The Art of LEADERSHIP

SIXTH EDITION

George Manning | Kent Curtis

Mc Graw Hill Education

The Art of Leadership

Sixth Edition

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Northern Kentucky University

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Dedication

Dedicated with love to our families:

Nancy and Page, Larry, and Heather

Mary and Lisa, Denise, and Craig

THE ART OF LEADERSHIP, SIXTH EDITION

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This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 QVS 21 20 19 18

ISBN 978-1-259-84798-1
MHID 1-259-84798-5

Executive Portfolio Manager: *Michael Ablassmeir*
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Content Licensing Specialist: *Lori Slattery*
Cover Image: *©Meirion Matthias/Shutterstock*
Compositor: *Aptara®, Inc.*

Book cover note: The textured lighthouse represents leadership as an art—lighting the way and guiding the course of action.

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Library of Congress Cataloging-in-Publication Data

Names: Manning, George, 1943- author. | Curtis, Kent, 1939- author.
Title: The art of leadership / George Manning, Northern Kentucky University, Kent Curtis, Northern Kentucky University.
Description: Sixth edition. | New York, NY : McGraw-Hill Education, [2019]
Identifiers: LCCN 2017049563| ISBN 9781259847981 (alk. paper) | ISBN 1259847985 (alk. paper)
Subjects: LCSH: Leadership. | Management.
Classification: LCC BF637.L4 M26 2019 | DDC 158/.4–dc23 LC record available at https://lccn.loc.gov/2017049563

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Preface

Welcome to today's world of leadership, where personal values and interpersonal skills are as important as formal position and command and control structure. The word *leader* first appeared in the English language in the 1300s, coming from the root word *leden* meaning "to travel" or "show the way." The term *leadership* followed some five centuries later. Today the study of leadership is multidisciplinary with contributions from history, philosophy, psychology, political science, business, and education.

The first edition of *The Art of Leadership* was published in 2003. The sixth edition continues to combine behavior theory with business practice to teach central concepts and skills in leadership. The book is made more valuable and the impact greater by the self-evaluation questionnaires and practical exercises that are used for personal development and class involvement. *The Art of Leadership* is more than a textbook; it is a "learning" book that actively involves the reader in the learning process.

The sixth edition teaches leadership in a way that is appropriate for both new and experienced leaders, as well as for the everyday person who must influence others to get things done. Our goal is for you to use this book to develop your full potential as a leader, to *become the kind of leader you always wanted to have,* and to help you become a good, and perhaps even a great, leader.

Many principles of leadership are timeless. Examples from Socrates to Gandhi are used in the book. In addition, the sixth edition of *The Art of Leadership* adds theoretical foundation, new information, and learning exercises to personalize the subject. The book covers the topics most management and leadership instructors expect and students need to know about. These include leadership trait and behavior theories, charismatic and transformational leadership, leadership ethics and values, human relations and the empowerment of people, the team concept and group dynamics, leader as coach and developer of people, cultural diversity and the global economy, stress in the workplace and adaptive capacity, and performance management and organizational success.

We have revised each part of the book based on comments provided by students and colleagues who used the first five editions and on formal reviews submitted by a cross section of instructors from community colleges, four-year schools, and universities with graduate programs in leadership. We have attempted to tighten up the writing, expand on real-world examples, and broaden coverage to areas that have emerged more recently on the leadership scene.

Using an evidence-based management approach, the book is thoroughly referenced with classic and current citations. The number of references has increased from 1,050 to 1,271 in the sixth edition.

We have retained the most popular features from previous editions and have added new material in the following areas:

- **Part 1:** deeper analysis of the dark side of leadership; destructive patterns of leadership behavior; and multiple intelligences.
- **Part 2:** further discussion of transformational leadership; the roles of vision, alignment, prioritization, and execution for organizational success; the importance of organizational culture; and creating a psychologically healthy work climate.
- **Part 3:** classic and contemporary moral dilemmas; personal value orientations; and levels of morality in leadership ethics.
- **Part 4:** the philosophy and practice of servant leadership; the use of power and the art of persuasion in the leadership process, including psychological size and two-way communication.

- **Part 5:** current challenges in virtual world communication; leading teams; tools for team building and problem solving; handling conflict; and employee retention.
- **Part 6:** global and cross-cultural leadership issues; women in leadership; employee engagement; and valuing diversity as a strength.
- **Part 7:** the psychology of leadership behavior, including the role of personality; person–position fit; effective delegation; and dealing with difficult people.
- **Part 8:** the self-fulfilling prophecy and the leader as a mentor; coaching for success; and leading change, including adaptive capacity, work–life balance, and the importance of attitude.
- **Part 9:** high-performance leadership practices; managing for results; accountability and the wisdom of Peter Drucker for contemporary leaders, including responsibilities of a leader, addressing deficiencies; performance management; and productivity improvement.

