Leadership (Menu)

Leadership (introduction)

> Leadership is like beauty; it's hard to define, but you know it when you see it.
> Warren Bennis

Leadership is a profoundly non-hierarchical concept. Achieving a position in the hierarchy does not make you a leader!

The ability to lead is the crucial must-have capability for all who lead a team, a function, a project, a business, an organisation, a nation. It is not a negotiable quality, but the crucial ability that makes the difference between success and failure, getting by and setting a team or business apart. It is the basis of excellence.

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In a nutshell

1. What is leadership?

In the past, leadership was chiefly a matter of being at the top of a command-and-control hierarchy. In today's world, a much wider range of skills – people rather than process skills – is involved:

- A highly-developed emotional intelligence
- The ability to build a followership and get the very best out of those people
- The skill to switch leadership styles, choosing the appropriate style for the occasion.

Timeless challenges include

- Modelling the vision, mission and values
- Getting the right people in the right roles
- Providing opportunities to develop
- Scanning the environment and clearing obstacles
- Instilling trust and belief
- Reinforcing the strategy.
  More...

2. What makes an effective leader?

Effective leaders have high levels of emotional intelligence and know

- Who they are
- Their strengths and how to deploy them
- Their weaknesses and how to compensate for them
- What they want and why they want it
- How to communicate this want to others in a way that gains co-operation and support
- How to achieve their goals.

Effective leaders

- Brief people on expectations
- Agree the boundaries
- Contract on performance objectives
- Offer the requisite support for attainment and development
- Provide on-going feedback on achievement and challenge
- Tackle the difficult issues as they arise.
  More...

3. Leadership versus management

Management can be seen as task-orientated, and is primarily associated with getting the job done efficiently, to the required standard and within the set parameters. Leadership, on the other hand, could be described as the capacity to engage people at an emotional level in such a way that they are at least willing and at best enthusiastic and passionate about putting their energy into the tasks that will achieve the vision of success. If effective management is fundamental to the success and effectiveness of an organisation, what sustains this is leadership.

- Management focuses on process and task.
- Leadership focuses on vision and people.
- Management is rational, linear, logical and concerned with the containment of risk.
- On its own, management can stifle innovation.
- Leadership is more lateral – strategy, vision and longer-term thinking are the priorities of the leader.
- While it may be right to value leadership, this should not be at the expense of good management – both are required for success.
  More...

4. The transition from manager to leader

A century of management discipline has tried to apply logical and rational structures to the organisation, which is seen more as a mechanism than as an organism. These management disciplines have attempted to contain and perhaps even control the unknowable and the unpredictable. While all well and good in many areas – the development of sophisticated planning techniques, financial accounting methods and the availability of information – these management disciplines have an unforeseen result in checking the source of creativity and innovation.

- People in management situations have seldom had any leadership development. Many have not reached an acceptable comfort level around building relationships and dealing with people issues.
- When it becomes not just a matter of managing a process efficiently, but getting the whole team to do so, to understand and believe in the end goal and to feel engaged, then leadership skills come into play.
  More...

5. Excellence in leadership

As we are learning, defining leadership presents huge challenges; yet most of us feel confident that we recognise effective leadership when we either see or experience it. When it comes to challenges, of any kind, effective leaders will ask themselves the following questions:

- Did I engage and pick up the challenge?
- Did I persist and take some learning, regardless of the outcome?
- Did I quit?

Leaders need followers:

- Leadership is about persuading others to commit their energy to achieve a common vision and its associated goals.
- 21st century followers have, in effect, become discerning customers of those who supply leadership.
- Today, all evidence suggests that leadership is first and foremost about relationship management.
- This requires high levels of EQ.
  More...

6. EQ in leaders

Leadership effectiveness is first and foremost about authentic presence. It is about self-esteem, consistency and showing the way. Effective leaders

- Have an unfailingly positive attitude in all contexts
- Possess a very high level of personal self esteem.
- Command respect, not fear
- Foster collaboration, not competition
- Set boundaries through consultation, not edict
- Inspire and motivate, rather than coerce
- Provide the space for others to develop and contribute, rather than command
- Set the vision and the values that will inform the parameters.

To do this, they require highly developed EQ levels with regard to

- Intrapersonal skills – self knowledge
- Interpersonal skills – seeing things from others' perspectives and influencing appropriately
- Adaptability
- Ability to manage stress appropriately
- Positivity.
  More...

7. Becoming an emotionally intelligent leader

To raise your EQ levels, you need self awareness.

- Seek feedback from appropriate sources.

- Act on it.
- If you are an introvert, be aware of the need to communicate and get your message across.
- Be aware of the context in which specific skills are required.
  More…

8. Develop your personal effectiveness

This used to be seen as a question of time management. Nowadays it needs to embrace such concepts as energy sources, energy management, prioritizing tasks, speed of decision making, overall mental agility, the ability to size people up appropriately and indeed much more.

- Firstly, do you know what your values are? You are likely to enjoy tasks that are in line with your values, and vice versa.
- What are your natural energy rhythms? The challenging tasks that you might instinctively resist are best tackled during high energy periods.
- Agility in decision making is also a component of personal effectiveness. Effective leaders quickly scan the options, then make the decision.
  More…

9. Core leadership practices

Research shows that the following six practices are critical to success. They sit at the centre of effective leadership.

