CHAPTER – 3
LEADERSHIP

3.1 Definitions on Leadership -

In order to get an understanding on the concept of Leadership the researcher began
with looking at the most common definitions of leadership. During this examination it
was felt by the researcher that there has to be some link between the issues and the
concept of leadership. A study and analysis of the popular definitions on leadership
reveals that most definitions tend to focus on the individual traits and characteristics.
Eminent personalities had their own views and hence have defined leadership.
Some of the definitions on leadership are as follows-

Leadership is an attempt at influencing the activities of followers through the
communication process and toward the attainment of some goal or goals.

Leadership is an influence process that enable managers to get their people to do
willingly what must be done, do well what ought to be done.(Cribbin, J.J.
‘Leadership: strategies for organizational effectiveness’)\)

Leadership is defined as the process of influencing the activities of an organized
group toward goal achievement.(Rauch & Behling.)

Leadership is discovering the company's destiny and having the courage to follow it.
( JoeJaworski - Organizational Learning Center at MIT.).

Leadership is interpersonal influence, exercised in a situation, and directed, through
the communication process, toward the attainment of a specified goal or goals.
( Tannenbaum,Weschler & Massarik)
Leadership is not a person or a position. It is a complex moral relationship between people, based on trust, obligation, commitment, emotion, and a shared vision of the good.

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.

Leadership is the accomplishment of a goal through the direction of human assistants. A leader is one who successfully marshals his human collaborators to achieve particular ends (Prentice, W.C.H. ‘Understanding Leadership’ Harvard Business Review September/October 1961 vol. 39 no. 5 p.143.).

Leadership is the art of influencing others to their maximum performance to accomplish any task, objective or project. (Cohen, W.A. ‘The Art of a Leader’ Englewood Cliffs, NJ: Prentice Hall (1990, p. 9)


Leadership is the behavior of an individual when he is directing the activities of a group toward a shared goal. (Hemphill)

Leadership is the capacity to translate vision into reality. Warren G. Bennis

Leadership is the incremental influence that a person has beyond his or her formal authority. (Vecchio, 1988)

Leadership is the influential increment over and above mechanical compliance with the routine directives of the organization. (Katz & Kahn 1978, p. 528)
Leadership is the initiation and maintenance of structure in expectation and interaction. (Stogdill 1974, p.411)

Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement. (Stogdill, 1950, p.3)

Leadership is a social process in which one individual influences the behaviour of others without the use of threat or violence. (Buchanan and Huczynski).

Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished. (Richards and Engle).

Leadership is the ability to step outside the culture to start evolutionary change processes that are more adaptive. (Schein).

Leadership is the lifting of a man's vision to higher sights, the raising of a man's performance to a higher standard, the building of a man's personality beyond its normal limitations. (Drucker, P. F).

Leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. (Hersey, P. & Blanchard, K. 'Management of Organizational Behavior'. Englewood Cliffs, NJ: Prentice Hall 1988 p. 86)

Leadership is the process of making sense of what people are doing together so that people will understand and be committed. (Drath & Palus) (1994)

Leadership: The capacity and will to rally people to a common purpose together with the character that inspires confidence and trust (Field Marshal Montgomery)
Leadership is a purposeful relationship, which occurs episodically among participants, who use their individual skills in influence, to advocate transforming change. (Michael S. Kearns, 2005)

Leadership is not the private reserve of a few charismatic men and women. It is a process ordinary people use when they are bringing forth the best from themselves and others.

Leadership is a relationship between those who aspire to lead and those who choose to follow (Kouzes & Posner, 2002)

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2004)

Leadership is the influencing process of leaders and followers to achieve organizational objectives through changes. (Lussier & Achua, 2004)

Leadership is the behavior of an individual... directing the activities of a group toward a shared goal. (Hemphill & Coons, 1957)

Leadership is the influential increment over and above mechanical compliance with the routine directives of the organization (D.Katz & Kahn, 1978)

Leadership is the process of influencing the activities of an organized group toward goal achievement (Rauch & Behling, 1984)

Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose (Jacobs & Jacques, 1990)

Leadership is the ability to step outside the culture to start evolutionary change processes that are more adaptive (E.H. Schein, 1992)
Leadership is the process of making sense of what people are doing together so that people will understand and be committed (Drath & Palus, 1994).

Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished (Richards & Engle, 1986).

Leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization (House et al., 1999).

Leadership is the ability of developing and communicating a vision to a group of people that will make that vision true (Kenneth Valenzuela, 2007).

Leadership is ineffable and independent of ambition. There are those who seem to radiate a field of influence to which others will respond in the same way that metal filings line up in a magnetic field. A leader is invariably self-motivated - not to achieve any particular ambition, either motivated to purse personal excellence. Invariably, human beings respond to and follow individuals who are themselves motivated. The best leaders are motivated by a need to excel; that pursuit is a passion and a source of deep personal satisfaction. (Iain Dale)

Leadership is defined as a process of influencing others to accomplish the mission, inspiring their commitment, and improving the organisation. (Tom Peters)

Leadership is a communication process of influencing and directing people to commit to and achieve a shared goal voluntarily, in a given situation (Aykut, Apinya, Billy, Crystal, Gilbert, and Ritina 2008).

Leadership is a communication process of maximizing people potential and influencing people to achieve a shared goal, in a given situation (Lo, 2008).

Leadership is a capacity in the human community to shape its future. (Peter Senge)
Leadership is the behavior of an individual. Directing the activities of a group toward a shared goal (Hemphill & Coons, 1957)

Leadership is the process of influencing the activities of an organized group toward goal achievement (Rauch & Behling, 1984)

Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose. (Jacobs & Jaques, 1990)

Leadership may be broadly defined as the relation between an individual and a group built around some common interest and behaving in a manner directed or determined by him. (Schmidt, 1933)

Leadership is "the behavior of an individual directing the activities of a group toward a shared goal. (Hemphill & Coons, 1957)

Leadership is the accomplishment of a goal through the direction of human assistants. A leader is one who successfully marshals his human collaborators to achieve particular ends. (Prentice, W.C.H. 1961)

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. (Jaques E. & Clement, 1994)

A close look at the various definitions of leadership reveals that the main context is the personality. There seems to be certain independence with regard to the contemporary issues.
3.2 Quotes on Leadership -

An examination of some of the famous quotes on leadership reveals the similar pattern as seen with definitions. It is almost as if there is something missing in the definitions and quotes on leadership.

“Surround yourself with the best people you can find, delegate authority, and don’t interfere as long as the policy you’ve decided upon is being carried out.”
- Ronald Reagan

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

“Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it’s amazing what they can accomplish.”
- Sam Walton

“All of the great leaders have had one characteristic in common; it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership.”
- John Kenneth Galbraith

“The task of the leader is to get his people from where they are to where they have not been.”
- Henry Kissinger
“Great leaders are almost always great simplifiers, who can cut through argument, debate, and doubt to offer a solution everybody can understand.”
- General Colin Powell

“If there is a trait which does characterize leaders it is opportunism. Successful people are very often those who steadfastly refuse to be daunted by disadvantage and have the ability to turn disadvantage to good effect. They are people who seize opportunity and take risks. Leadership then seems to be a matter of personality “
- John Viney

“The supreme quality for leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office.”
- Dwight D. Eisenhower

“Leadership and learning are indispensable to each other.”
- John F. Kennedy

“You do not lead by hitting people over the head - that's assault, not leadership”.
- Dwight D. Eisenhower

“Leadership can be thought of as a capacity to define oneself to others in a way that clarifies and expands a vision of the future”
- Edwin H. Friedman

“The only safe ship in a storm is leadership”.
- Faye Wattleton
“Whoever is providing leadership needs to be as fresh and thoughtful and reflective as possible to make the very best fight”.
- Faye Wattleton

“There's nothing more demoralizing than a leader who can't clearly articulate why we're doing what we're doing”
. - James Kouzes and Barry Posner

“A leader or a man of action in a crisis almost always acts subconsciously and then thinks of the reasons for his action”
. - Jawaharlal Nehru

“Most important, leaders can conceive and articulate goals that lift people out of their petty preoccupations and unite them in pursuit of objectives worthy of their best efforts.”
- John Gardner

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

“The key to successful leadership today is influence, not authority”.
- Kenneth Blanchard

“Leadership is not manifested by coercion, even against the resented. Greatness is not manifested by unlimited pragmatism, which places such a high premium on the end justifying any means and any measures”
. - Margaret Chase Smith
"I suppose leadership at one time meant muscles; but today it means getting along with people"

- Mohandas K. Gandhi

The leaders who work most effectively, it seems to me, never say "I." And that's not because they have trained themselves not to say "I." They don't think "I." They think "we"; they think "team." They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but "we" gets the credit. This is what creates trust, what enables you to get the task done.

- Peter Drucker

“A tyrant is always stirring up some war or other, in order that the people may require a leader”

- Plato

“I start with the premise that the function of leadership is to produce more leaders, not more followers.”

- Ralph Nader

“Good leaders must first become good servants.”

- Robert Greenleaf

“Leaders are more powerful role models when they learn than when they teach.”

- Rosabeth Moss Kantor

“A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go but ought to be”.

- Rosalynn Carter
“Effective leadership is putting first things first. Effective management is discipline, carrying it out”.
- Stephen Covey

“The very essence of leadership is that you have to have a vision. “
- Theodore Hesburgh

“The art of leadership is saying no, not yes. It is very easy to say yes”
- Tony Blair

“Leaders aren’t born they are made. And they are made just like anything else, through hard work. And that’s the price we’ll have to pay to achieve that goal, or any goal.”
- Vince Lombardi

“The final test of a leader is that he leaves behind him in other men the conviction and the will to carry on. “
- Walter Lippman

“The most dangerous leadership myth is that leaders are born -- that there is a genetic factor to leadership. This myth asserts that people simply either have certain charismatic qualities or not. That’s nonsense; in fact, the opposite is true. Leaders are made rather than born”
- Warren g. Bennis

“A leader is one who knows the way, goes the way, and shows the way”.

“Those who try to lead the people can only do so by following the mob”
3.3 Review of Literature -

A comprehensive review of leadership literature has been undertaken by the researcher. (Appendix-1; Bibliography). The survey included a thorough study and analysis of the literature and relevant articles as given in the Appendix -2. The literature survey covered the various facets of leadership which are most commonly referred to and discussed. Some of them are-

1. Readiness for the leadership role-
   - Reliability of others on leaders
   - Leadership and Inspiration
   - Leadership and Team work
   - Leadership and Morale
   - Leadership and Team Accomplishments
   - Leadership and Imitation
   - Leadership and Coaching
   - Leadership and Conflict resolution
   - Leadership and Mentoring
   - Leadership and Idea Generation
   - Leadership and Team respect
   - Leadership and Strength of Conviction

2. Principle Role of Leaders-
   - Negotiator
   - Coach and Motivator
   - Team Builder
   - Friend
   - Advisor
   - Guide
   - Mentor
3. **Behaviour and attitude of Trustworthy Leader**-

The behaviour and attitude of a leader who is trusted by his/her group members and their constituents are as follows-

- Reliability
- Truthfulness
- Consistency
- Walking the talk
- Readiness to accept feedback
- Confidence
- Collaboration
- Cooperation
- Communication
- Predictable

4. **Personal Traits of a Leader**-

There have also been several personality characteristics or traits on which leadership has been measured or assessed. Some of the traits generally associated by the leaders are as follows-

- Assertiveness
- Warmth
- High tolerance for frustration
- Charisma
- Inspirational
- Role model behaviour
- Responsibility
- Review and follow up
- Adaptability
- Performance orientation
- Skill development
• Risk taking
• Flexibility
• Generous
• Forgiving
• Rational

5. Interpersonal skills of a Leader-
• Empathy
• Listening skills
• Insight into people
• Diplomacy and tact
• Patience towards people
• Concern for welfare of people
• Emotional security
• Non competitiveness with group members
• Enthusiasm for people
• Satisfaction in helping others grow
• Interest in the development of group members
• High expectations for each group members
• Ability to give authentic feedback
• Interest in people’s potential
• Honesty and Integrity
• Friendliness

Leadership is a fascinating subject for many people. The term conjures up a familiar scene of a powerful, heroic, triumphant individual with a group of followers returning home after winning a national championship or a war against the evil enemy. They all march through town surrounded by a crowd waving flags. Or an enthusiastic orator
delivers an energetic speech, hands waving in the air, to thousands of people gathered in a plaza.

The widespread fascination with leadership may be because of the impact that leadership has on everyone's life. Stories of heroic leadership go back thousands of years: Moses delivering thousands of Hebrews from Egypt or Alexander the Great building a great empire. Certain leaders are able to inspire and mobilize so many people. In recent decades, many researchers have undertaken a systematic and scientific study of leadership.

Leadership is defined in so many different ways that it is hard to come up with a single working definition. Leadership is not just a person or group of people in a high position; understanding leadership is not complete without understanding interactions between a leader and his or her followers.

Neither is leadership merely the ability or static capacity of a leader. One need to look into the dynamic nature of the relationship between leader and followers. In these unique social dynamics, all the parties involved attempt to influence each other in the pursuit of goals. These goals may or may not coincide: Participants actively engage in defining and redefining the goal for the group and for themselves.

Putting all these into a comprehensive statement, Leadership is a process in which a leader attempts to influence his or her followers to establish and accomplish a goal or goals. In order to accomplish the goal, the leader exercises his or her power to influence people. That power is exercised in earlier stages by motivating followers to get the job done and in later stages by rewarding or punishing those who do or do not perform to the level of expectation. Leadership is a continuous process, with the accomplishment of one goal becoming the beginning of a new goal. The proper reward by the leader is of utmost importance in order to continually motivate followers in the process.
If one defines leadership as a process involving interactions between a leader and followers usually subordinate employees of a company, leadership profoundly affects the company: It defines or approves the mission or goal of the organization. This goal setting is a dynamic process for which the leader is ultimately responsible.

A strong visionary leader presents and convinces followers that a new course of action is needed for the survival and prosperity of the group in the future. Once a goal is set, the leader assumes the role of ensuring successful accomplishment of the goal. Another vital role of leadership is to represent the group/organization and link it to the external world in order to obtain vital resources to carry out its mission. When necessary, leadership has to defend the organization's integrity.