Leadership lessons are included from such diverse and iconic leaders as Pope Francis, Winston Churchill, and James T. Kirk. Cases with questions for discussion are included at the end of the book to enhance each part of the text. Web sites are identified for additional information. Classic and current related books are recommended for each part.

Central Ideas of This Book

This book is based on two ideas. The first is that leadership will take place to the extent the leader cares about the work to be done. Equally important, the leader must care about people. Neither of these qualities is sufficient without the other, and neither can be false. People know when the leader cares. When the leader is committed to the task and is concerned about people, these qualities serve as magnets and motivators to followers, and their potential for achievement becomes enormous.

The second premise of the book is that leadership is an art that can be developed through mastery of nine key areas of success. The successful leader must possess knowledge and skills in the following areas: understanding leadership variables, the power of vision, the importance of ethics, the empowerment of people, leadership principles, understanding people, multiplying effectiveness, developing others, and performance management.

Who Should Read This Book?

The sixth edition of *The Art of Leadership* is written for students in leadership development and other management-related courses, such as leadership principles, contemporary leadership, and managerial skills. It is appropriate for leadership courses in business, education, psychology, communication, healthcare, criminal justice, the military, and public administration.

The Art of Leadership is appropriate for use at the university level as well as in corporate university programs. It is ideally suited for undergraduate degree–completion students and organization-based education, where there is an emphasis on developing leadership competency. *The Art of Leadership,* sixth edition, is popular with students and instructors in both classroom and online courses. No prior coursework in business or management is required.

Although the organization and sequence of chapters remain the same in the sixth edition, instructors can teach material in the order that best meets their needs. Each part is self-contained.

The level of material is appropriate for both emerging and experienced leaders. Emerging leaders can use this book to prepare themselves to meet the demands of

being a leader. Having a vision of what should be done, effectively using authority, motivating people to perform at their best, and solving tough personnel problems—discussed in Parts 2, 4, 6, and 9—are challenges all leaders must face.

Experienced leaders can use this book to address workplace issues, taking leadership skills to new levels of effectiveness. Matching leadership style with the needs of followers, leading by values and ethical principles, raising employee morale, delegating work effectively, and helping people through change—discussed in Parts 1, 3, 5, 7, and 8—are important areas for leaders to address.

The Art of Leadership, sixth edition, is scholarly, stimulating, and useful for anyone who seeks to better understand the dynamics of leadership and to improve his or her own leadership effectiveness. By understanding leadership and its challenges, appreciating the importance of caring leadership, and developing the skills required for effective leadership, readers will (1) be more effective at work, (2) gain knowledge and skills, and (3) have the ability to lead others when the opportunity occurs.

Approach and Style of the Book

The difference between most other leadership texts and *The Art of Leadership,* sixth edition, can be compared to the difference between a lecture and a seminar. Although both are good educational vehicles, the lecture is better for conveying large amounts of information, while the seminar is better for developing skills and attitudes. A good lecture is interesting and builds knowledge, while a good seminar is stimulating and builds competency. Without sacrificing either theoretical foundation or important content, *The Art of Leadership* emphasizes the interactive, seminar approach to learning.

Reviewers of the book identify its major strengths to be clarity of writing and user-friendly exercises. The writing style is personal and conversational, with minimal professional jargon. True-life examples clarify points under consideration. Concepts are supported by facts and figures, as well as by stories and anecdotes that are meaningful and easy to remember. Each part includes cases and learning activities to bridge the gap between theory and on-the-job practice. Useful suggestions are provided, including the leader's use of power, managing conflict, leading teams, and professional resilience.

Sources are cited from art, science, literature, the military, politics, and sports. Our goal has been to include material that is interesting to read, practical to use, and personalized to the reader's own concerns. A favorite proverb captures this best: "I listen and I hear; I see and I remember; I do and I understand" (Confucius [(551–479 BC]).

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LearnSmart®: The sixth edition of *The Art of Leadership* is available with LearnSmart, the most widely used adaptive learning resource, which is proven to improve grades. To improve your understanding of this subject and improve your grades, go to McGraw-Hill Connect® connect.mheducation.com, and find out more about LearnSmart. By helping students focus on the most important information they need to learn, LearnSmart personalizes the learning experience so they can study as efficiently as possible.

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How to Use This Book

The sixth edition of *The Art of Leadership* integrates current knowledge, skill development, and personal insight about leadership. It can be used as a textbook for teaching others, a workbook for personal development, and a desk book for ready reference in the area of leadership. The material is arranged in a logical sequence for learning. The best approach is to *interact* with the material. Read the narrative, complete the questionnaires, examine the interpretations, and review the principles and techniques. Then ask, How does this apply to me? How can I use this concept or information to improve my leadership effectiveness? Then *take action.*

To increase interest and improve overall learning, try the following:

1. Use the Learning Objectives and Reflection Points included in each part of the book to focus your reading, improve comprehension, and increase retention of the material.
2. Share questionnaires and exercises with family, friends, and co-workers, especially those who are interested in leadership development. In this way, you can make tangible use of what you learn and may even help others.
3. Think of the best leader you have ever had. What qualities did this individual possess? In what ways did he or she demonstrate the art of leadership? Use the material in this book to develop your own leadership effectiveness.
4. Write in the book. Follow the advice of Yale professor William Phelps: "Books are for use, not for show; you should own no book that you are afraid to mark up." You may want to use two markers to highlight information—one for personal development and one to help others. Use the margins, underline, write your own ideas. Personalize the material.
5. Visit the text's online Web site for more information: www.connect.mheducation.com.

