You have to look at leadership through the eyes of the followers and you have to live the message. What I have learned is that people become motivated when you guide them to the source of their own power and when you make heroes out of employees who personify what you want to see in the organisation." (p 214)	Organisations must contribute to the greater good and have a social responsibility to be stewards of the Earth.	Outspoken and flamboyant in method and extraordinarily ego-centric. Yet extremely colorful and energetic in self-expression.	Forces an examination of the role of business in the community and how private values are expressed in business. Challenges the idea that business or business research, can or should even attempt to be, "value free".

CEO Self-Reports (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Semler, R (1993). *Maverick: The Success Story behind the World's Most Unusual Workplace*. New York: Warner.	"I want everyone at Semco to be self-sufficient .... My role is that of a catalyst. I try to create an environment in which others make decisions." (p 3)	True to the title of the book, Semler committed himself to a radical application of democratic principles in the company. Workers decide their pay, vote on all major company decisions effecting them and choose their leaders.	An iconoclastic commentary on the myths of conventional organisations. Proves organisations can actually thrive with democratic principles and tells how Semco was transformed.	Because it is a successful example of a radical experiment in participation and democratic values, it provides a very stimulating challenge to the values of the main-stream business community and posits that one obligation of organisations is to become more inclusive.
Schultz, H (1997). *Pour Your Heart into it: How Starbucks Built a Company One Cup at a Time*. New York: Hyperion.	"We have to lead with our hearts. In business, as in life, we each should have an internal compass that guides our decisions, an instinctive understanding of what matters most in the world. For me it's not profits, or sales, or the numbers of stores, but the passion commitment, and enthusiasm of a dedicated group of people. It's not about money,	A history of the company with a focus on how values drive decisions and vision drives the business plan.	A believable self-promotion.	Squarely places a set of values and beliefs at the centre of his (its) business plan. Raises the question of whether or not full and part time employees can rightfully be treated differently. This book also challenges readers to assess the role of personal principles in

CEO Self-Reports (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
	pursuing a dream others think you can't achieve and finding a way to give something back, to the employees, the customers and the community." (p 332)			an economic environment. Dismissing investment bankers for disagreeing with his values (rather than conform to theirs as is so often the case) and seeking out an investment firm more in line with his values to launch the IPO is a clear departure from the conventional wisdom.
Salmon, R (1996). *The Future of Management: All Roads Lead to Man*, Oxford, UK: Blackwell (Translated from: *Tous Les Chemins Menent à L'Homme* (1994 Interéditions, Paris)	"A true leader is concerned first and foremost with inspiring creativity." (p 214) The leader's contribution "is to bring about the convergence of promising ideas and activities." (p 212)	"A corporation cannot be reduced to a handful of thinkers on the one hand and a mass of order takers on the other." (p 217)	"The qualities that give rise to a dynamic attitude able to apprehend the future have nothing in common with a capacity for logical analysis; they require intuition and imagination, and even vision of the kind evinced by geniuses." (p 172) …	This book could profitably be used as a text for the new business era. It is both a philosophy for the new era and a blueprint for revitalising and preparing organisations for the 21st century.

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CEO Self-Report (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
			the future belongs to those who are able to shift from analysis to a synthetic vision from conceptual reasoning to polysemous intelligence, and who master the skills of systemic thinking." (p 174)	

Dilbert

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Adams, S (1996). *The Dilbert Principle*. New York: Harper Business.	"Leadership is an intangible quality with no clear definition." It goes promptly down hill from here: "That's probably a good thing, because if people knew the definition, they would hunt down their leaders and kill them." (p 287)	The stupidity of management, the futility of all management tools and the institutionalisation of anti-common sense.	Cartoon strip that assaults every buzzword and technique in the management lexicon.	While the cartoon strip may be the epitome of cynicism for some, for others it is the only truthful management book – telling it exactly how it is. In that sense it is sure to be a provocative doorway into a discussion of fundamental workplace issues.

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Dilbert (Cont'd)

Author(s)/Work	Leadership Defined	Message	Approach	Uses
Adams, S (1997). *The Dilbert Future: Thriving on Stupidity in the 21st Century*, New York: Harper Business.				Dilbert speaks to the unfortunate state of having to work for a living where the systems in which we work can at best be neutral experiences but frequently enough are contexts filled with absurdity, abuse, and dehumanising behaviour.
Adams, S (1996). *Dogbert's Top Secret Management Handbook*. New York: Harper Business.	"When you 'manage,' by definition, you're trying to distribute resources where they will do the company the most good. When you 'lead', by definition, you're trying to get those resources distributed to yourself. Obviously leadership is a better way to go. It's easier too." (p 1.14)			