**Characteristics of Successful and Effective Leadership**-

Early students of leadership examined great leaders throughout history, attempting to find traits that they shared. Among personality traits that they found were determination, emotional stability, diplomacy, self-confidence, personal integrity, originality, and creativity. Intellectual abilities included judgmental ability, knowledge, and verbal communication ability. In addition, physical traits cannot be ignored, such as age, height, weight, and physical attractiveness.

It is not only inborn personality traits that are important but also styles and behaviors that a person learns. Strong autocratic leaders set their goals without considering the opinions of their followers, and then command their followers to execute their assigned tasks without question. Consultative leaders solicit the opinions and ideas of their followers in the goal-setting process but ultimately determine important goals and task assignments on their own. Democratic or participative leaders participate equally in the process with their followers and let the group make decisions. Extremely laid-back leaders, so called laissez-faire leaders, let the group take whatever action its members feel is necessary.
Inspired and led by Renis Likert, a research team at the University of Michigan studied leadership for several years and identified two distinct styles, which they referred to as job-centered and employee-centered leadership styles. The job-centered leader closely supervises subordinates to make sure they perform their tasks following the specified procedures. This type of leader relies on reward, punishment, and legitimate power to influence the behavior of followers. The employee-centered leader believes that creating a supportive work environment ultimately is the road to superior organizational performance. The employee-centered leader shows great concern about the employees' emotional well-being, personal growth and development, and achievement.

A leadership study group at Ohio State University, headed by Harris Fleishman, found similar contrasts in leadership style, which they referred to as initiating structure and consideration. The leadership style of initiating structure is similar to the job-centered leadership style, whereas consideration is similar to the employee-centered leadership style. It was the initial expectation of both research groups that a leader who could demonstrate both high initiating structure (job centered) and high consideration (employee centered) would be successful and effective in all circumstances.

Many students of leadership today believe that there is no one best way to lead, believing instead that appropriate leadership styles vary depending on situations. Fred Fiedler (1967), for instance, believes that a task-oriented leadership style is appropriate when the situation is either extremely favorable or extremely unfavorable to the leader.

A favorable situation exists when the relationship between the leader and followers is good, their tasks are well-defined, and the leader has strong power; when the opposite is true, an unfavorable situation exists. When the situation is moderately favorable, a people-oriented leadership style is appropriate. Some theorists suggest that situational
factors—the type of task, nature of work groups, formal authority system, personality and maturity level of followers, experience, and ability of followers—are critical in determining the most effective leadership style. For instance, when followers are inexperienced and lack maturity and responsibility, the directive leadership style is effective; when followers are experienced and willing to take charge, supportive leadership is effective.

Leadership in a Multicultural Setting

One major situational factor is the cultural values of the followers. People who have different cultural norms and values require different leadership styles. In a highly collective society such as Japan, the Philippines, Guatemala, or Ecuador, where the social bond among members is very strong and people look out for one another, a strong patriarch at the top of the social hierarchy tends to emerge as an effective leader.

Such a leader is not only accepted by the followers but is also expected to protect their interests. China's Deng Xiao-Ping, whose influence continues even after his death, is a case in point.

On the other hand, in an extremely individualistic society, such as the United States (Hofstede, 1980), where the social bonds are loose and individuals are expected to take care of themselves, success and achievement are admired, and a competitive and heroic figure is likely to emerge as a leader.

It is no surprise that John F. Kennedy became such a charismatic figure in the United States. His energetic and inspirational speeches are still vividly remembered.

Charismatic and Transformational Leadership

Regardless of culture and time, however, a great leader is remembered for his or her charisma, which means "divinely inspired gift" in Greek. Charismatic leaders have
profound effects on followers. Through their exceptional inspirational and verbal ability, they articulate ideological goals and missions, communicate to followers with passion and inspiration, set an example in their own behaviors, and demand hard work and commitment from followers, above and beyond normal expectation.

Building on charismatic leadership, Bernard Bass (1985) proposed a theory of transformational leadership. Bass views leadership as a process of social exchange between a leader and his or her followers. In exchange for desired behaviors and task accomplishment, a leader provides rewards to followers. This nominal social exchange process is called transactional leadership. In contrast, a transformational leader places a higher level of trust in his or her followers and demands a much higher level of loyalty and performance beyond normal expectations.

With unusual charismatic qualities and inspirational person-to-person interactions, a transformational leader transforms and motivates followers to make extra efforts to turn around ailing organizational situations into success stories. Lee Iacocca, when he took over Chrysler as CEO in 1979 and turned around this financially distressed company, was considered an exemplary transformational leader. He was able to convince many people, including employees and the U.S. Congress, to support the ailing company and to make it a success.

**Ways Women Lead**

Leadership qualities such as aggressiveness, assertiveness, taking charge, and competitiveness are traditionally associated with strong, masculine characters. Even women executives tended to show these characteristics in the traditional corporate world. In fact, many of these women executives were promoted because they were even more competitive and assertive than their male counterparts.

These successful women executives often sacrificed a family life, which their male counterparts did not necessarily have to do. The business world is changing, however.
Today, much research has found that women leaders are different from their male counterparts in management style: Women leaders tend to be more concerned with consensus building, participation, and caring. They often are more willing than men to share power and information, to empower employees, and to be concerned about the feelings of their subordinates.

Such an interactive and emotionally involved leadership style is not necessarily negative in today's business environment. Indeed, some researchers find it to be highly effective. Internally, a culturally diverse work force demands more interactive and collaborative coordination.

Externally, culturally diverse customers demand more personable and caring attention. A caring and flexible management style serves such diverse employees and customers better than traditional methods of management.

**Leadership and Management**

John Kotter (1988) distinguishes leadership from management. Effective management carefully plans the goal of an organization, recruits the necessary staff, organizes them, and closely supervises them to make sure that the initial plan is executed properly. Successful leadership goes beyond management of plans and tasks. It envisions the future and sets a new direction for the organization.

Successful leaders mobilize all possible means and human resources; they inspire all members of the organization to support the new mission and execute it with enthusiasm. When an organization faces an uncertain environment, it demands strong leadership. On the other hand, when an organization faces internal operational complexity, it demands strong management.
3.4 Theories on Leadership -

Leadership has been described as the “process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task”. A definition more inclusive of followers comes from Alan Keith of Genentech who said "Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen." Students of leadership have produced theories involving traits, situational interaction, function, behavior, power, vision and values, charisma, and intelligence among others. Various theories on leadership are as follows-

Trait theory-

Trait theory tries to describe the types of behavior and personality tendencies associated with effective leadership. This is probably the first academic theory of leadership. Thomas Carlyle (1841) can be considered one of the pioneers of the trait theory, using such approach to identify the talents, skills and physical characteristics of men who arose to power. Ronald Heifetz (1994) traces the trait theory approach back to the nineteenth-century tradition of associating the history of society to the history of great men.

Proponents of the trait approach usually list leadership qualities, assuming certain traits or characteristics will tend to lead to effective leadership. Shelley Kirkpatrick and Edwin A. Locke (1991) exemplify the trait theory.

They argue that "key leader traits include: drive (a broad term which includes achievement, motivation, ambition, energy, tenacity, and initiative), leadership motivation (the desire to lead but not to seek power as an end in itself), honesty, integrity, self-confidence (which is associated with emotional stability), cognitive ability, and knowledge of the business. According to their research, "there is less clear evidence for traits such as charisma, creativity and flexibility".
Although trait theory has an intuitive appeal, difficulties may arise in proving its tenets, and opponents frequently challenge this approach. The "strongest" versions of trait theory see these "leadership characteristics" as innate, and accordingly labels some people as "born leaders" due to their psychological makeup. On this reading of the theory, leadership development involves identifying and measuring leadership qualities, screening potential leaders from non-leaders, then training those with potential.

**Behavioral and style theory**-

In response to the criticism of the trait approach, theorists began to research leadership as a set of behaviors, evaluating the behavior of 'successful' leaders, determining a behavior taxonomy and identifying broad leadership styles. David McClelland, for example, saw leadership skills, not so much as a set of traits, but as a pattern of motives. He claimed that successful leaders will tend to have a high need for power, a low need for affiliation, and a high level of what he called activity inhibition (one might call it self-control).

**The Managerial grid model theory**-

Kurt Lewin, Ronald Lipitt, and Ralph White developed in 1939 the seminal work on the influence of leadership styles and performance. The researchers evaluated the performance of groups of eleven-year-old boys under different types of work climate.

In each, the leader exercised his influence regarding the type of group decision making, praise and criticism (feedback), and the management of the group tasks (project management) according to three styles: (1) authoritarian, (2) democratic and (3) laissez-faire. Authoritarian climates were characterized by leaders who make decisions alone, demand strict compliance to his orders, and dictate each step taken; future steps were uncertain to a large degree.
The leader is not necessarily hostile but is aloof from participation in work and commonly offers personal praise and criticism for the work done. Democratic climates were characterized by collective decision processes, assisted by the leader. Before accomplishing tasks, perspectives are gained from group discussion and technical advice from a leader. Members are given choices and collectively decide the division of labor. Praise and criticism in such an environment are objective, fact minded and given by a group member without necessarily having participated extensively in the actual work.

Laissez faire climates gave freedom to the group for policy determination without any participation from the leader. The leader remains uninvolved in work decisions unless asked, does not participate in the division of labor, and very infrequently gives praise. The results seemed to confirm that the democratic climate was preferred.

The managerial grid model is also based on a behavioral theory. The model was developed by Robert Blake and Jane Mouton in 1964 and suggests five different leadership styles, based on the leaders' concern for people and their concern for goal achievement.

Situational and contingency theory-

Situational theory also appeared as a reaction to the trait theory of leadership. Social scientists argued that history was more than the result of intervention of great men as Carlyle suggested. Herbert Spencer (1884) said that the times produce the person and not the other way around. This theory assumes that different situations call for different characteristics; according to this group of theories, no single optimal psychographic profile of a leader exists.

According to the theory, "what an individual actually does when acting as a leader is in large part dependent upon characteristics of the situation in which he functions." Some theorists started to synthesize the trait and situational approaches. Building
upon the research of Lewin et.al, academics began to normalize the descriptive models of leadership climates, defining three leadership styles and identifying in which situations each style works better.

The authoritarian leadership style, for example, is approved in periods of crisis but fails to win the "hearts and minds" of their followers in the day-to-day management; the democratic leadership style is more adequate in situations that require consensus building; finally, the laissez faire leadership style is appreciated by the degree of freedom it provides, but as the leader does not "take charge", he can be perceived as a failure in protracted or thorny organizational problems.

This theorist defined the style of leadership as contingent to the situation, which is sometimes, classified as contingency theory. Four contingency leadership theories appear more prominently in the recent years: Fiedler contingency model, Vroom-Yetton decision model, the path-goal theory, and the Hersey-Blanchard situational theory.

The Fiedler contingency model bases the leader's effectiveness on what Fred Fiedler called situational contingency. This results from the interaction of leadership style and situational favorableness (later called "situational control"). The theory defined two types of leader: those who tend to accomplish the task by developing good-relationships with the group (relationship-oriented), and those who have as their prime concern carrying out the task itself (task-oriented).

According to Fiedler, there is no ideal leader. Both task-oriented and relationship-oriented leaders can be effective if their leadership orientation fits the situation. When there is a good leader-member relation, a highly structured task, and high leader position power, the situation is considered a "favorable situation". Fiedler found that task-oriented leaders are more effective in extremely favorable or unfavorable situations, whereas relationship-oriented leaders perform best in situations with intermediate favorability.
Victor Vroom, in collaboration with Phillip Yetton (1973) and later with Arthur Jago (1988), developed a taxonomy for describing leadership situations, taxonomy that was used in a normative decision model where leadership styles were connected to situational variables, defining which approach was more suitable to which situation. This approach was novel because it supported the idea that the same manager could rely on different group decision making approaches depending on the attributes of each situation. This model was later referred as situational contingency theory.

The path-goal theory of leadership was developed by Robert House (1971) and was based on the expectancy theory of Victor Vroom. According to House, the essence of the theory is "the meta proposition that leaders, to be effective, engage in behaviors that complement subordinates' environments and abilities in a manner that compensates for deficiencies and is instrumental to subordinate satisfaction and individual and work unit performance."

The theory identifies four leader behaviors, achievement-oriented, directive, participative, and supportive; those are contingent to the environment factors and follower characteristics. In contrast to the Fiedler contingency model, the path-goal model states that the four leadership behaviors are fluid, and that leaders can adopt any of the four depending on what the situation demands. The path-goal model can be classified both as a contingency theory, as it depends on the circumstances, but also as a transactional leadership theory, as the theory emphasizes the reciprocity behavior between the leader and the followers.

The situational leadership model proposed by Hersey and Blanchard suggest four leadership-styles and four levels of follower-development. For effectiveness, the model posits that the leadership-style must match the appropriate level of follower development. In this model, leadership behavior becomes a function not only of the characteristics of the leader, but of the characteristics of followers as well.
**Functional theory**

Functional leadership theory (Hackman & Walton, 1986; McGrath, 1962) is a particularly useful theory for addressing specific leader behaviors expected to contribute to organizational or unit effectiveness.

This theory argues that the leader’s main job is to see that whatever is necessary to group needs is taken care of; thus, a leader can be said to have done their job well when they have contributed to group effectiveness and cohesion (Fleishman et al., 1991; Hackman & Wageman, 2005; Hackman & Walton, 1986). While functional leadership theory has most often been applied to team leadership (Zaccaro, Rittman, & Marks, 2001), it has also been effectively applied to broader organizational leadership as well (Zaccaro, 2001).

In summarizing literature on functional leadership (see Kozlowski et al. (1996), Zaccaro et al. (2001), Hackman and Walton (1986), Hackman & Wageman (2005), Morgeson (2005)), Klein, Zeigert, Knight, and Xiao (2006) observed five broad functions a leader provides when promoting unit effectiveness. These functions include: (1) environmental monitoring, (2) organizing subordinate activities, (3) teaching and coaching subordinates, (4) motivating others, and (5) intervening actively in the group’s work.

A variety of leadership behaviors are expected to facilitate these functions. In initial work identifying leader behavior, Fleishman (Fleishman, 1953) observed that subordinates perceived their supervisors’ behavior in terms of two broad categories referred to as consideration and initiating structure.

Consideration includes behavior involved in fostering effective relationships. Examples of such behavior would include showing concern for a subordinate or acting in a supportive manner towards others. Initiating structure involves the actions of the leader focused specifically on task accomplishment. This could include role
clarification, setting performance standards, and holding subordinates accountable to those standards.