Good luck in your learning!

We want your suggestions. If you have questions or see a way to improve this book, please write. Thank you.

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Acknowledgments

The last words written in a book are the acknowledgments, and they are placed in the beginning, as they should be.

Special thanks go to Lindsey Walker, Mary Curtis, Jessica Dyer, and Barbara Thomes for their tireless efforts in researching, editing, and preparing the multiple manuscript revisions for publication.

We are especially grateful to those whose work has helped shape and guide our ideas. Many of these prominent thinkers are mentioned in this book. Although the others are too numerous to list, we are no less indebted to them for their contributions to the field. Every effort has been made to locate the sources of the numerous quotes and references we cite, with an eye toward keeping the book both historically rich and up to date. From time to time, such information may shift. We welcome any corrections or changes.

We would like to thank the many reviewers and adopters who have helped shape the six editions of this text. Special appreciation goes to the following colleagues and supporters who have provided substantive help in manuscript review and research:

Shamima Ahmed, Northern Kentucky University

William Attenweiler, Northern Kentucky University

Charles Bausch, Deloitte

Mark Berry, Delta Airlines

Melanie Bingham, Perfetti-Van Melle, USA

Anthony Blair, Eastern University

Mendy Blair, Baptist Healthcare System

Bruce Blaylock, Radford University

Coulter R. Boyle, American Electric Power

Kimberley Breitenbecher, Northern Kentucky University

Rick Brockmeier, Northern Kentucky University

Timothy Burt, University of Durham (England)

Alan Burton, Cianbro Companies

Mike Campbell, American Electric Power

Bob Caplon, IBM

Margaret Casarez, Unbound Consulting

Ruth Cash-Smith, Ottawa University

Dennis Chandler, Measured Progress

Jeanetta Chrystie, Southwest Minnesota State University

Virginia Russell Curley, Nebraska Methodist College

Mike Daly, Ft. Thomas City Government

Mary Deville, Pulaski Technical College

Jeanne Dexter, Southwestern College

Mark Donaghy, RTA

Meagan Downing, Northern Kentucky University

Jim Drake, Lake Superior College

Charles Drubel, Muskingum College

David Duby, Liberty University

Mark Fulford, University of Central Missouri

Gail George, Great American Insurance Company

Fred Gilliam, Capital Metro

Kerry Gillihan, Cardinal Hill Healthcare System

Sharon Glazer, San Jose State University

Wade Graves, Grayson County College

Ronald Green, Johnson & Johnson

Dan Gregorie, V2E Consulting

David Hall, Saginaw Valley State University

William Harbour, Longwood University

Loretta Harper, University of Utah

Ray Henschen, SMG, Limited

Chuck Hewett, The Jackson Laboratory

Pat Hinckley, State of Maine

Larry Hitch, Ford Motor Company

Martha Hunt, NH Technical Institute

Gerald E. Hunter, Norfolk State University

Terri Iacobucci, Northern Kentucky University

Jill Isaacs, Western & Southern Financial Group

Deloris James, University of Maryland

George Andrew Jones, Concordia University

Ray Jones, The Citadel

Peter Jordan, Radisson Hotels

Dan Keefe, Great American Insurance Companies

Justin Kendrick, Universal Health Services

Anne Kilpatrick, Medical University of South Carolina

Chris Kleymeyer, Kentucky Department of Corrections

Michael Koshuta, Purdue University

Cathy Kramer, Association for Quality and Participation

Denny Krause, Great American Insurance Company

David Krings, Hamilton County Government

Dennis Kripp, Roosevelt University

Mae Landesman, The Jackson Laboratory

Niaz Latif, Purdue University

Charles Leffler, North Carolina State University

Catherlyn Lewis-Brim, Warner Southern College

Bill Lindsay, Northern Kentucky University

Kathleen Magee, Anna Maria College

Charles Mambula, Langston University

Steve Martin, The Huber Company

Barbara Mathews, Baptist Healthcare System

Steve McMillen, Tennesee Valley Authority

William McQueen, University of Mississippi

Laban Miller, Cardinal Hill Healthcare System

Atul Mitra, University of Northern Iowa

Philip Moberg, Northern Kentucky University

Tom Morris, Notre Dame University

Nassar Nassar, Bethel College

Joe Ohren, Eastern Michigan University

Rhonda Smith Palladi, Georgia State University

Joe Petrick, Wright State University

Harmon Person, Procter & Gamble

Paul Quealy, Cincinnati Milacron

Melody Rawling, Northern Kentucky University

David Richeson, Mannesmann-Stabilus, USA

Dan Ronay, Indiana Department of Corrections

Tony Ross, Fidelity

Joseph Santora, Essex County College

Kraig Schell, Angelo State University

Vince Schulte, Northern Kentucky University

Angel Scott, University of Durham (England)

William Shadle, Robert Morris University

Matthew Shank, University of Dayton

Art Shriberg, Xavier University

Jennifer Skinner, TriHealth

Jeffrey Smith, Northern Kentucky University

Betty Jo Sproull, Ohio Valley Medical Center

Carl W. Stenberg, University of North Carolina at Chapel Hill

Terri Stewart, Just the Basics

Christian Strong, La Rosa's Inc.

Robert Nelson Thomas, Georgia Institute of Technology

Itoe Valentine, Albany Technical College

Marius Van Melle, Van Melle, Inc.

Dennis Veit, University of Texas–Arlington

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Jeff Walter, Great American Insurance Companies

John Waltman, Eastern Michigan University

Earl Walz, The Urology Group

Beverly Watts, Tennessee Commission on Human Rights

Susan Wehrspann, University of Colorado Hospital

Angela Woodward, University of Kentucky

Itoe Valentine, Albany Technical College

Nancy Yates, Butler County Community College

Jim Youngquist, Arkansas State University

Jeff Zimmerman, Northern Kentucky University

As always, we would like to thank the talented and dedicated book publishing team of McGraw-Hill Education: Director—Michael Ablassmeir; Associate Portfolio Manager—Laura Hurst Spell; Marketing Manager—Debbie Clare; Program Manager—Jennifer Shekleton; Project Managers—Bruce Gin, Karen Jozefowicz, and Manvir Singh; Buyer—Sandy Ludovissy; Content Licensing Specialist—Lori Slattery; Copyeditor—Carey Lange; Indexer—Vikas Makkar; Proofreader—Carey Lange. Each of you has made the writing of this book enjoyable and the quality of the book immeasurably better.

Most of all, we would like to thank our wives, Nancy and Mary, for their love, encouragement, and never-ending support.

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The Art of Leadership

art (ärt), noun. 1. Skill acquired by experience or study. 2. a system of rules to facilitate performance; the use of skill and imagination in applying such rules (the art of building, the art of persuasion). 3. endeavor requiring special knowledge and ability (fine arts, practical arts). 4. the product or result of artistic faculty (body of work).

leadership (lēd-er-ship), noun. 1. Showing the way or direction; the course of action. 2. influencing or causing to follow by words and deeds. 3. guiding the behavior of others through ideas, strength, or heroic feats. 4. the position or function of one who leads (the king led his people). 5. the ability to lead (she displayed leadership skill).

The Importance of Leadership: Setting the Stage

ALL OVER THE WORLD in corporations and government agencies, there are millions of executives who imagine their place on the organization chart has given them a body of followers. And of course it hasn't. It has given them subordinates. Whether the subordinates become followers depends on whether the executives act like leaders.

—John Gardner

Learning Objectives

After studying Chapter One, you will be able to:

- Define *leadership* and discuss its importance.
- Know where leaders learn to lead and what people want in a leader.
- Identify the satisfactions and frustrations of leadership.
- Describe the elements of caring leadership.
- Understand the difference between leadership and management.

What Is the Takeaway Point?

Leadership is a fascinating subject that impacts every aspect of the human experience.

Leadership is a concept that is both current and timeless. In one form or another, the leadership process has been central to human interaction since the dawn of society. Excellence in leadership requires the ability to attract capable people, motivate them to put forth their best efforts, and solve problems that arise. These are difficult tasks, which help explain why effective leadership is rare and why we respect those who excel.

To personalize the subject, consider these questions: Have you ever been the victim of a poor leader? How do you feel about the good leaders you have known? If you have experienced both types of leaders, you know firsthand the importance of good leadership. No other factor is more important for work morale and job performance.

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There are millions of people who know what it is like to work for a leader who

- Takes all the credit for work done by others.
- Is selfish and rude.
- Makes mistakes and blames others.
- Is tyrannical and cruel.
- Cares only about self-preservation.
- Is threatened by competence.
- Is dishonest and unfair.

All these examples are real, all these factors diminish people's lives at work, and none is necessary. The Jack Welch Management Institute reports that more than one-half of working adults have suffered under a bad boss at some point in their career. The sad fact is, the percentage of leaders people would be willing to work for again is less than 40 percent. This means that most people would not want to work for the majority of leaders they have had.[1]

We are convinced that the weakest link in business, industry, and government today is leadership. It is not technology; it is not tools or equipment; it is not facilities; it is not the skills of employees; it is not systems and procedures. It is leadership. Leadership failure rates range from 40 percent to 60 percent, costing organizations millions of dollars each year.[2]

What Is Leadership?