**Transactional and transformational theory**-

The transactional leader (Burns, 1978) is given power to perform certain tasks and reward or punish for the team’s performance. It gives the opportunity to the manager to lead the group and the group agrees to follow his lead to accomplish a predetermined goal in exchange for something else. Power is given to the leader to evaluate, correct and train subordinates when productivity is not up to the desired level and reward effectiveness when expected outcome is reached.

The transformational leader (Burns, 2008) motivates its team to be effective and efficient. Communication is the base for goal achievement focusing the group on the final desired outcome or goal attainment.

This leader is highly visible and uses chain of command to get the job done. Transformational leaders focus on the big picture, needing to be surrounded by people who take care of the details. The leader is always looking for ideas that move the organization to reach the company’s vision.

**3.5 Leadership Styles** -

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. Kurt Lewin (1939) led a group of researchers to identify different styles of leadership. This early study has been very influential and established three major leadership styles. The three major styles of leadership are:

- Authoritarian or autocratic
- Participative or democratic
- Delegative or Free Reign
Although good leaders use all three styles, with one of them normally dominant, bad leaders tend to stick with one style.

**Authoritarian or autocratic** -
This style is used when leaders tell their employees what they want done and how they want it accomplished, without getting the advice of their followers. Some of the appropriate conditions to use it are when one has all the information to solve the problem, one is short on time, and one's employees are well motivated.

Some people tend to think of this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. This is not the authoritarian style, rather it is an abusive, unprofessional style called bossing people around. It has no place in a leader's repertoire.

The authoritarian style should normally only be used on rare occasions. If one has the time and wants to gain more commitment and motivation from other employees, then one should use the participative style.

**Participative or democratic** -
This style involves the leader including one or more employees in the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that your employees will respect.

This is normally used when one has part of the information, and one's employees have other parts. Note that a leader is not expected to know everything -- this is why one employs knowledgeable and skillful employees. Using this style is of mutual benefit -- it allows them to become part of the team and allows one to make better decisions.
Delegative or Free Reign -

In this style, the leader allows the employees to make the decisions. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. One cannot do everything! One must set priorities and delegate certain tasks.

This is not a style to use so that one can blame others when things go wrong, rather this is a style to be used when one fully trust and confidence in the people below one. Do not be afraid to use it, however, use it wisely!

NOTE: This is also known as laissez...sez faire (or lais...ser faire), which is the noninterference in the affairs of others. [French : laissez, second person pl. imperative of laisser, to let, allow + faire, to do.]

Conclusion-
A good leader uses all three styles, depending on what forces are involved between the followers, the leader, and the situation. Some examples include:

- Using an authoritarian style on a new employee who is just learning the job. The leader is competent and a good coach. The employee is motivated to learn a new skill. The situation is a new environment for the employee.
- Using a participative style with a team of workers who know their job. The leader knows the problem, but does not have all the information. The employees know their jobs and want to become part of the team.
- Using a delegative style with a worker who knows more about the job than one. One cannot do everything! The employee needs to take ownership of her job. Also, the situation might call for one to be at other places, doing other things.
• Using all three: Telling your employees that a procedure is not working correctly and a new one must be established (authoritarian). Asking for their ideas and input on creating a new procedure (participative). Delegating tasks in order to implement the new procedure (delegative).

Forces that influence the style to be used included:

• How much time is available.
• Are relationships based on respect and trust or on disrespect?
• Who has the information - one, ones employees, or both?
• How well ones employees are trained and how well one knows the task.
• Internal conflicts.
• Stress levels.
• Type of task. Is it structured, unstructured, complicated, or simple?

3.6 Important aspects of Leadership -

Historical views on Leadership -

Literature identifies ten types of leaders. Defining characteristics of the ten types of leaders are explained with examples from history and mythology. Aristocratic thinkers have postulated that leadership depends on one's blue blood or genes: monarchy takes an extreme view of the same idea, and may prop up its assertions against the claims of mere aristocrats by invoking divine sanction: see the divine right of kings. Contrariwise, more democratically-inclined theorists have pointed to examples of meritocratic leaders, such as the Napoleonic marshals profiting from careers open to talent.

In the autocratic/paternalistic strain of thought, traditionalists recall the role of leadership of the Roman families. Feminist thinking, on the other hand, may damn
such models as patriarchal and posit against them emotionally-attuned, responsive, and consensual empathetic guidance and matriarchies.

Comparable to the Roman tradition, the views of Confucianism on "right living" relate very much to the ideal of the (male) scholar-leader and his benevolent rule, buttressed by a tradition of filial piety.

Within the context of Islam, views on the nature, scope and inheritance of leadership have played a major role in shaping sects and their history. See caliphate.

In the 19th century, the elaboration of anarchist thought called the whole concept of leadership into question. (Note that the Oxford English Dictionary traces the word "leadership" in English only as far back as the 19th century.) One response to this denial of elitism came with Leninism, which demanded an elite group of disciplined cadres to act as the vanguard of a socialist revolution, bringing into existence the dictatorship of the proletariat.

Other historical views of leadership have addressed the seeming contrasts between secular and religious leadership. The doctrines of Caesaro-papism have recurred and had their detractors over several centuries. Christian thinking on leadership has often emphasized stewardship of divinely-provided resources - human and material - and their deployment in accordance with a Divine plan. Compare servant leadership.

For a more general take on leadership in politics, compare the concept of the statesman.

**Titles emphasizing authority**

At certain stages in their development, the hierarchies of social ranks implied different degrees or ranks of leadership in society. Thus a knight led fewer men in general than did a duke; a baronet might in theory control less land than an earl. See
peerage for a systematization of this hierarchy, and order of precedence for links to various systems.

In the course of the 18th and 20th centuries, several political operators took non-traditional paths to become dominant in their societies. They or their systems often expressed a belief in strong individual leadership, but existing titles and labels ("King", "Emperor", "President" and so on) often seemed inappropriate, insufficient or downright inaccurate in some circumstances. The formal or informal titles or descriptions they or their flunkies employee express and foster a general veneration for leadership of the inspired and autocratic variety. The definite article when used as part of the title (in languages which use definite articles) emphasizes the existence of a sole "true" leader.

Criticism of the concept of leadership

Noam Chomsky has criticized the concept of leadership as involving people subordinating their needs to that of someone else. While the conventional view of leadership is rather satisfying to people who "want to be told what to do", one should question why they are being subjected to acts that may not be rational or even desirable. Rationality is the key element missing when "leaders" say "believe me" and "have faith". It is fairly easy to have people simplistically follow their "leader", if no attention is paid to rationality. This view of Chomsky is related to his Weltanschauung and has no solid psychological basis from the consensus of the establishment.

Leadership and emotions

Leadership can be perceived as a particularly emotion-laden process, with emotions entwined with the social influence process. In an organization, the leaders’ mood has some effects on his group. These effects can be described in 3 levels:
1. The mood of individual group members. Group members with leaders in a positive mood experience more positive mood than do group members with leaders in a negative mood. The leaders transmit their moods to other group members through the mechanism of mood contagion. Mood contagion may be one of the psychological mechanisms by which charismatic leaders influence followers.

2. The affective tone of the group. Group affective tone represents the consistent or homogeneous affective reactions within a group. Group affective tone is an aggregate of the moods of the individual members of the group and refers to mood at the group level of analysis. Groups with leaders in a positive mood have a more positive affective tone than do groups with leaders in a negative mood.

3. Group processes like coordination, effort expenditure, and task strategy. Public expressions of mood impact how group members think and act. When people experience and express mood, they send signals to others. Leaders signal their goals, intentions, and attitudes through their expressions of moods. For example, expressions of positive moods by leaders signal that leaders deem progress toward goals to be good. The group members respond to those signals cognitively and behaviorally in ways that are reflected in the group processes.

In research about client service it was found that expressions of positive mood by the leader improve the performance of the group, although in other sectors there were another findings.

Beyond the leader's mood, his behavior is a source for employee positive and negative emotions at work. The leader creates situations and events that lead to emotional response. Certain leader behaviors displayed during interactions with their employees are the sources of these affective events. Leaders shape workplace affective events. Examples – feedback giving, allocating tasks, resource distribution.
Since employee behavior and productivity are directly affected by their emotional states, it is imperative to consider employee emotional responses to organizational leaders. Emotional intelligence, the ability to understand and manage moods and emotions in the self and others, contributes to effective leadership in organizations. Leadership is about being responsible.

The role of the Leadership-

In an organization where there is faith in the abilities of formal leaders, employees will look towards the leaders for a number of things. During drastic change times, employees will expect effective and sensible planning, confident and effective decision-making, and regular, complete communication that is timely. Also during these times of change, employees will perceive leadership as supportive, concerned and committed to their welfare, while at the same time recognizing that tough decisions need to be made. The best way to summarize is that there is a climate of trust between leader and the rest of the team. The existence of this trust brings hope for better times in the future, and that makes coping with drastic change much easier.

In organizations characterized by poor leadership, employees expect nothing positive. In a climate of distrust, employees learn that leaders will act in indecipherable ways and in ways that do not seem to be in anyone's best interests. Poor leadership means an absence of hope, which, if allowed to go on for too long, results in an organization becoming completely nonfunctioning. The organization must deal with the practical impact of unpleasant change, but more importantly, must labor under the weight of employees who have given up, have no faith in the system or in the ability of leaders to turn the organization around.

Leadership before, during and after change implementation is the key to getting through the swamp. Unfortunately, if haven't established a track record of effective leadership, by the time one have to deal with difficult changes, it may be too late.
Preparing For the Journey

It would be a mistake to assume that preparing for the journey takes place only after the destination has been defined or chosen. When one talks about preparing for the change journey, one is talking about leading in a way that lays the foundation or groundwork for any changes that may occur in the future. Preparing is about building resources, by building healthy organizations in the first place. Much like healthy people, who are better able to cope with infection or disease than unhealthy people, organization that are healthy in the first place are better able to deal with change.

As a leader one need to establish credibility and a track record of effective decision making, so that there is trust in oneself, ability to figure out what is necessary to bring the organization through.

Slogging Through the Swamp

Leaders play a critical role during change implementation, the period from the announcement of change through the installation of the change. During this middle period the organization is the most unstable, characterized by confusion, fear, loss of direction, reduced productivity, and lack of clarity about direction and mandate. It can be a period of emotionalism, with employees grieving for what is lost, and initially unable to look to the future.

During this period, effective leaders need to focus on two things. First, the feelings and confusion of employees must be acknowledged and validated. Second, the leader must work with employees to begin creating a new vision of the altered workplace, and helping employees to understand the direction of the future. Focusing only on feelings, may result in wallowing. That is why it is necessary to begin the movement into the new ways or situations. Focusing only on the new vision may result in the perception that the leader is out of touch, cold and uncaring. A key part of leadership
in this phase knows when to focus on the pain, and when to focus on building and moving into the future.

After Arrival

In a sense one never completely arrive, but here we are talking about the period where the initial instability of massive change has been reduced. People have become less emotional, and more stable, and with effective leadership during the previous phases, are now more open to locking in to the new directions, mandate and ways of doing things.

This is an ideal time for leaders to introduce positive new change, such as examination of unwieldy procedures or Total Quality Management. The critical thing here is that leaders must now offer hope that the organization is working towards being better, by solving problems and improving the quality of work life. While the new vision of the organization may have begun while people were slogging through the swamp, this is the time to complete the process, and make sure that people buy into it, and understand their roles in this new organization.

Playing a leadership role in the three phases is not easy. Not only does one have a responsibility to lead, but as an employee oneself, one have to deal with ones own reactions to the change, and ones role in it. However, if one is ineffective in leading change, one will bear a very heavy personal load. Since one are accountable for the performance of oneself unit, one will have to deal with the ongoing loss of productivity that can result from poorly managed change, not to mention the potential impact on ones own enjoyment of ones job.

Leadership and Service

Leaders are people who solve problems. The best leaders are successful because they look at problems in a multifaceted way, combining entrepreneurial skills with the
ability to collaborate. They inspire confidence in their followers and act as “shock absorbers” when things get tough. Whether in the private or the public realm, leaders serve their followers through effective application of their time, ability, and perspective.

The fundamental skills of leadership can be translated into different sectors. Yet in today’s world, most leaders focus their skills on one sector at a time. One common model seems to be that corporate leaders work and make money early in their careers and then “retire” to focus on more philanthropic endeavors. Ideally, leaders would use their skills simultaneously for private and public gain.

Corporate leaders must realize that they can play a significant role in improving conditions around them. In collaborating with public institutions and government, they can help solve problems that plague society as a whole. If they can successfully blur the lines that separate the public and private sectors, they can “do good and do well,” creating wealth for shareholders while simultaneously advancing causes that traditionally have been reserved for the nonprofit sector.

Leaders of these corporations must use their highly visible roles to have an impact on a public scale. In many cases, a leader is more effective remaining at a company and using its resources than by resigning in order to focus individually on service. Consider, for instance, Howard Shultz of Starbucks Coffee Co., who has used his position in the corporate world to give back to the community. He has done this not just through philanthropy, but by using his leadership to promote social and environmental initiatives, such as Fair Trade coffee and Ethos water. He has done this while remaining in his corporate position.

Thus, the for-profit and nonprofit sectors, which have often been held separate, are forging ways to advance objectives of service through collaboration. To tackle complex societal problems such as healthcare, one may find that the most effective approach is to use capital markets and the profit motive in order to reform the system.
One can build businesses that both make money and serve social responsibility. In this way leadership, entrepreneurship, and collaboration combine to improve the world around us.

Individual leaders can also contribute on a more local level. In many cases, service does not have to be measured by financial capacity, formal leadership position, or amount of time committed. What truly matters is dedication. By serving with passion, individuals can set examples and broaden their leadership roles. By remembering that leadership is service, individuals can effect societal change on both the macro and micro levels.

**Educating the Leaders of Tomorrow**

Broad educational experience is essential to extending leadership skills beyond one specific domain of society. Not only does it give individuals the confidence that they can tackle something they know little about, it also allows them to adapt and integrate many different approaches when they encounter problems requiring a wide range of skills. In today’s world, where most problems are multifaceted, the premium on a liberal arts education is as high as it has ever been.