Leadership is social influence. It means leaving a mark. It is initiating and guiding, and the result is change. The product is a new character or direction that otherwise would never be. By their **ideas** and **deeds,** leaders show the way and influence the behavior of others.[3]

To understand the importance of ideas, consider the legend of King Arthur, who led the Knights of the Round Table with his vision of chivalry:

> My teacher Merlyn, who always remembered things that haven't happened better than things that have, told me once that a few hundred years from now it will be discovered that the world is round—round like the table at which we sat with such high hope and noble purpose. If you do what I ask, perhaps people will remember how we of Camelot went questing for right and honor and justice. Perhaps one day men will sit around this world as we did once at our table, and go questing once more . . . for right . . . honor . . . and justice.[4]

To understand the importance of deeds, consider the storyteller Homer's account of Achilles, who led Greek warriors by his heroic feats:

> So saying, he plunged once more into the fight and man after man fell before his sword and before his spear. He raged among the Trojans like a whirlwind that drives the flames this way and that when there is a forest fire along the dry slopes of the mountains.[5]

History holds countless examples of ideas and acts that have determined human destiny. Consider the events put in motion and the impact on the world when 56 leaders signed the Declaration of Independence, a Unanimous Declaration of the Thirteen United States of America, in Congress July 4, 1776.[6]

The Importance of Leadership

Upon every wave of political history has been a Caesar, an Elizabeth, a Napoleon, or a Saladin. In every lull, leadership has been absent. Consider the period of approximately AD 800 to 1000:

> Europe lapsed into utter decentralization, and lost for centuries the administrative unity that the reign of Charlemagne promised. A heavy blow was dealt at the slowly developing culture that the

eighth century produced. It was not without justice that the ninth and tenth centuries have been called "the Dark Ages." The internal history of continental Europe became a dismal record of tiresome local feuds and private wars.[7]

Leadership is important not only in government, but in other areas of life as well. Social conscience and conduct have been influenced by reformers such as Martin Luther King and Susan B. Anthony:

Susan B. Anthony was a passionate advocate, who saw "the vote" as the symbol of women's emancipation and independence as well as the indispensable condition of a true government. . . . Although still voteless, she declared, "The world has never witnessed a greater revolution than in the status of women during the past half century."[8]

The fates of nations have been determined by military figures such as Alexander the Great and Joan of Arc:

Alexander the Great opened a new era in the history of the world and, by his life's work, determined its development for many centuries. The permanent result of his life was the development of Greek civilization into a civilization that was worldwide.[9]

Civilization has been shaped by philosophers such as John Stuart Mill and Adam Smith:

John Stuart Mill was one of England's greatest philosophers, hardly surpassed by thinkers of the highest order. Mill taught that a popular representative government (democracy) inevitably makes for progress.[10]

The initiative of leaders has a formative place in history. At times their eloquence, like Churchill's, may be worth a thousand regiments; their skill, like Napoleon's, may win battles and establish states. If they are teachers or prophets, like Muhammad, wise in insight, their words may inspire good deeds.

Three Types of Leaders

There are many ways to lead, and indeed, we are influenced by some people even centuries after they are gone. Some leaders are **teachers,** who are rule breakers and value creators; some are **heroes,** responsible for great causes and noble works; and some are **rulers,** motivated principally to dominate others and exercise power. Consider how the ideas and deeds of the teachers, heroes, and rulers in Table 1–1 have influenced the world.[11]

Table 1–1
Types of Leaders in History

Teacher	Hero	Ruler
Aquinas	Beethoven	Akbar
Aristotle	Columbus	Alexander
Augustine	Curie	Charlemagne
Buddha	da Vinci	Elizabeth I
Confucius	Darwin	Frederick II
Gandhi	Edison	Genghis Khan
Jesus	Einstein	Hitler
Lao-tzu	Ford	Isabella I
Luther	Galileo	Julius Caesar
Marx	Gutenberg	Louis XIV
Moses	Hippocrates	Mao Tse-tung
Muhammad	Michelangelo	Napoleon
Paul	Newton	Ramses II
Plato	Pasteur	Saladin
Rumi	Shakespeare	Washington
Socrates	Watt	Yoritomo

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How Many Leaders Are There?

Are we led by a few, or are there many who lead? Words such as *emperor, king,* and *chief* differentiated leaders from others in earlier times. There were few powerful positions, books were rare, and mass education was unknown. Today information is everywhere, ideas are free, and self-expression is encouraged. It is a different world, as evidenced by the 70th edition of *Who's Who in America 2016,* which contains entries for more than 90,000 people. Each of these individuals, by ideas or deeds, has influenced the lives of others; each has been a teacher, hero, or ruler.