The Internet has enhanced the way we view and approach education. By opening educational resources to anyone with a computer and Web browser, technology has turned education into a lifelong process rather than an ephemeral pursuit. Moreover, the Internet encourages individuals to concentrate on the process of learning, as opposed to simply memorizing facts. As such, it endows individuals with tools that can be used to both lead and follow in a world that is constantly evolving. This change has further increased the value of the liberal arts, defining learning as a continuous process, not a single event, which draws upon diverse approaches to understanding and approaching problems.
One aspect of education that is conspicuously absent is what could be called the newest liberal art: cultural fluidity. Minorities are a growing force in the United States, and a growing number of all Americans deal more frequently with citizens of other countries. These promises to be positive developments so long as individuals recognize the value of having diverse groups to make decisions and those institutions of higher education provide the training for leaders to emerge in such a transformed, global society.

Though technology and increasing social diversity have greatly improved the educational norm for some people, there is still a great “opportunity divides.” This divide grows more pronounced as private; liberal arts education becomes increasingly expensive. Those on the lower end often have narrower experiences, and thus lack the broad scope so integral to effective leadership.

As ethnic gaps diminish with increasing diversity of the population, the new divide is socioeconomic rather than racial. To cultivate the next generation of leaders, one must expand the portion of the population that has access to liberal arts programs. This expansion will require strong service-based leadership in order to bring access to underprivileged groups and cultivate leaders who are multicultural fluent, who tackle problems using a broad range of experiences, and who blur the lines between public and private sectors to promote general social, economic, and ecological welfare in the global community.

**Leadership performance**

In the past, some researchers have argued that the actual influence of leaders on organizational outcomes is overrated and romanticized as a result of biased attributions about leaders (Meindl & Ehrlich, 1987). Despite these assertions however, it is largely recognized and accepted by practitioners and researchers that leadership is important, and research supports the notion that leaders do contribute to key organizational outcomes (Day & Lord, 1988; Kaiser, Hogan, & Craig, 2008). In
order to facilitate successful performance it is important to understand and accurately measure leadership performance.

Job performance generally refers to behavior that is expected to contribute to organizational success (Campbell, 1990). Campbell identified a number of specific types of performance dimensions; leadership was one of the dimensions that he identified. There is no consistent, overall definition of leadership performance (Yukl, 2006). Many distinct conceptualizations are often lumped together under the umbrella of leadership performance, including outcomes such as leader effectiveness, leader advancement, and leader emergence (Kaiser et al., 2008). For instance, leadership performance may be used to refer to the career success of the individual leader, performance of the group or organization, or even leader emergence. Each of these measures can be considered conceptually distinct. While these aspects may be related, they are different outcomes and their inclusion should depend on the applied/research focus.

Leadership in organizations

An organization that is established as an instrument or means for achieving defined objectives has been referred to as a formal organization. Its design specifies how goals are subdivided and reflected in subdivisions of the organization. Divisions, departments, sections, positions, jobs, and tasks make up this work structure. Thus, the formal organization is expected to behave impersonally in regard to relationships with clients or with its members. According to Weber’s definition, entry and subsequent advancement is by merit or seniority. Each employee receives a salary and enjoys a degree of tenure that safeguards him from the arbitrary influence of superiors or of powerful clients. The higher his position in the hierarchy, the greater his presumed expertise in adjudicating problems that may arise in the course of the work carried out at lower levels of the organization. It is this bureaucratic structure that forms the basis for the appointment of heads or chiefs of administrative
subdivisions in the organization and endows them with the authority attached to their position. In contrast to the appointed head or chief of an administrative unit, a leader emerges within the context of the informal organization that underlies the formal structure. The informal organization expresses the personal objectives and goals of the individual membership. Their objectives and goals may or may not coincide with those of the formal organization. The informal organization represents an extension of the social structures that generally characterize human life — the spontaneous emergence of groups and organizations as ends in themselves.

In prehistoric times, man was preoccupied with his personal security, maintenance, protection, and survival. Now man spends a major portion of his waking hours working for organizations. His need to identify with a community that provides security, protection, maintenance, and a feeling of belonging continues unchanged from prehistoric times. This need is met by the informal organization and its emergent, or unofficial, leaders. Leaders emerge from within the structure of the informal organization. Their personal qualities, the demands of the situation, or a combination of these and other factors attract followers who accept their leadership within one or several overlay structures. Instead of the authority of position held by an appointed head or chief, the emergent leader wields influence or power. Influence is the ability of a person to gain co-operation from others by means of persuasion or control over rewards. Power is a stronger form of influence because it reflects a person's ability to enforce action through the control of a means of punishment. A leader is anyone who influences a group toward obtaining a particular result. It is not dependant on title or formal authority. (elevos, paraphrased from Leaders, Bennis, and Leadership Presence, Halpern & Lubar). An individual who is appointed to a managerial position has the right to command and enforce obedience by virtue of the authority of his position. However, one must possess adequate personal attributes to match his authority, because authority is only potentially available to him. In the absence of sufficient personal competence, a manager may be confronted by an emergent leader who can challenge his role in the organization and reduce it to that of
a figurehead. However, only authority of position has the backing of formal sanctions. It follows that whoever wields personal influence and power can legitimize this only by gaining a formal position in the hierarchy, with commensurate authority. Leadership can be defined as one's ability to get others to willingly follow. Every organization needs leaders at every level.

**Leadership versus management**

Some commentators link leadership closely with the idea of management. Some regard the two as synonymous, and others consider management a subset of leadership. If one accepts this premise, one can view leadership as:

- centralized or decentralized
- broad or focused
- decision-oriented or morale-centered
- intrinsic or derived from some authority

Any of the bipolar labels traditionally ascribed to management style could also apply to leadership style. Hersey and Blanchard use this approach: they claim that management merely consists of leadership applied to business situations; or in other words: management forms a sub-set of the broader process of leadership. They put it this way: "Leadership occurs any time one attempts to influence the behavior of an individual or group, regardless of the reason. Management is a kind of leadership in which the achievement of organizational goals is paramount."

However, a clear distinction between management and leadership may nevertheless prove useful. This would allow for a reciprocal relationship between leadership and management, implying that an effective manager should possess leadership skills, and an effective leader should demonstrate management skills. One clear distinction could provide the following definition:
• Management involves power by position.
• Leadership involves power by influence.

Abraham Zaleznik (1977), for example, delineated differences between leadership and management. He saw leaders as inspiring visionaries, concerned about substance; while managers he views as planners who have concerns with process. Warren Bennis (1989) further explicated a dichotomy between managers and leaders. He drew twelve distinctions between the two groups:

• Managers administer, leaders innovate
• Managers ask how and when, leaders ask what and why
• Managers focus on systems, leaders focus on people
• Managers do things right, leaders do the right things
• Managers maintain, leaders develop
• Managers rely on control, leaders inspire trust
• Managers have a short-term perspective, leaders have a longer-term perspective
• Managers accept the status-quo, leaders challenge the status-quo
• Managers have an eye on the bottom line, leaders have an eye on the horizon
• Managers imitate, leaders originate
• Managers emulate the classic good soldier, leaders are their own person
• Managers copy, leaders show originality

Paul Birch (1999) also sees a distinction between leadership and management. He observed that, as a broad generalization, managers concerned themselves with tasks while leaders concerned themselves with people. Birch does not suggest that leaders do not focus on "the task." Indeed, the things that characterize a great leader include the fact that they achieve. Effective leaders create and sustain competitive advantage through the attainment of cost leadership, revenue leadership, time leadership, and market value leadership. Managers typically follow and realize a leader's vision. The
difference lies in the leader realizing that the achievement of the task comes about through the goodwill and support of others (influence), while the manager may not.

This goodwill and support originates in the leader seeing people as people, not as another resource for deployment in support of "the task". The manager often has the role of organizing resources to get something done. People form one of these resources, and many of the worst managers treat people as just another interchangeable item. A leader has the role of causing others to follow a path he/she has laid out or a vision he/she has articulated in order to achieve a task. Often, people see the task as subordinate to the vision. For instance, an organization might have the overall task of generating profit, but a good leader may see profit as a by-product that flows from whatever aspect of their vision differentiates their company from the competition.

Leadership does not only manifest itself as purely a business phenomenon. Many people can think of an inspiring leader they have encountered who has nothing whatever to do with business: a politician, an officer in the armed forces, a Scout or Guide leader, a teacher, etc. Similarly, management does not occur only as a purely business phenomenon. Again, we can think of examples of people that we have met who fill the management niche in non-business organizations. Non-business organizations should find it easier to articulate a non-money-driven inspiring vision that will support true leadership. However, often this does not occur.

Differences in the mix of leadership and management can define various management styles. Some management styles tend to de-emphasize leadership. Included in this group one could include participatory management, democratic management, and collaborative management styles. Other management styles, such as authoritarian management, micro-management, and top-down management, depend more on a leader to provide direction. Note, however, that just because an organisation has no single leader giving it direction, does not mean it necessarily has weak leadership. In
many cases group leadership (multiple leaders) can prove effective. Having a single leader (as in dictatorship) allows for quick and decisive decision-making when needed as well as when not needed. Group decision-making sometimes earns the derisive label "committee-its" because of the longer times required to make decisions, but group leadership can bring more expertise, experience, and perspectives through a democratic process.

Patricia Pitcher (1994) has challenged the bifurcation into leaders and managers. She used a factor analysis (in marketing) technique on data collected over 8 years, and concluded that three types of leaders exist, each with very different psychological profiles: Artists' imaginative, inspiring, visionary, entrepreneurial, intuitive, daring, and emotional Craftsmen: well-balanced, steady, reasonable, sensible, predictable, and trustworthy Technocrats: cerebral, detail-oriented, fastidious, uncompromising, and hard-headed. She speculates that no one profile offers a preferred leadership style. She claims that if we want to build, we should find an "artist leader" if we want to solidify our position, we should find a "craftsman leader" and if we have an ugly job that needs to get done like downsizing. We should find a "technocratic leader". Pitcher also observed that a balanced leader exhibiting all three sets of traits occurs extremely rarely: she found none in her study.

Bruce Lynn postulates a differentiation between 'Leadership' and 'Management' based on perspectives to risk. Specifically, "A Leader optimizes upside opportunity; a Manager minimizes downside risk." He argues that successful executives need to apply both disciplines in a balance appropriate to the enterprise and its context. Leadership without Management yields steps forward, but as many if not more steps backwards. Management without Leadership avoids any step backwards, but doesn't move forward.
Leadership by a group

In contrast to individual leadership, some organizations have adopted group leadership. In this situation, more than one person provides direction to the group as a whole. Some organizations have taken this approach in hopes of increasing creativity, reducing costs, or downsizing. Others may see the traditional leadership of a boss as costing too much in team performance. In some situations, the maintenance of the boss becomes too expensive - either by draining the resources of the group as a whole, or by impeding the creativity within the team, even unintentionally.

A common example of group leadership involves cross-functional teams. A team of people with diverse skills and from all parts of an organization assembles to lead a project. A team structure can involve sharing power equally on all issues, but more commonly uses rotating leadership. The team member(s) best able to handle any given phase of the project become(s) the temporary leader(s). According to Ogbonnia (2007), "effective leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals". Ogbonnia defines an effective leader "as an individual with the capacity to consistently succeed in a given condition and be recognized as meeting the expectations of an organization or society."

Role, Task, Responsibility, and Source of Power

- The role of a leader is to inspire and create followers who are also self-leaders.
- The task of a leader is to bring about constructive and necessary change.
- The responsibility of a corporate leader is to bring about the change in a way that is responsive to the true and long-term needs of all stakeholders.
- The greatest source of power available to a leader is the trust that derives from faithfully serving followers.
Forming and Inspiring a Shared Vision

As a leader, one must envision the future and passionately believe that one can make a difference. One must see a changed world beyond the time horizon, create an ideal and unique image of what it could become and believe that one's dreams can become reality. One must open eyes to one's followers and lift their spirits. Through one's attitude, magnetism and persuasion, one must enlist others in one's dreams, breathe life into one's vision and get people to see exciting opportunities and possibilities for the future.

Learning to Lead

Effective leaders recognize that what they know is very little in comparison to what they still need to learn. To be more proficient in pursuing and achieving objectives, one should be open to new ideas, insights, and revelations that can lead to better ways to accomplishing goals. This continuous learning process can be exercised, in particular, through engaging oneself in a constant dialogue with one's peers, advisers, consultants, team members, suppliers, customers, and competitors.

Leading others is not simply a matter of style, or following some how-to guides or recipes. Ineffectiveness of leaders seldom results from a lack of know-how or how-to, nor is it typically due to inadequate managerial skills. Leadership is even not about creating a great vision. It is about creating conditions under which all the followers can perform independently and effectively toward a common objective.

James O'Tool, a noted management theorist proposes a new vision of leadership in the business world - a values-based leadership that is not only fair and just, but also highly effective in today's complex organizations. It is based on:

- one's ideas and values
- one's understanding of the differing and conflicting needs of one's followers
- one's ability to energize followers to pursue a better goal that they had thought possible
• ones skills in creating a values-based umbrella large enough to accommodate the various interests of followers, but focused enough to direct all their energies in pursuit of a common good.

Effective Leadership as a Source of Competitive Business Advantage

Entrepreneurial leadership is imperative for molding a group of people into a team, shaping them into a force that serves as a sustainable business advantage. Effective leaders have an inspiring vision. Foresight and change anticipation is their hallmark. Leaders know how to make people function in a collaborative fashion, and how to motivate them to excel their performance. Leaders also know how to balance the individual team member's quest with the goal of producing synergy—an outcome that exceeds the sum of individual inputs. Leaders require that their team members forego the quest for personal best in concert with the team effort, write Mark Stevens in Extreme Management.

Inspiring People and Helping Them Achieve More

Effective leaders supply a shared vision; and inspire people to achieve more than they may ever have dreamed possible. People change when they are emotionally engaged and committed.

To inspire, one must both create resonance and move people with a compelling vision. One must embody what oneself ask of others, and be able to articulate a shared vision in a way that inspires others to act. Ones must offer a sense of common purpose beyond the day-to-day tasks, making work exciting.

Building Better Leaders through Attributes

Leadership attributes are the inner or personal qualities that constitute effective leadership. These attributes include a large array of characteristics such as values, character, motives, habits, traits, motives, style, behaviors, and skills.
Leadership among primates

Richard Wrangham and Dale Peterson, in Demonic Males: Apes and the Origins of Human Violence present evidence that only humans and chimpanzees, among all the animals living on earth, share a similar tendency for a cluster of behaviors: violence, territoriality, and competition for uniting behind the one chief male of the land. This position is contentious. Many animals beyond apes are territorial, compete, exhibit violence, and have a social structure controlled by a dominant male (lions, wolves, etc.), suggesting Wrangham and Peterson's evidence is not empirical. However, we must examine other species as well, including elephants (which are undoubtedly matriarchal and follow an alpha female), meerkats (who are likewise matriarchal), and many others.

It would be beneficial, to examine that most accounts of leadership over the past few millennia (since the creation of Christian religions) are through the perspective of a patriarchal society, founded on Christian literature. If one looks before these times, it is noticed that Pagan and Earth-based tribes in fact had female leaders. It is important also to note that the peculiarities of one tribe cannot necessarily be ascribed to another, as even our modern-day customs differ. The current day patrilineal custom is only a recent invention in human history and our original method of familial practices were matrilineal (Dr. Christopher Shelley and Bianca Rus, UBC). The fundamental assumption that has been built into 90% of the world's countries is that patriarchy is the 'natural' biological predisposition of homo sapiens. Unfortunately, this belief has led to the widespread oppression of women in all of those countries, but in varying degrees. (Whole Earth Review, Winter, 1995 by Thomas Laird, Michael Victor). The Iroquoian First Nations tribes are an example of a matrilineal tribe, along with Mayan tribes, and also the society of Meghalaya, India. (Laird and Victor, 1995).

By comparison, bonobos, the second-closest species-relatives of man, do not unite behind the chief male of the land. The bonobos show deference to an alpha or top-
ranking female that, with the support of her coalition of other females, can prove as strong as the strongest male in the land. Thus, if leadership amounts to getting the greatest number of followers, then among the bonobos, a female almost always exerts the strongest and most effective leadership. However, not all scientists agree on the allegedly "peaceful" nature of the bonobo or its reputation as a "hippie chimp".

**Team leader responsibilities-**

- Create an environment oriented to trust, open communication, creative thinking, and cohesive team effort
- Provide the team with a vision of the project objectives
- Motivate and inspire team members
- Lead by setting a good example (role model) - behavior consistent with words
- Coach and help develop team members; help resolve dysfunctional behavior
- Facilitate problem solving and collaboration
- Strive for team consensus and win-win agreements
- Ensure discussions and decisions lead toward closure
- Maintain healthy group dynamics
- Intervene when necessary to aid the group in resolving issues
- Assure that the team members have the necessary education and training to effectively participate on the team
- Encourage creativity, risk-taking, and constant improvement
• Recognize and celebrate team and team member accomplishments and exceptional performance

Focus the team on the tasks at hand or the internal and external customer requirements

• Coordinate with internal and external customers as necessary

• Familiarize the team with the customer needs, specifications, design targets, the development process, design standards, techniques and tools to support task performance

• assure that the team addresses all relevant issues within the specifications and various standards

• Provide necessary business information

• Serve as meeting manager or chairman

• Initiate sub-groups or sub-teams as appropriate to resolve issues and perform tasks in parallel

• Ensure deliverables are prepared to satisfy the project requirements, cost and schedule

• Help keep the team focused and on track

Coordinate team logistics

• Work with functional managers and the team sponsor to obtain necessary resources to support the team's requirements

• Obtain and coordinate space, furniture, equipment, and communication lines for team members
• Establish meeting times, places and agendas

• Coordinate the review, presentation and release of design layouts, drawings, analysis and other documentation

• Coordinates meetings with the product committee, project manager and functional management to discuss project impediments, needed resources or issues/delays in completing the task

Communicate team status, task accomplishment, and direction

• Provide status reporting of team activities against the program plan or schedule

• Keep the project manager and product committee informed of task accomplishment, issues and status

• Serve as a focal point to communicate and resolve interface and integration issues with other teams

• Escalate issues which cannot be resolved by the team

• Provide guidance to the team based on management direction

Leadership roles-

A. Create an Inspiring Vision & Lead by Example

• Create an inspiring vision; establish shared values; give direction and set stretch goals

• Manage change strategically, take risks, create change; lead change; manage resistance to change
• Lead by example; practice what you preach; set an example, and share risks or hardship

• Demonstrate confidence; win respect and trust without courting popularity

B. Empower, Inspire, and Energize People

• Be enthusiastic; inspire and energize people; create a positive work environment

• Empower people; delegate authority; be open to ideas; have faith in the creativity of others

• Communicate openly and honestly; give clear guidelines; set clear expectations

• Empathize; be willing to discuss and solve problems; listen with understanding; support and help

C. Build and Lead a Team

• Use team approach; facilitate cooperation; involve everyone; trust ones group; rely on their judgment

• Bring out the best in ones people; have common touch with them; coach and provide effective feedback

• Permit group decision; help ones team reach better decisions

• Monitor progress, but don't micromanage, lead ones team; avoid close supervision; do not over boss; do not dictate; lead team self-assessment
**The Key Roles of Leadership**

- These apply as much to a class teacher as to the Principal and B.O.T. Chairperson the Principal is the 'head learner'! He/she models the way.

- Leadership is not an issue of personality but one of providing direction, a sense of future!

- Some one once said: 'There are three important requirements for a Quality School: Leadership! Leadership! and Leadership!'

- Leaders have 'attitude' - they have 'a point of view' - they challenge current expectations. They adapt never adopt - every thing is judged according to the school shared beliefs (the Vision) . They say no - they control their change agenda!

- Leadership is all about purpose. Purpose creates consensus, commitment and collegiality. Management is about maintenance. Both are required - but Leadership is the key to developing a shared Vision

- Leaders focus on what is important - makes it explicit what the school is to achieve. They limit and focus innovations - believing in doing a few things well - Quality not quantity Leaders provide clarity and a sense of shared destiny - and in turn a sense of security and hope. Clarity reduces overload complexity and in turn develops empowerment and decision making.

- They spread optimism - they manage the 'heart' - and they say thanks (and often get little in return). They model the way - set the example - by living their values.

- Leaders communicate what is important.
• Leaders always expect the best - they believe and expect everyone to continually improve. They are optimists. They enable others to act by clarifying expectations and by building trust

• They treat people with empathy - apply the 'Golden Rule' at all times

• By providing clear agreed expectations they provide paradoxically a safe environment to take risks. All learners, to be trusted, need to Know: Why? What? How? and When?

• Leaders ensure that all understand what criteria they have to live up to - how success is to be judged

• They hold people accountable to agreed commitments - even when it would be easier to ignore. Leaders have to show moral toughness. They must see conflict as an opportunity to focus on what is important.

• Leaders give recognition to those who show initiative or appropriate behaviour - they build on the strengths the school has. They continually provide feedback and encourage sharing.

• They must support those who need help the most - and provide whatever help is required.

• They must be seen as trustworthy - must live up to their own beliefs; practice what they preach!

The Importance of Leadership Development

It's easy to discount the importance of leadership development, assuming that corporate leaders either have what they take or they don't and if they do they'll learn as they go. If they don't well, if they didn't have what it took they wouldn't have been given a leadership role to begin with. There is no such thing as a natural born leader,
which is why leadership development is so important. Anyone can have the fundamental requirements necessary for the leadership role.

Leadership development is defined as an effort to enhance a learner's ability to lead, an endeavor focused on developing the leadership abilities and attitudes of the individuals sitting at the top of the chain of command. Successful leadership development requires a lot more than the ability to give orders.

It also requires diplomacy, top of the line people skills, a certain level of ruthlessness and an understanding of how much space there is and there isn't between the executive suite and the mail room. A good leader doesn't just lead.

Leadership development within a company should be addressed at both the individual and group level. Individual leadership development can be undertaken in both a hands-on and a classroom environment, and which method ones organization chooses is entirely up to oneself.

Individual leadership development is very important for individuals first entering the field and those who are having a difficult time taking up the reins of command. Additional leadership development offers them the opportunity to hone their skills, smooth over their weaknesses and learn to make the most of their current position rather than finding themselves stuck on the bottom rung of the ladder to success because of a lack of knowledge and personal resources. Group leadership development is absolutely vital in any company, regardless of industry, because it teaches an executive team how to look, think and act likes a team. For a business to run smoothly it's essential that the executive team be able to operate like a well oiled wheel, cognizant of each other's patterns, strengths, weaknesses and goals and able to work together to achieve success. Leadership development through books, activities, conferences and classroom studies is a vital part of any company's success, which is why there are hundreds of books, seminars, conferences, workshops, boot camps and
personal coaches devoted to that very goal. Never underestimate the importance of the team of people holding the reins in an organization, and don't discount the need to allow those individuals to develop their leadership skills both inside and out of the office.

The Importance of Leadership in Managing Change

When change is imposed (as in downsizing scenarios), clearly the most important determinant of "getting through the swamp", is the ability of leadership to...well, lead. The literature on the subject indicates that the nature of the change is secondary to the perceptions that employees have regarding the ability, competence, and credibility of senior and middle management.

3.7 Existing thoughts on Global Leadership-

In today boundary less world, Leader is required to lead in a global setting where people from different region and culture would be involved.

Global leadership program is designed for the emerging scenario such as Matrix reporting structures, working in teams separated by time and distances zones etc.

Modules: Traditionally covered in Global leadership Programs -

Leadership Competency: Understand the Challenges faced by Global Leaders and the Global Competition in terms of cost, global quality, and technology and result orientation.

**Leveraging Communication:** Understand Strategic Communication and perception management for leaders. Developing framework for Perception Management.

**Coaching and Mentoring:** Understand the Strategic Mentorship Model. Role of a coach / mentor and the effectiveness of a Mentoring / Coaching process. Framing Conceptual inputs on mentoring / coaching and peer leading.

**Change Management:** Understanding the organizational alignment model and Change Management Strategies. Understanding the role of managers in the Change Process

**Learning and Team Building:** Understanding learning and Unlearning. Understanding the learning model & Organizational model. Understanding the role of a leader in a global team.

**Culture Sensitivity & Performance Management:** Defining culture and the elements of culture and the culture of transition. Understanding Performance Management and Balanced Score Card.

**Negotiation Skills and Decision Making:** Understanding the negotiation Process Model and the framework which facilitates Decision Making.

**Time Management:** Understanding the Personal Efficiency Model. Identifying the critical aspects in the management of time and tips on how to manage effort. Understanding the Pareto Principle.

**Finance for Non – Finance:** Understanding the financial concepts that impact business decisions for Leaders.

**Succession Planning & Talent Management:** Understanding the concept and reason for Succession Planning & Talent Management at the organization level.
**Customer Relationship Management**: Understanding the Customer Life Cycle and the CRM Model.

Exigencies for global leaders are high and still rising as pointed out by the authors of Global Explorers. "The supply of global leaders is short because global leaders can’t be developed overnight and because they haven’t been developed in the past”. These authors further point up that because of the pace and nature of globalization, the demand for competent global leaders is a challenge for global organizations. Global leaders need to possess certain competencies and be able to lead a variety of specialists to be effective.

Leader effectiveness is possible in a global entity through leaders’ ability to deal with cultural, political, and international systems, plus the astute use of technology. Additionally, before leaders are posted in a multinational setting, they need a thorough understanding of culture, meaning cultural competency.

To be able to facilitate unleashing of human capital and to leverage the richness in cultural diversity, leaders need to be culturally competent: understanding their own culture and that of others; recognizing culture’s role, and have an acute appreciation for the culture-strategy dichotomy. To develop cultural competency, leaders need to know: themselves, others, the relevant issues, and have an appreciation for working with others.

To facilitate leading from within, leaders should know their triggers. Specifically, triggers such as tone of voice of the speaker, word choice, rate of speech, and accents may often cause leader’s emotions to rise. Other triggers such as and one’s work history, her or his qualifications, work ethic, educational background, etc., too, can cause emotional responses.

Knowing the issues concerns getting to know different cultural groups, how they receive, process, and internalize information. The tenets of diversity can facilitate this process. Diversity goes beyond race, gender, and sexual orientation. It includes thinking patterns, speech patterns, and spatial orientations.
Working with others, leaders need to understand the difference between intention and impact. The impact of an action or behavior is a function of that action. Thus, when one says he/she did not intend to say or do it. That does not mitigate the impact; nor does it take away the pain. The more leaders understand themselves, their motives, motivations, etc., the better equipped they will be in leading in a global world, especially a world where the political elements are at work.

Political competency means understanding the interplay of policy goals and power goals; political systems are critical to leader effectiveness in a global workplace. It also requires an understanding of the geographical and economic implications of political actions. This may require an understanding of different governmental structures and decision-making processes across borders. Simply being an international business person spells neither political competency nor international competency. International competency concerns seeing the world as a diverse, heterogeneous community, composed of different, fiscal, social, political, economic, and communication systems. Knowledge of these influences and their relationship to each other helps sharpen awareness of competing value systems and of the many principles by which individuals, organization, and nations function, develop, and survive. To facilitate survival, we believe that international competency requires access to international curriculum and faculty, as well as international students, all working in a collaborative effort. An expedient way of becoming competent in seeing the world as a heterogeneous community, composed of the above mentioned factors, is the use of information technology.

Global leaders' effective use of information technology is important and relevant to global systems and to the relationships of cultural, political, and international understanding. When communication is mediated by technology, the cultural competencies required for cross-cultural communications change. However, Kostner (2001) warns us about the use of technology and the importance of communication. "Even though people use technology, the focus must be on communication, collaboration and trust". We believe that global leaders who are proficient in
informational technology have an edge over those who do not, especially when they are keen on collaboration and trust.

To provide an intermediate précis, we feel that leaders' knowledge in cultural competency, political competency, international competency, and the astute use of informational technology will lay a solid foundation for leader effectiveness in global operations. This foundation is further strengthen by global leaders being able to not only synergize those competencies but also they must manage efforts of, and capitalize on skills of the four specialists as suggested by Bartlett and Ghoshal (2003): the business manager, the country manager, the functional manager, and the corporate manager. Synergizing the skills and efforts of the four specialist's calls for a higher order of thinking. Though we are moving toward this higher order of thinking, communicating, and sharing, according to Stagich, "competitive standards and models still have a strong hold on our societies and organizations because we have not learned how to collaborate successfully and facilitate the synergy to develop a higher standard for thinking, communicating and sharing. Leaders in general and global leaders in particular must be able to effectively synergize the activities of all four specialists, starting with the business manager whose roles include strategist, architect, and coordinator. As architect, the business managers configure assets and resources worldwide; coordinates transactions across borders; links capabilities across barriers.