There is a changing perception of who can be a leader today. The response is heard over and over: Everyone can be a leader. Leadership is shifting from an autocratic, hierarchical model toward an empowering, participatory model. The new definition recognizes the potential and unique contributions of everyone. As former secretary of labor Robert Reich says, "Everyone has a leader inside." No longer is leadership viewed as a combination of charisma and expertise possessed by only a few people at the top of an organizational pyramid. Today it is viewed as the challenge and responsibility of every individual with potential to make a difference. In this spirit, John Quincy Adams said: "If your actions inspire others to dream more, learn more, do more, and become more, you are a leader."[12]

Consider the example of Rosa Parks, whose courage helped determine the course of civil rights in American society:

> It was December 1, 1955, when a white passenger aboard a Montgomery, Alabama, bus asked Rosa Parks to yield her seat. Her refusal to move to the back of the bus ended in her arrest, but began the nonviolent protest movement for civil rights in the United States. A year-long boycott of the Montgomery bus system, led by Martin Luther King, forced the issue of the South's Jim Crow laws to the forefront of America's consciousness. The Supreme Court's 1956 decision to declare segregation laws unconstitutional signaled a victory for Parks, of whom King said "she had been tracked down by the Zeitgeist—the spirit of the time."[13]

In meaningful ways, leadership is provided by the multitude of people who influence their families, friends, work groups, and organizations. Responding to situations in work and life that require leadership, "episodic" leaders include parents, supervisors, officers, and other leadership figures. Think of your own experiences. Have you not at some time provided leadership to others, either by your ideas or by the example you set?

How Qualities of the Individual and Environmental Factors Influence the Leadership Process

The leadership scholar James MacGregor Burns once called leadership one of the most observed and least understood phenomena on earth. Questions frequently asked are, Which is more important—the individual or the environment? Are leaders born or made? In his book *Leadership,* Burns concludes that leadership is fired in the forge of both personal ambition and social opportunity.[14]

Qualities of the Individual

Historically, leadership has been attributed to the individual. This view is sometimes called the "great man theory." Reflecting this view, the Scottish philosopher and historian Thomas Carlyle believed that among the undistinguished masses are people of light and learning, individuals superior in power, courage, and understanding. Carlyle saw the history of the human race as the biographies of these leaders, its great men and women: "Their moral character may be something less than perfect; their courage may not be the essential ingredient; yet they are superior. They are followed, admired, and obeyed to the point of worship."[15]

Ralph M. Stogdill, one of the most distinguished scholars on leadership, has found certain traits of the individual that correlate positively with leadership:

> The leader is characterized by: a strong drive for responsibility and task completion; vigor and persistence in pursuit of goals; venturesomeness and originality in problem-solving; drive to exercise initiative in social situations; self-confidence and sense of personal identity; willingness to accept consequences of decision and action; readiness to absorb interpersonal stress; willingness to tolerate frustration and delay; ability to influence other persons' behavior; and capacity to structure social interaction systems to the purpose at hand.
>
> It can be concluded that the cluster of characteristics listed above differentiate leaders from followers, effective from ineffective leaders, and higher echelon from lower echelon leaders. In other words, different strata of leaders and followers can be described in terms of the extent to which they exhibit these characteristics. These characteristics considered individually hold little diagnostic or predictive significance. In combination, it would appear that they interact to generate personality dynamics advantageous to the person seeking the responsibilities of leadership.[16]

Environmental Factors

More recently, leadership has been viewed as an acquired competency, the product of many forces, not the least of which are environment and circumstance. In this sense, leadership is seen as a social phenomenon, not an individual trait. This school of thought helps explain why leaders who are successful in one situation (for example, building a bridge) may not be successful in another (such as directing a play or a research team).[17] The same individual may exert leadership in one time and place but not in another. Stogdill explains:

> It should be noted that to a large extent our conceptions of characteristics of leadership are culturally determined. The ancient Egyptians attributed three qualities of divinity to their king. They said of him, "Authoritative utterance is in thy mouth, perception is in thy heart, and thy tongue is the shrine of justice." This statement would suggest that the Egyptians were demanding of their leader the qualities of authority, discrimination, and just behavior.
>
> An analysis of Greek concepts of leadership, as exemplified by different leaders in Homer's *Iliad,* showed four aspects were valued: (1) justice and judgment—Agamemnon; (2) wisdom and counsel—Nestor; (3) shrewdness and cunning—Odysseus; and (4) valor and action—Achilles. All of these qualities were admired by the Greeks. Shrewdness and cunning are not as highly regarded in our contemporary society as they once were (although justice, judgment, wisdom, valor, and action remain in high esteem).[18]
>
> The patterns of behavior regarded as acceptable in leaders differ from time to time and from one culture to another; thus, the establishment of educational institutions and curricula to impart and reinforce knowledge, skills, and attitudes deemed to be important by a society or group.[19]

Probably the most convincing support for leadership as a social phenomenon is the fact that throughout history, male leaders have outnumbered female leaders to a significant degree. Even the definition of the word *leader* is a social phenomenon. Consider the case of "President" Edith Wilson, leader in all but name during the incapacitating illness of her husband, President Woodrow Wilson. It is Woodrow, however, whom history credits as leader, as president, even during the period of his inability to govern. Public recognition of Mrs. Wilson's influence would not have been in line with the norms of the times.