As coordinator, she or he coordinates product portfolio, market positions, and competitive situations; coordinates and integrates dispersed operations; and avoids fragmenting segments to maintain consumer loyalty, distribution leverage, and competitive flexibility.

The country manager is the second specialist. Her or his roles include that of sensor, builder, and contributor. Here, the global leader must be attuned to the political aspects of being global since the country manager plays a pivotal role not only in "meeting local customer needs but satisfying the host government's requirement and defending the corporation's market positions against local and external competitors.
Here is an example where Stagich's synergy notion is essential because the "need for flexibility often puts the country manager in conflict with the global business manager". The authors provide a lucid example of the opportunity to synergize the country manager's roles in global marketing strategies. Unilever is a prime example of doing business across different borders, applying the different competencies mentioned above, starting with Unilever in Germany.

Scanner, cross-pollinator, and champion are roles of the third specialist, the functional manager. She or he scans for learning opportunities and specialized information, plus uses learning to create and spread innovations; cross-pollinates leading-edge knowledge and best practices, and champion's innovations with transnational applications.

As scanner, she or he detects trends and moves knowledge across boundaries, transforming piecemeal information into strategic intelligence. This specialist has to be able to form multinational technical teams, break down walls to be able to exchange information, build informal communication networks, and transform piecemeal information into strategic intelligence.

Finally, the corporate manager whose role is that of leader, talent scout, and developer, must be able to identify and develop talented business, country, and functional managers. Not only that but she or he must balance the negotiations among the three. The co-chairman of Unilever, Floris Maljers, it is not the issues of unreliable or inadequate capital, rather the biggest constraint in most globalization efforts is the short supply of transnational managers who are able to implement cross-borders strategies. The corporate manager is the one to alleviate this shortage, by fishing in the worldwide pool of executives.

Thus effective, global leaders must be knowledgeable and competent culturally, politically, internationally, and technologically. They must intersperse the above competencies with the roles, skills, and talents of the business manager, country manager, the functional manager, and the corporate manager.
Current trends in Leadership Development

53% of organizations recently surveyed face leadership shortages, most of which are at the mid-management and director level. With this crisis in full swing, the survey reported the biggest business drivers for leadership development programs are to:

- increase the pool of internal leadership candidates
- reduce gaps in leadership skills
- grow leaders more quickly

Leadership Development Creates Significant Business Benefits

Enlightened companies, already working to address leadership shortages, have formalized leadership development programs in place. According to recent research, those with the most mature programs are realizing significant business benefits including:

- 600% increase in overall business impact from leadership development
- 640% improvement in leadership bench strength
- 480% improvement in leader engagement and retention
- 570% improvement in overall employee retention

Competencies for Leadership Development

What is required for top leaders? A recent survey of 101 organizations reports the top 10 competencies chosen for leaders are:

1. Leading Employees
2. Building and Mending Relationships
3. Risk-taking, Innovation
4. Change Management
5. Influencing, Leadership, Power
6. Communicating Information, Ideas
7. Brings Out the Best in People
8. Taking Action, Making Decisions, Following Through
9. Listening
10. Flexibility

The competencies least chosen were:
1. Sales
2. Marketing
3. Coping
4. Innovator
5. Decision Maker
6. Business Knowledge
7. International Business
8. Perspective Taking
9. Negotiator
10. Cultural Adaptability

A 2002 review of literature in the field of leadership development, found 53 competencies associated with “global leadership”. They found that each of the 53 competencies could be categorized into one of six core dimensions:

1. Relationship (competencies related to developing and maintaining interpersonal relationships in global/cross-cultural contexts)
2. Traits (core personality or habitual behavioral tendencies)
3. Business Expertise (expertise in global business knowledge)
4. Organizing Expertise (skills relating to organizing and structuring human and administrative processes in global contexts)
5. Cognitive (core internal information processing tendencies and world-view)
6. Vision (the ability to discern where an organization should go and the capability to
rally subordinates to strive to achieve the vision)

Critical Success Factors for Leadership Development

Research shows that leadership practices at global top companies are an inherent part of the culture, and that developing future leaders is simply a way of operating that must be intertwined with running the business. Hewitt identified five key areas that set the Global Top Companies apart from other companies around the world – 3 of those focus on leadership development:

Best Practices for Leadership Development

Best practices for corporate leadership development, as determined by a recent study from the Hay Group, includes:

- Having leaders at all levels who focus on creating a work climate that motivates employees to perform at their best.
- Ensuring that the company and its senior management make leadership development a top priority.
- Provide training and coaching to help intact leadership teams, as well as the individual leaders, work together and more effectively.

Also identified were best practices that need to start with mid-level managers:

- Rotational job assignments for high potential.
- External leadership development programs for mid-level managers.
- Web-based self-study leadership modules for mid-level managers.
- Executive MBA programs for mid-level managers.
Least Effective Practices for Leadership Development

The Hay Group's research also discovered what doesn't work for developing leaders. Below is their list:

- Job Shadowing for senior managers
- Outdoor activity-based programs
- Paper-based self-study leadership modules
- Executive MBAs and web-based self-study modules when implemented too late in an executive's career.

From this vast review of the literature, it is clear companies need to make a commitment to the development of their leaders their survival may depend upon it.

In most of the current Global Leadership Models, one of the aspects which is quite striking is the absence of the external environment. The realities of today are the business is being carried out in an extremely complex environment with an overwhelming burden of the compelling issues of the times. So the Global leadership cannot isolate from the issues. All these models must be develop in the context of the issues as identified in TGLM™.

3.8 Sustainable Development and Global Leadership-

'Development that meets the needs of the present without compromising the ability of future generations to meet their own needs' – was a commonly accepted definition qualified by three equal aspects of Sustainability – Social, Biophysical, Economic. Today, this framework is challenged as it is held that business and society cannot exist without a sustainable biophysical basis. Furthermore, Political power, policy and decisions are recognized as a fourth critical aspect.
Sustainable Development

The most common definition of Sustainable Development is: ‘Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.’

This definition is further qualified by a common acceptance of there being ‘three pillars of Sustainable Development’. These pillars are identified in the slogan used at the World Summit for Sustainable Development ‘Care and respect for People; Planet and Prosperity (Commercial activities)’. It is recognised that these three pillars are of equal importance – if any one aspect is ignored or given a higher priority than others, the effect will be to unbalance and destabilize all three aspects, because they are interconnected and interdependent. It is also recognised that these three aspects need to be addressed simultaneously – we cannot address them on a one at-a-time basis as this would also create an imbalance.

While the above definition and explanation of the three pillars of Sustainable Development is conveniently short and concise, they do not convey or provide an adequate depth of understanding regarding the intellectual, moral and spiritual values that underlie the concept of Sustainable Development.

Firstly, it needs to be understood that Sustainable Development is essentially about ‘a value system’. It is not a scientific formula that can be intellectually or mechanically applied to a situation. The concept of Sustainable Development is an evolutionary step forward in human consciousness, awareness and behaviour – leading to a more holistic and balanced value system.

To illustrate the evolutionary process of human thinking in very simplistic terms: humanity, at its lowest level of consciousness, operates in a purely survivalist mentality. Once having achieved the ability to survive, humanity moves forward in awareness, seeking to satisfy the desire for comforts and pleasure. Once a level of
comfort has been achieved, desire for self-expression and individuality motivate the thinking and behaviour of an individual.

The concept of Sustainable Development invites us all, as individuals, to evolve beyond pure self-gratification and short-term thinking into an awareness and understanding that harm to one will eventually cause harm to all.

It invites the individual to step beyond current norms of thinking and behaviour to become conscious of the absolute interconnectedness and inter-dependence of all things.

- Becoming aware that allowing poverty to exist is harmful to all, including the wealthy, and also impacts on the delicate balance of nature on Earth.
- Becoming aware that allowing wasteful damage and the destruction of biodiversity and the Earth’s natural resources will have a detrimental effect on human wellbeing and our commercial activities.
- Becoming aware that commercial and wealth-generation activities that ignore social and environmental consequences will in the long run be harmful to commerce and industry themselves.

But it is critically important to reiterate that if we give priority to one of the three aspects – be it people (poverty alleviation) or planet (conservation) or prosperity (business development) – we will unbalance the whole, with detrimental effect to all. We need to address all three aspects simultaneously – with equal importance attached to each of the three pillars.

In the face of environmental degradation, loss of biodiversity, poverty and ill health, and the increasing cost of doing business as a result of increased social taxes and higher resource costs, the reality of the inter-connectedness and inter-dependence of People, Planet and Prosperity have become abundantly clear. The negative consequences that we see are a direct result of previously imbalanced thinking.
To highlight how different commercial Sustainable Development behaviour is from past patterns of 'profit at all costs', see the article by Dr Eureta Rosenberg, 'Sustainable Development – Maintaining Profits or Sustaining People and Planet' in the Sustainable Development section. To gain an insight into the value system that underlies Sustainable Development, see the Topics 'Deep Ecology and the more detailed 'Earth Charter'.

Together, these three articles provide a clearer explanation of the intellectual, spiritual and practical value systems of Sustainable Development. Without an in-depth understanding of the value system that underlies the concept of Sustainable Development, and a commensurate change in our thinking and behaviour, no true Sustainable Development can be implemented.

To quote Albert Einstein: 'The world we have created today has problems which cannot be solved by thinking the way we thought when we created them. '

But with a more evolved understanding of the value system as encapsulated in the simple definition of Sustainable Development, we can indeed improve the way that humanity lives, works and interacts with the diversity of Earth's human and non-human co-inhabitants.

The global challenge: developing globally responsible leaders in the 21st century

The global business landscape has changed dramatically in a relatively short period. Global companies are facing ever increasing challenges as stakeholders demand much more than just solid bottom line figures from them.

In the latter part of the last century it was all about profits, profits and more profits. The prevailing attitude was best summed up by the famous American economist, Milton Friedman, who said: 'Few trends could so thoroughly undermine the very
foundations of our free society than the acceptance by corporate officials of social responsibility other than to make as much money as possible for the stockholders.'

How times have changed. Woe betide the company that ignores a whole raft of new corporate governance responsibilities. How the company conducts itself in terms of social and environmental issues is now equally important – and demanded – not only by the general public, activists and governments, but increasingly by shareholders themselves.

It can be a minefield, and many businesses find it difficult to make the transition. The rules have changed and it is critical that a new generation of leaders is trained to adapt to change and carry the message through all layers of the system.

Defining business in the 21st century

The new global business arena requires a definition of business that encompasses corporate aspirations, responsibilities and activities in realistic terms that go beyond purely financially focused definitions. The initiative devised the following definition: ‘The purpose of the globally responsible business is to create economic and societal progress in a globally responsible and sustainable way.’ If one unpack this definition, one can obtain insights into some of business’ functions.

• Create

Creativity is at the heart of business. Businesses create in a way that nothing else in society does, including government, NGOs or religious institutions. A number of other attributes are important – daring leadership, adaptation, renewal, and the ability to transform.

Businesses are a powerful force. They create employment; they bring useful goods into the market, create wealth for their employees, communities and
shareholders, and elevate education levels. Business has a huge potential to develop the common good.

- **Economic and societal progress**

Economic progress is achieved if one can invent, distribute or manufacture products or services that reward investors. Societal progress is the manner in which businesses, in the process of creating profits, contribute to the development of society.

For example, it is hard to identify how a disposable plastic toy with a slightly different colour to another plastic toy creates societal progress.

- **In a globally responsible and sustainable way**

For the first time in this century, the level of at which businesses have to be responsible is a global one. The good news is that there is a growing international consensus on what 'globally responsible' means to them.

One excellent example is the Millennium Development Goals. Another is the 10 principles of the UN Global Compact, which 2 400 companies, including Barloworld, have signed. The latter is a set of agreements that cover a number of global concerns, including human rights, labour standards, the environment and anti-corruption.

Businesses also need not only to be accountable to their stakeholders but also to be seen to be accountable. This requires a level of transparency in which businesses disclose their performance on a financial, environmental and social level. By being transparent in their reporting, businesses can effectively engage their stakeholders.
The readiness with which companies throughout the world are adopting the Global Reporting Initiative (GRI) framework for triple bottom-line reporting is a remarkable feature of the first five years of this century.

The power of the GRI lies in both its comprehensive approach, and the flexibility that enables companies to evolve the complexity of their reporting at a pace that suits them, and makes sense for their business.

For three years, Barloworld has prepared its annual report using the GRI framework. The fact that in 2005 the company's annual report has, amongst other accolades, been recognised by the Institution of Chartered Secretaries as the best in South Africa, underlines the importance of this approach.

Taking action and raising awareness

The GRI is developing a body of knowledge on globally responsible leadership and is encouraging its practice in companies worldwide.

- Specific action targets include:
- Making global responsibility a foundational requirement in accreditation systems for business schools;
- Piloting new best-practice approaches to learning in leading business schools and companies so that business leaders not only know what is expected of them, but also practice it;
- Developing self-assessment tools for individual and corporate performance, measured against clear and explicit concepts of global responsibility;
- Advocacy to enable globally responsible leaders to flourish and become role models of business behaviour.

A key issue is the methods business schools should use to prepare the next generation of leaders.
Ethics – the heart and soul of business

One of the most important ways for business leaders to align economics with their wider corporate responsibilities is to discuss and debate ethical principles. Every day, globally responsible leaders are faced with ethical dilemmas. Some may present themselves as simple right-versus-wrong choices, but the majorities are right-versus-right decisions: the choice between truth versus loyalty, or individual versus community. For instance, a company may see the decision to reduce pollution as compromising profits.

Global ethics is not about making an either-or decision, rather finding a high-order solution that is both profitable and reduces environmental impact. For instance, by reducing its pollution, the company reduces the risk of having to rehabilitate the land or water in the future, thus enhancing long-term value for its shareholders.

However, the challenge is that business education operates primarily at an intellectual level. Yet, what shapes people’s behaviour is not a matter of what we absorb in our brains, it’s a matter of what we feel in our hearts and souls. This creates a major challenge.

Teaching ethical behaviour can only be done through dialogue and discussion. Companies need to engage employees, so that they internalize good ethical practices and make decisions based on individual and collective learning, a deep respect for human rights and the environment, principles of fairness and justice and other core values.

A colleague from the GRLI says there are three Ps of an organisation – plumbing (how everything works in the system), policing (how to make sure that what is supposed to be done is actually done) and poetry (the magic in the organisation).
Many businesses that fail to come to terms with this new global paradigm focus strictly on the plumbing and policing. Instead, they need to look at the poetry – what happens inside peoples’ hearts, in their values – this is where transformation lies.

The way forward

To entrench the rules and norms of a globally responsible business, organizations need to support the changes required in fundamental business education and support young people to be able to operate in a different way to the norms of the 20th century. Young people recognize that we live in an interconnected world – a world that many existing business leaders don’t yet understand.

Businesses need to help these young people work out what it means to be globally responsible and how they should behave. Businesses are also becoming aware that there are norms and rules that define what it means to be a responsible business in the 21st century. What they need to do is engage with those rules and translate them into action in their own environments. This is one road where, for now, the journey is more important than the destination.

Co - sustaining in a Global World

A generation ago, more than a dozen women from around the world wrote a book called Sisterhood Is Global. What drew these writers together was a common purpose: to reinvent the role of women to become respected and empowered partners in shaping the future of humanity. They helped to bridge the divide between women and men, opened our hearts and inspired our minds. It is out of respect for this movement and others like it, which crucially advanced our civilization.

Some of the co-authors in Leadership Is Global were instrumental in advancing the course of women’s empowerment, which is ongoing. Other co-authors are reinventing governance, business and economic development, strengthening civil society,
innovating in education, and helping to bridge diverse sectors and cultures. What they all have in common is their focus on leadership in an interdependent world, and the ways we can effectively work together and overcome our conflicts. They all ask fundamental questions which today every leader, irrespective of profession or nationality, needs to address in her or his own life.

We believe that around the globe there is a new paradigm of civilization and leadership emerging. The twenty-one essays in this book collectively bring this paradigm to life. They reflect the richness and diversity of the world itself.

No single author, from any one nation or culture, profession or sector, can possibly hope to capture the awesome complexity of the changing patterns of leadership in today’s world. We all are limited by our own personal experiences and cultural backgrounds. We need each other to collectively assemble the mosaic and to develop it further. For this reason, the three of us who have co-edited this volume — Walter Link from Europe, Thais Corral from Latin America and Mark Gerzon from North America, who all have lived and worked in many countries — have brought together this diverse group of leading thinkers and practitioners from throughout the world to explore this new paradigm of civilization and leadership together. Within the limitations of a single volume, we believe that the diversity of their collective wisdom and experience is of a rare richness both in terms of range and depth.

While each of the voices in this volume approaches global leadership in its unique way, they share a powerful common essence. They all:

- Advocate worldviews that focus on the whole, and bridge across countries and cultures, disciplines and sectors.
- Explore the relationships between the local and the global, the personal and universal.
- Seek pragmatic, yet inspired solutions, rather than following ideological or fundamentalist dogma.
• Move beyond heroic individualism to collective intelligence and collaborative action.
• Acknowledge the integrity of heart and mind, body and soul.

We believe the questions these essays raise are critical to the lives of leaders, regardless of whether or not they operate locally, nationally, or globally, in government, business or civil society. The perspectives one will encounter in the following pages will broaden one's perspective, introduce oneself to new ways of seeing the world, and raise one's own awareness — as they have raised ours — about how to truly be a global citizen, as an individual and as an organization.

For too many of us today, “global” simply means projecting our own particular beliefs, values and perspectives on the world around us. Instead of realizing that “global” requires awakening to a new and integral dimension of reality, we too often assume that we can apply to the world the preconceived attitudes we have inherited from our families and cultures, from our professions or political ideologies. In fact, this is not “global” thinking at all. It is merely applying our own parochial perspectives to a larger geographic scale. Instead, we need to hear and learn from each other.

In dialogue, we need to find solutions that come from our shared humanity and support our joint sustainability. These solutions must unite us across the potential divides not only of nationality and culture, religion and political beliefs, but also of societal sectors and social classes, professions and types of organizations. Those distinctions can be as divisive and often more unconscious than the national borders we are used to acknowledging.

Taken together, these essays will challenge every one of us to rethink what “global” actually means. They invite us on an inner as well as an outer journey into the diversity of leadership and the world. While they are filled with information, their real value is not data, but perspective, real life experiences and concern for each
other. After all, one can amass large amounts of information, and then simply use it to further one’s own personal ambition, corporate strategy, national agenda, or ethnic and religious identity. In contrast, these contributions will wake us up to the challenge of connecting to, and acting from, our shared humanity.

For years, many of the authors had already worked and dialogued together in various constellations. When we decided to collaborate on this book, the power of our collective experience inspired all of us. For days, we sat together after having read each other’s work, and we explored the implications. In the presence of this diverse global team, we reaffirmed that no single one of us had “the answer,” but that together, all of us could begin to see a pattern of emergence, a pattern that allows us to shift from hierarchy to co-creation, from domination to partnership, from ego-centered to collective and essential consciousness, from fear-driven to love-based from a civilization that is fundamentally unsustainable to one that could work for all, including for future generations and all of nature.

But to create such a humane and sustainable world, we will need leaders who envision and embody it, and then work to make it happen. We need leaders who ask themselves: “What does it mean to think and lead globally?” Even though the adjective “global” — and its noun counterpart, “globalization” — is on everyone’s lips, there is too little discussion about what a global leader is. This book is intended to catalyze precisely this much needed conversation. By picking it up and beginning to read it, one would have joined a dialogue with some of the most concerned and experienced global leadership practitioners. It has been a privilege to come to know them, learn from and with them.

Diverse perspectives of the world’s greatest challenges and opportunities, as well as the inner and outer dimensions of leadership, which are crucial to our common work towards a more humane and sustainable civilization:
1. BEFORE THE STORM: Facing Our Global Challenges

Through the lens of deep personal reflection, Peter Goldmark evokes the ultimate challenges that humanity faces and demonstrates why they require a historically new form of leadership. The former president of a global foundation (the Rockefeller Foundation) and former publisher of a "global" newspaper (the International Herald Tribune), he has committed himself during the past several years to addressing the critical issue of global warming. Through reflections on this issue, and on the twin issues of poverty and weapons of mass destruction, he makes a dramatic and powerful case for focusing our attention on the pivotal issue of planetary leadership.

I — FRAMEWORKS

In this section, diverse voices provide their unique overviews of the global challenges and opportunities we now face. As we read these authors' perspectives, please notice how they converge as well as diverge. Precisely because of their diversity, they can help us become more aware of the lenses or "mental models" through which we interpret the world — an awareness that is absolutely critical to leading globally.

2. INSPIRED PRAGMATISM: Personal Experiences and Reflections about Leadership in the Emerging Wisdom Civilization

Having lived and worked across many countries of Western and Eastern Europe, South East Asia, Latin and North America, Walter is a global citizen, with an acute sense of local culture. As a partner in an intercontinental industrial group, a co-founder of corporate responsibility networks and civil society organizations, as well as a coach and educator of Presence-based leadership work, he is able to observe society and its evolution on many levels. From this multi-faceted perspective, he invites us to recognize and participate in the emergence of a new civilization that transforms our economies and healthcare, our private lives and global governance.
The author argues that this emerging civilization also necessitates new approaches to leadership, which are both pragmatic and inspired in the depth of our humanity.

3. LEADERS FORGING CHANGE: Partnership Power for the 21st Century

Riane Eisler, best-selling author of The Chalice and the Blade, and Thais Corral, a senior leader in the global women’s and sustainability movements offer a new analytical lens that goes beyond conventional categories such as capitalism vs. communism, right vs. left, religious vs. secular, East vs. West, etc. This lens consists of looking at two basic models of social and cultural organization: the domination model and the partnership model.

The authors begin by looking at how these two models affect all aspects of society, from its quality of life to its leadership styles. They then show that the shift to partnership leadership is part of a larger shift in beliefs, institutions, and relationships in all spheres of life — from the personal to the global. They call for leaders who understand that in our time real leadership must empower rather than disempowered, and that we need the creativity and participation of men and women. They conclude that, by working together within a partnership model, we can build a more sustainable, equitable and peaceful world culture.

4. LEADING BEYOND “US” AND “THEM”: Developing Third Side, Cross-Border Leadership

In their essay, William Ury, best selling author and co-founder of Harvard University’s Program on Negotiation, and Mark Gerzon, global leadership and facilitation expert, approach the challenging question of humanity’s universal tendency to divide the world into opposing sides. The pronouns “us” and “them,” which appear in some form in every language on Earth, symbolize this human inclination to create an “other.” Drawing on experiences from many of the nations where they have engaged in mediation work, the authors make a compelling case for
a new set of "third-side" or "boundary-crossing" leadership skills. Without minimizing the power of the human urge to see the world as opposites, the authors propose a framework for becoming leaders who build bridges rather than walls.

II — LEARNING ABOUT GLOBAL LEADERSHIP

For all human beings, our first images about "leadership" are personal and familial, not "global." After all, we are born in families, not on spaceships, and grow up in local communities, not the United Nations. Naturally, our identities are strongly based on personal faith traditions and the culture of our home countries. Consequently, as the essays in this section underscore, as we learn about global citizenship and leadership, we are in fact co-creating it together.

5. ENDING WARS: Ten Things Leaders Ought to Know — and Do — About Conflicts and Wars

Beginning with the powerful premise that today "all wars are global," Mari Fitzduff, a key figure in the Irish peace process, and director of a Master's program in coexistence and conflict at Brandeis University, provides a powerful set of commandments for leaders who are dealing with conflict and war. She argues that our diverse and interdependent world needs new kinds of local, national and global leaders who can welcome and plan for the increasing diversity of all our countries, ensure that inequities are not allied with social or ethnic identities, and resist the temptation to use group politics to gain exclusionary power. Such leaders also need to recognize that war is neither natural nor inevitable in today's world, and that "peace fare" requires just as much investment as warfare.
6. DEVELOPING AN INTEGRAL VISION: How Leaders Can Learn to Hold the Whole

Using a wide range of examples — personal, national and international — he demonstrates how this capacity is central to preventing or resolving conflict. From his perspective, the impact of all leadership “skills” depends on the higher purpose to which a particular leader has pledged his or her allegiance. The author argues that, in the world today, leaders who are serving the whole (rather than just their “part”) are far more likely to contribute to the emergence of genuine global leadership.

7. HARNESSING THE POWER OF LANGUAGE: Understanding How Language Shapes Leadership

Through the combined lenses of language and culture, Kimani Njogu, an award-winning educational writer who chairs the National Kiswahili Committee, raises fundamental issues about the nature of global leadership. Based in Nairobi, but with extensive experience in other regions of the world, the author challenges the notion that “global” is superior to local or regional, and calls for a quality of leadership that honors the particular — not just the “universal.” Njogu concludes that leaders who cross borders cannot take language for granted, but must learn to traverse languages as well as cultures and belief systems.

8. A QUEST FOR PROFOUND LEADERSHIP EXPERIENCE: Supporting the Emergence of Visionary Business Leaders

It is widely recognized that our interconnected global economy poses unprecedented challenges to CEOs and business leaders. In this moving chapter, which combines pragmatism and optimism, Sue Cheshire, founder of the Academy for Chief Executives in the UK, reflects on her own learning journey to integrate global awareness, and on the nature of inspirational leadership in a tenuous and turbulent world. She fosters an understanding of the key attributes required for inspirational
leadership and an awareness of how to develop the necessary global capabilities by creating deep experiences for transformation and growth. Her belief is that personal transformation is the prerequisite for organizational, community and whole system change.

9. CULTURAL PERCEPTIONS OF LEADERSHIP: Notes from a Personal Journey

In this personal account of an international leadership journey, Julia Marton-Lefèvre, Rector of the UN’s University for Peace in Costa Rica, traces her evolution from her student days to becoming the head of various international organizations headquartered in different countries and cultures. These multicultural experiences point to a leadership model centered both on the intellectual pursuit of a specific goal, as well as on the full engagement of the heart and soul.

While the journey she describes deals mostly with global issues, she shows how local experiences and a network of remarkable individuals have played key roles in helping her understand some of the complex dynamics of global leadership.

10. SERVING THE COMMON GOOD: Reflecting on the Dark and Light of Leadership

With so much at stake, Ceri Oliver-Evans, who runs the Centre for Leadership and Public Values, a bi-national partnership between the Graduate School of Business at the University of Cape Town and the Terry Sanford Institute of Public Policy at Duke University, argues that we require men and women in all leadership positions who are committed to a vision of a greater common good within their spheres of influence. She contrasts two very different visions of leadership: the one in service to the common good; the other, detrimental to it. Recognizing the difficulty of trying to serve the whole from within the existing dominant paradigms, she argues that it is
therefore critical to train and support leaders who are attempting to do this difficult work on a global scale.

III — CONNECTING INNER AND OUTER LEADERSHIP

What each of us does in the outer world is profoundly influenced by what each of us is within our deepest selves. This section explores this connection from several powerful, diverse vantage points, and challenges each of us to ask ourselves: What, at the root of our identity, is motivating our actions? How does our inner state of being affect our impact in the world? To what higher goal or purpose are we pledging ourselves?

11. POSITIVE EMOTIONAL RESONANCE THROUGH BIOPSYCHOLOGY: An Emerging Field for Leadership

“No man is an island,” the poet John Donne wrote and scientific research is proving that our moods, especially those of leaders, profoundly affect everyone around us by a process of “limbic resonance.” In accessible language, Susan Andrews, founder and coordinator of Future Vision Ecological Park in Sao Paulo, Brazil, explains how emotions are directly linked to our biochemistry; in particular, our hormones and neurotransmitters, which have also been termed “molecules of emotion.” Practical exercises, which reduce the hormones of anger and aggression, and build those supporting collaboration and connection, can help us to evolve a new paradigm of collective leadership, to transform tension into harmony, and dominance into partnership.

12. BRINGING CHANGE THROUGH PRACTICAL IDEALISM: Emerging Models of Community Leadership in Pakistan

There is a growing body of literature on transformative leadership from the world over. One such study, undertaken by Mehjabeen Abidi Habib, author of the book
Green Pioneers, shows that Pakistan also has a group of individuals who are making remarkable differences to community development and nature conservation. This essay focuses on the motives of leaders the author terms practical idealists.

Premised on the view that humans seek meaning in life, it presents a typology of inner meaning based on ecological anthropology and comparative religion. Examining cases of pioneering work, it suggests that multiple meanings, ranging from science-based classifications to experiences of transcendent unity, increase our concern for others. It concludes that this is not a culture-specific phenomenon, but a perennial human quest that spans place and time.