Interaction between the Individual and the Environment

To focus on either the individual or the environment alone is like trying to understand clapping by studying only one hand. A student showed his father his report card containing five F's. He said, "Dad, it's either heredity or environment. What do you think?" Evidence shows that both the **qualities of the individual** ***and*** **environmental factors** are important elements in the leadership equation. Leadership results from the inextricable interaction between the two. Findings from sociobiological studies of other animal species support this view. For example, biologist Richard Borowsky has discovered spontaneous growth among male fish. Young males remain small and sexually underdeveloped until the adult population in the group is reduced. Then, size and sexual maturation accelerate dramatically. Clearly, biological and sociological systems are closely related.[20]

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Similar signs of sudden maturation are found in human beings. Leaders may emerge spontaneously in social crises after filling essentially anonymous roles for years. Consider the transformation of Poland's Lech Walesa from shipyard worker to national labor leader during the 1980s. Some people seem to have innate abilities that unfold under certain conditions—external circumstances and internal qualities interact to create a sudden and dramatic spurt of performance. Before becoming president, the biggest staff Abraham Lincoln managed was a law office of one junior partner and several clerks. Lincoln grew in office as if destiny required him, as he put it, to "rise to the occasion."[21] Thomas Hardy wrote a poem about the sinking of the *Titanic*. He writes in *The Convergence of Twain*, "No mortal eye could see/ the intimate welding of their later history/ They were bent/ By paths coincident/ On being anon twin halves of one August event." Even as the great ship was being built, the iceberg on its "sinister state" had also been growing. Applying Hardy's poem to leadership, leaders must meet their "sinister mate." What would George Washington be without The American Revolution, Abraham Lincoln be without the Civil War, or Franklin Roosevelt be without the Great Depression?[22]

Where Leaders Learn to Lead and What People Want in a Leader

In the most extensive study ever done on leadership, the U.S. Chamber of Commerce sought to answer two questions: (1) Where do leaders learn to lead? (2) What do people want in a leader?[23]

The number one place people say they learn to lead is from **experience.** They are thrown into the water and expected to sink or swim. Common Cause founder John W. Gardner identifies his arduous experience as a Marine during World War II as the "learning crucible" in which his own leadership abilities emerged.[24] Ask yourself how much of your leadership approach and skill you have learned from experience.

The second most-cited place people learn to lead is from **examples** or models. They watch Bill or Jill lead and it seems to work out, so they do the same. They watch Sarah or Sam lead and it doesn't work out, so they resolve never to use those methods or techniques. Who have been your models or examples in the practice of leadership?

The third most-cited place people say they learn to lead is from **books and school.** Formal education, learning seminars, and professional reading can provide valuable information and insight. What book, theory, or class has helped in the development of your leadership skills?

Even more interesting, especially for leaders, is to know what people want in a leader. Desired qualities change across culture and time, but what people say they want most in American society is **integrity.** When people are asked to define *integrity,* the word they mention most frequently is *honesty.* The leader with integrity always tells the truth as he or she believes it to be. Think about the best leader you have ever had; she or he probably had integrity. First and foremost, people want a leader they can trust. Ask yourself whether you have a reputation for integrity.

The second most-cited quality people want in a leader is **job knowledge.** This quality ranges from knowing what direction to take (abstract visioning) to knowing how to solve problems (practical ability). Again, think about the best leader you have ever had; it is likely that this person had a purpose, a plan, and the skill to succeed. Moreover, truly great leaders keep job knowledge current. They know what it takes to be effective in the leadership position—they are good but not complacent, and they continually strive to improve. How do you currently rate on the job knowledge scale?

The third most-cited quality people want in a leader can be summarized as **people-building skills.** This quality includes the ability to assemble and develop a winning team, and it involves a variety of important skills: performance planning, performance coaching, and correcting poor performance; effective delegation; effective discipline; and the ability to motivate. People want an empowering leader who will be a mentor and developer of others. Do you have the interest, ability, and patience required to motivate and develop others?[25] (See Exercise 1–1.)

Exercise 1–1
Personalizing Leadership

1. Where have you learned your leadership skills? Describe each pertinent learning area.
   - Personal experience
   - Examples or models
   - Books, school, and online learning
2. Do you possess the qualities people want in a leader? Support your response.
   - Integrity (honesty)—resulting in trust
   - Job knowledge—resulting in confidence
   - People-building skills—resulting in motivation and teamwork

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Satisfactions and Frustrations of Leaders

Approximately 1 out of every 10 people in the American workplace is classified as a supervisor, an administrator, or a manager.[26] Management author Andrew DuBrin identifies seven satisfactions and seven frustrations that individuals in leadership roles typically experience. If you are a leader, make note of the ones that relate to you.

Satisfactions of Leaders

1. ***A feeling of power and prestige.*** Being a leader typically grants one power and a sense of importance.
2. ***A chance to help others.*** A leader works directly with people, often teaching them job skills, serving as a mentor and an advisor.
3. ***High income.*** Leaders, in general, receive higher pay than nonleaders, and executive leaders typically earn substantial incomes.
4. ***Respect and status.*** A leader is typically respected by group members and enjoys a higher status than people who are not occupying leadership roles.
5. ***Opportunities for advancement.*** Once one becomes a leader, advancement opportunities usually increase.
6. ***A feeling of being in a position of knowledge.*** A leader typically receives more information than do nonleaders.
7. ***An opportunity to control money and other resources.*** A leader is typically in the position of determining budgets and authorizing expenses.

Frustrations of Leaders

1. ***Too much uncompensated work time.*** People in leadership positions typically work longer hours than nonleaders. During periods of high demand, working hours can surge to 80 hours per week and more.
2. ***Too many problems.*** A leader is subject to the universe of problems involving people and things. The leader is expected to address problems and get them solved.
3. ***Not enough authority to carry out responsibility.*** People in leadership positions may be held responsible for outcomes over which they have little control.
4. **Loneliness.** The higher one rises as a leader, the more lonely it can be. Leadership limits the number of people in whom one can confide.
5. ***Too many problems involving people.*** A frustration facing a leader is the number of people problems requiring action. The more employees one has, the more problems one is likely to face.
6. ***Organizational politics.*** The leader must engage in political byplay from three directions: below, sideways, and above. Although tactics such as forming alliances and coalitions are a necessary part of a leader's role, it can be particularly frustrating if people purposefully work against each other within an organization.
7. ***The pursuit of conflicting goals.*** A major challenge facing leaders is navigating among conflicting goals. The central issue of such dilemmas is attempting to grant others the authority to act independently, yet still get them aligned and pulling together for a common purpose.[27]

At this time, do the satisfactions of leadership outweigh the frustrations you may have, or is the opposite the case? Consider the pros and cons of your leadership position.

Caring Leadership

Whether one leads by word or deed; whether a leader is teacher, hero, or ruler; whether leadership is inborn or formed; no matter where one learns to lead; no matter the arena where leadership occurs; no matter the level of satisfaction or frustration a leader may feel; there is an essential ingredient necessary for success. The leader must *care.* Only when the leader cares will others care. Only when the leader cares will there be focus and energy for the work to be done.

There are two aspects of caring leadership: First is **commitment to a task;** second, and equally important, is **concern for people.** Theodore Roosevelt captures the spirit of the caring leader with a task to achieve:

> The credit goes to the man
> who is actually in the arena,
> whose face is marred with
> sweat and dust and blood;
> who strives valiantly;
> who errs and comes short again and
> again; who knows the great
> enthusiasms, the great devotions,
> and spends himself in a worthy
> cause; who at the best knows
> the triumph of high achievement;
> and who, if he fails,
> at least fails while daring greatly.
> Far better it is to dare mighty things,
> to win glorious triumphs,
> even though checkered by failure,
> than to take rank with those cold and timid souls
> who live in the gray twilight that knows not
> victory nor defeat.[28]

With fervor and eloquence, Roosevelt blasts a life of ease and advocates a strenuous life of engagement and meaning. For the caring leader, this means personal commitment to accomplish a goal. The goal may be a one-time endeavor or a life's work. The goal may be a tangible product, such as the creation of a business, or it may be an idea or a cause, such as stamping out tyranny. In any case, the leader's commitment becomes contagious, igniting the emotions of all who are present.

Caring leadership also means caring about people. The caring leader is unselfish, ready and eager to hear the other person's story. The caring leader will dedicate her- or himself in service to others. Concern for others results in loyalty to the leader and dedication to the leader's goals.[29] Jan Carlzon, former chairman and CEO of Scandinavian Airlines, explains the importance of caring leadership in the work setting: "In my experience, I have learned there are two great motivators in life. One is fear. The other is love. You can manage people by fear, but if you do, it will diminish both them and you. The path to success begins in the heart."[30]

James Autry, former CEO of the Meredith Corporation, reminds us that caring leadership must come from the heart, from within, not from policy books. Sharing the wisdom of years of experience in his wonderful volume *Love and Profit,* Autry states, "If you don't truly care about people, you should get out of leadership; it will save a lot of people a lot of trouble and maybe even a heart attack." He captures the spirit of the caring leader in a poem entitled "Threads."[31]

Both commitment to a goal and concern for others must be present for caring leadership to occur. Without commitment there is no passion, and without concern there is no loyalty. Caring leadership cannot be legislated, and it cannot be an act. It is either present or not. When the leader cares, others become focused and energized. It is at this point that direction and momentum develop and great achievements are made.

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