13. TRAINING MIND FOR LEADERSHIP: Skillful Means — Releasing Our Human Potential While Working

Arnaud Maitland, director of Center for Skillful Means is a successful business entrepreneur and a longtime student and practitioner of Tibetan Buddhism. Skillful Means, a method that applies ancient wisdom to contemporary situations, is a training of the mind while we are working. The seemingly simple practices, done on the job, allow the mind to open up and reveal its potential. Maitland has applied the Skillful Means teachings in various professional settings.

During his many years as an international leadership teacher, Arnaud Maitland has shown hundreds of students the benefits of training the mind, and of viewing awareness and familiarity with time as the ground from which success originates.

14. LEADERSHIP TO CREATE GLOBAL HARMONY: Reflecting on the Power of Service

In this clear and compelling explanation of their Buddhist-based leadership philosophy, the authors call for a global leadership based on service. After defining service through the image of a lotus flower, they demonstrate how the power of
service can create harmony within the individual, in interpersonal relationships, and between groups and communities at every level of society. Using a series of activities, the authors translate their philosophy into practical ways in which individuals, groups and organizations can deepen their commitment to a service-based view of leadership.

IV — BRIDGING SECTORS AND COMMUNITIES

Leadership that works within the boundaries of one group or community may not work across borders. This section raises the critical question: “What are the qualities of leaders and leadership contexts needed to facilitate cooperation across all the divides that can separate human beings from each other?” As the points of view of these authors from around the world illustrate, humanity’s shared responses to this question are as profound as its differences.

15. THE CHANGE LAB.: A Breakthrough Way for Small Teams to Unstuck Large Systems

Adam Kahane was a key scenario planner for Shell, as well as the South African peace process.

The first time he glimpsed how small teams could shift large systems was when, two years after the end of the devastating Guatemalan civil war, he helped to facilitate a group of 44 leaders from the guerrillas and the military, national and local politicians, business and civil society, the media, clergy and trade unions to develop Vision Guatemala. After two years of regular meetings, the group generated a series of important initiatives that also created a team spirit, which helped Guatemala in later political crises. In this intelligent analysis, he not only describes this process, but elaborates on how he is applying the learning from this and other projects to developing the innovative U-Process Change Labs to tackle some of the world’s greatest challenges.
16. THINKING GLOBALLY, MANAGING LOCALLY: Lessons from a Community Conflict in Argentina

For the last ten years, Graciela Tapia, who heads Cambio Democratic, one of the world’s leading conflict resolution networks in Argentina, has mediated many disputes in Latin America. Her essay discusses the lessons learned from these experiences, including the challenges involved with using dialogue and other tools.

She explains why dialogue is sometimes a catalyst for positive change, while at other times, when it lacks adaptation to the local circumstances, it can intensify stuck patterns. In a specific scenario, she focuses on the conflict between a local community and landless migrant farmers in northern Argentina, where the country borders on Brazil and Paraguay.

She contrasts various forms of leadership, including the inspirational shift of a traditional conflict-oriented leader into a co-creative one, and on the other hand, the resistance to change by a populist leader, who used manipulation and violence, and was ultimately killed.

17. CATALYZING LISTENING AND DIALOGUE: Building New Skills for Civic Engagement

Christine Loh, a former member of the Hong Kong legislature and founder of Civic Exchange, provides an overview of what she believes are the most essential tools for leaders dealing with complex, cross-cultural contexts. She distills the tools down to five: Listening, Dialogue, Designing Meetings, Facilitating and Mediating. These skills, which she refers to as “Sustainability Tools,” are essential for leaders who want to go beyond their own interests, institutions and cultures. In addition, the author provides a deep and penetrating analysis of how these tools relate to the Chinese cultural context, and provides valuable insights on the interface between China and the rest of the world.
18. BRIDGING LEADERSHIP: Fostering Trust and Co-creation Across Political and Religious Divides

Jacinto Gavino and Ernesto Garilao, two of the leading professors at the prestigious Asian Institute of Management, describe how they applied the “Bridging Leadership” approach, which they co-created with Synergos Institute’s worldwide leadership network, to successfully assist in mitigating the critical divides between Muslims and Christians, indigenous and non-indigenous populations in Mindanao. Using concrete examples, they describe the leadership impacts of this method, the sustainability of which ultimately rests on the qualitative development of the leaders themselves.

19. DEVELOPING COLLECTIVE LEADERSHIP: Partnering in Multi-stakeholder Contexts

In this chapter, Alain Gauthier, a senior leadership coach and facilitator working worldwide with the top management of major corporations, the United Nations, and other international institutions, describes in great detail the application of the partnership paradigm in multi-stakeholder contexts. Based on his experience in facilitating the emergence of sustainable local and global partnerships, the author discusses multiple approaches and tools that can be applied to help diverse leaders and institutions mature together as “boundary crossers,” while addressing critical issues that cannot be solved within a single organization or sector.

V — LEADERSHIP FOR CHANGING ECONOMIES

In a civilization that is as focused on the economy as ours is, it is only fitting to complete our exploration on global leadership by posing some challenging questions about our structural constraints — and liberating possibilities. These two closing essays deal with the fundamental economic structures that shape our societies. The nature of the modern corporation, and the functioning of the contemporary money system, each have powerful impacts on leadership across all sectors.
The authors of these two essays render a crucial service by alerting us to how these institutions currently shape us, and, even more valuable, provide inspired and pragmatic suggestions on how we can reform these two dominant and deeply interconnected societal forces which determine our social and environmental sustainability.

20. LEADING SUSTAINABLE CORPORATIONS EVERYWHERE: From Oxymoron to Reality

In this penetrating analysis, two of the world’s leading experts in combining economic success with social and environmental sustainability describe the dynamic shifts that are presently occurring in markets and societies around the globe. Assessing key leverage points, Walter Link and L. Hunter Lovins demonstrate how all of us — as CEOs and consumers, employees and civil society activists, investors and bankers, members of parliaments, unions, churches and pension funds — can actively contribute towards reorienting our socially and environmentally challenged planet.

21. TRANSFORMING MONETARY SYSTEMS: Changing the Way Money Shapes Leadership

What is the relationship between global leadership and monetary systems? In this essay, Bernard Lietaer, one of Belgium’s leading economists who assisted in the creation of the Euro currency, one of the European Union’s most important reform efforts, argues that a global economy and civilization requires a global currency not tied to the interests and policies of any single nation or community.

The author makes clear that any discussion of global values, trends or ideas, however well-intentioned they may be, will not bear fruit unless we also address the fundamental issue of how the monetary system affects those same values, trends and ideas.
Aspiring leaders would do well to stop focusing on control and figure out how to expand their influence. Here are four ways one can become a person of influence, no matter where you are in the organization:

1. **Focus on oneself.** As Gandi famously said, “We must be the change we wish to see in the world.” Or as Saint Seraphim of Sarov said, “Save yourself, and you will save a thousand.” Modeling is the most powerful form of teaching known to man. If you aren’t “walking your talk,” you dramatically lessen your influence. People have a hard time following leaders who say one thing and do another.

2. **Take the initiative.** Whiners are passive. They sit back and complain. They focus on what others should have done rather than what they themselves could have done. Real leaders don’t have time to play the blame-game. Instead, they look for opportunities to take initiative and take action. There is always something you could be doing to influence the outcome.

3. **Cast the vision.** Oftentimes people don’t do what we want, because we have not invested the time to paint the vision. In my experience, people want a challenge. They want to do something significant. They are eager to help. But no one has given them a compelling vision of a new reality. If you consider yourself a leader, this is your job.

4. **Appreciate the effort.** At the end of the day, everyone is a volunteer. Yes, even the people who report to you. They have more options than you think. If you don’t appreciate them, someone else will. People want to give their best effort to those who notice. Time and time again, I have witnessed the power of a simple “thank you.” If this is true for those who report to you, it is even truer of those who don’t.
Global Leader Competencies

Alignment with Vision and Strategy

The organization’s strategy is critical in determining the outcome of any global leadership succession plan. A global strategy will ultimately effect the structure of the business, and in turn, will decide how many executives of one type or another will be required (e.g. functional managers, country managers, global business managers etc), and by when. It will affect the type of global work to be carried out, where in the world it is to be carried out, as well as the numbers of executives required to carry the work out, and the transitions they need to make in order to stretch them beyond their narrow areas of expertise. For example, if the global strategy dictates that the business will remain locally (as opposed to relocating its headquarters overseas), then the question will be how to expose local managers to the global strategy. Conversely, sending expatriates to run local operations will require the development of expatriates to run businesses in other cultures.

Ownership

Global leadership succession planning requires continuity – which means signing up to a high degree of commitment. Starting at board level and CEO level, senior management needs to be constantly and actively engaged in the succession planning process as well as define criteria for selecting and developing the global leadership team.

Provide Incentives

One way of getting senior management to take global leadership succession seriously is to create a financial incentive. In this way, part of the criteria for a senior executive’s salary will be his or her significant engagement in global leadership
succession planning. One example of this will be how he or she builds in rewards and incentives for developing global leadership skills with direct reports.

**Carry Out a Global Leadership Audit**

Paying close attention to the organization’s global strategy, organizations should identify the specific global leadership behaviors and competencies that global leaders will need in order for them to succeed globally within the organization. They should also track where existing global knowledge and competencies exist, as well as identify the gap between present and future business requirements.

**Use Competency Tools That Support Global Leadership Development**

A wide variety of tools, assessment centers, 360-degree feedback mechanisms, interviews and tests exist for facilitating the decision making about global leadership placement and development. Some of these instruments may be appropriate for some generic areas of global leadership development, but may be insufficient for developing specific global skills. Ensure that the combination of tools and instruments one eventually use are designed specifically with aspects of global leadership development in mind.

**Use of a Database Management System**

If a system is already in place, it should incorporate a strong global element that identifies potential global leaders, tracks global careers and assignments across the organization and exposes a plethora of global-facing scenarios.

The system should hold key global leadership criteria, such as personal bios, critical global leadership skills and global leadership succession requirements as well as identify potential future leaders with succession in mind.
Development Orientation

Both Human Resources and Operational Management should ensure that a Personal Global Development Plan is in place for high potential global executives, or incorporate a strong global development element within existing personal development plans. As part of the Global Leadership Development Plan, an assessment should take place that may involve a variety of instruments in order to take into account global developmental needs, in line with the strategy and culture of the organization. Based on the results of the assessment, a developmental review is prepared which should incorporate ongoing development.

Additional training may be required, in conjunction with ongoing developmental global experiences. However the ongoing nature of the global leadership process may require mentoring and coaching – which is much more powerful area of global leadership skills development. Ensure however that mentors and coaches have requisite and specialised international management experience to help the executive develop effectively. Global Executive Coaching, or Coaching for Global Effectiveness is an emerging specialization within the field of executive coaching and mentoring specifically designed to develop global leaders.

Integration Global Leadership Succession Planning with Recruitment, Development and Retention

These 3 areas are critical for every global leadership succession plan. Organizations who place a great degree of emphasis on global leadership succession planning become attractive brands for new recruits, precisely because the global business provides opportunities for global exposure across the world, and because individuals are rewarded on their global competencies. At the recruitment stage, it is important to find candidates who clearly demonstrate an interest in global leadership as well as some of the qualities that reflect global leadership.
Equally, a global leadership succession plan must provide high potential global executives with challenging roles in order for them to develop along a clearly defined route. This will mean exposing them across a range of global-facing scenarios. Gone are the days when it was assumed that the only way of gaining global experience was to take the expatriate route. The global nature of business these days means that most roles are global facing in one form or another. It can even be argued that executives no longer need to step foot on a plane in order to be effective globally. But whatever the form of global interaction, it still requires a global mindset. And that is why executives should be provided with broad global exposure across the organization and across functions that will give them the experience and insight for leading the global organization at a much higher level.

Rotation

It is always easier to keep executives doing what they already do very well rather than to expose them to new environments. The danger of this approach over the long-term however is that it can create silos of specialization. If the incumbent executive suddenly gets hit by a car, then several well-qualified replacements will have been identified to take his or her place. That is why it is important to promote and move people onwards for developmental reasons and within an environment where it is safe to take on new stretch assignments and practice new things.

Keep it Simple

Developing a global leadership succession plan takes a long time. Consider starting small and focusing to begin with on the most important people within an organization.
Review

An ongoing review of global leadership succession planning talent with senior management is crucial. First, the nature and complexity of the global environment means that organizations must be flexible enough to change. And change may have a direct impact on the strategic intent of the global business, as well on the structure that will determine the global leadership development opportunities. Secondly, regular reviews will help ensure a strong results-orientated environment that encourages accountability for development, measurement and reward. Finally, when potential successors are being put forward, reviews are an important part of identifying the overall experience and capabilities of each candidate.

To summarize, there is an argument whether global leaders are really needed at all in a world that is becoming increasingly exposed to the global environment. After all, it could be argued, if we are all in global-facing roles, then does “domestic” not become synonymous with “global”? Thankfully however, globalization does not mean an end to cultural difference, although it does mean dealing with cultural difference will become ever more important.

Secondly, because cultural difference will become ever more important, global competitive advantage will go to the leader of the organization who takes cultural difference very seriously. And finally, the nature of cultural difference, combined with a rapidly changing, complex and often volatile world means that there will be less room for making mistakes than ever before. The difference between global organizational failure and success will be on those leaders who can make better and quicker decisions in this complex world. If they can understand that world a little better, it will give them the crucial edge.
3.9 A new approach to Leadership-Development TGLM™-

A rigorous analysis of the available literature on leadership and review of the theories from 3.1 to 3.5 clearly show that so far the focus on most leadership analysis has been on the individual.

In the opinion of the researcher it is both the requirement and a necessity of the times to develop a new approach to leadership which can lead to sustainable development and address key issues as identified by the researcher.

As a result of this study, a new Leadership model has been developed by the researcher which is called TGLM™.

There is certain vacuum in the leadership theory with regard to the integration of the key contemporary issues and it is in this context that the researcher has identified and developed this hypothesis leading to TGLM™.

The conventional models on global leadership are mostly company specific and individual centric and they do not address the societal issues in an elaborate manner. While it is true that certain competencies are required for global leadership for companies across the globe, it is also becoming increasingly clear that a much broader vision is requires for global leadership today. This is not only a social and moral obligation but also necessity for sustainability and long time viability.