- Challenge the process – seek challenges and opportunities to develop, grow, innovate and change the status quo; experiment and take controlled risks in the belief that we take invaluable learning from failures.
- Inspire a shared vision – visualise a positive future that is attainable and express it in easy-to-access terms.
- Enable others to take action and contribute to achieving results in a context of support.
- Model and mirror the way – set the example by behaving in ways that are consistent with shared values; by choosing a positive attitude and achieving small gains in a consistent manner that will encourage and promote progress and build commitment and motivation.
- Engage the mind of others – people will be engaged when they are doing something that is important to them.
- Encourage the heart by recognising individual contributions and commitment; contributors are encouraged to travel the journey.
  More…

10. Moments of truth

The concept is associated with Jan Carlson, former CEO of SAS, who recognised that each contact a customer made with a member of his staff was a 'moment of truth'. So, too, with leadership effectiveness: from the moment you arrive at your place of work, staff and workplace partners experience moments of truth.

- How do you choose your attitude?
- Are you unfailingly positive?
- What about your personal image?
- Can you restate a problem appropriately?
- Can you reverse a problem?
- Can you clear your head to give full attention to a problem?
- Can you strip away layers of complexity to give a timely and effective response?
  More…

11. Leadership theories

People have sought to explain leadership from many angles. These include

- Great man theories – great leaders are born, a theory based on traditional military models
- Trait theories – which concentrate on the qualities of leaders
- Behaviourist theories – concerned with what leaders do
- Situational leadership – the required style depends on the situation

- Contingency theory – which is a refinement of situational leadership
- Transactional theory – concentrating on the relationship between leaders and followers
- Transformational theory – leadership is about achieving transformation
  More…

12 The evolution of leadership style

The leaders of the past tended to be left-brain thinkers – logical, analytical and linear thinkers who delivered solutions and enforced them through command and control methods. Nowadays, Real Change Leaders use both sides of their brain, putting huge emphasis on emotions, feelings and passion, as well as analysis of the facts. Today's leaders require

- Cognitive skills
- Action skills
- Relationship skills
- Expert skills.
  More…

13. Choosing and using leadership styles

In an increasingly global arena, where players are sourced from a huge variety of cultural, ethnic and belief backgrounds, one leadership style (we all have a default style) will not suffice. Effective leaders have learned how to draw on a gamut of styles. The context will dictate which approach to any given challenge is appropriate and most likely to offer successful performance outcomes.

- Autocratic, directive and heroic leadership styles all have their place, especially in times of crisis.
- The charismatic style can result in risky hero worship.
- The networked style works well in the appropriate culture, but can stifle innovation.
- Transformational leaders are viewed as agents of radical change, putting the end (in the form of a set of goals or a vision) above the means. These are the innovative, entrepreneurial transformers of tired, dispirited organisations.
- The pace-setter sets high standards of for performance, and works best to get quick results from a highly motivated and competent team, creating a drive to achieve.
- The coach develops people for the future; their style is anchored in self-awareness and empathy, and works best when the context can support a long-term perspective.
  More…

Common questions

1. What do I need to know about leadership in general?
2. What do I need to know about different leadership styles?
3. What will it take for me to develop my leadership effectiveness?
4. How can I deal with difficult people in an effective manner?
5. Why is leadership so high profile a topic today?
6. What differentiates leadership from management?
7. What are the differentiators of successful middle and senior leadership?
8. Why is it that a leader who is high profile in one context may well fail in another?
9. I thought leaders should be solution centres, but I get the sense that this is not what effective leadership is about. Why?
10. How do I achieve credibility?

1. What do I need to know about leadership in general?
It is critical to be clear about the difference between management attributes and leadership qualities. Most research shows that is not a question of either/or today, but a question of and/both.
  More... – leadership vs management

2. What do I need to know about different leadership styles?
In an increasingly global arena, where players are sourced from a huge variety of cultural, ethnic and belief backgrounds, one style (we all have a default style) will not suffice. Since it is now commonly accepted that leadership capacity is learned, it goes without saying that effective leaders are capable of drawing on a gamut of styles. The context will dictate which approach to any given challenge is appropriate and most likely to offer successful performance outcomes. It will take an enhanced level of emotional intelligence (EI), however, for the highest levels of success. Since EI is a leaned capacity, success will clearly begin with an awareness of the issues and a strategy to proceed.
  More... – the evolution of leadership style
  More... – EQ in leaders

3. What will it take for me to develop my leadership effectiveness?
Leadership effectiveness is first and foremost about authentic presence. It is about self-esteem, consistency and showing the way. Effective leaders command respect, not fear, and foster collaboration, not competition; they set boundaries through consultation, not edict; they inspire and motivate, rather than coerce; they provide the space for others to develop and contribute, rather than control, and most of all, they set the vision and the values that will inform the parameters, doing so in agreement with other stakeholders. In this way, leaders enable others to buy into the journey.
  More... – EQ in leaders

4. How can I deal with difficult people in an effective manner?
Deaking with people will always be 'messy', but effectiveness in dealing with difficult people is all about clarity of engagement. Excellent leaders are clear about the parameters of engagement, about agreeing expectations and the behaviours and attitudes that are expected along the way. They deal with non-performers and difficult individuals in a timely and decisive manner, rather than letting things slip into the dysfunctional.
  More... – excellence in leadership

5. Why is leadership so high profile a topic today?
In the industrial economy, management was the focus because of the hierarchical structures of a command-and-control, mechanistic organisational model, based on military thinking. All contributors had a place in the structure (a reflection of the

social structure), but the place was 'defined'. Cause and effect ruled in this logical linear world. Today, all this has changed thanks to ICT and the digital world that allows all of us (at least notionally) to access information and have a voice. The result is that expectations have changed along with the opening up of choice. So what is the overarching result? Metaphorical climate change, where constant yet discontinuous change is the rule; where multiple stakeholders who need to be consulted are common; an environment where everything is so complex and so fast moving that no one individual can succeed alone. The ability to engage others and build relationships, partnerships and communities of interest, therefore, is critical. These are leadership skills – people rather than process skills. The game has changed and, along with it, the attributes and qualities to succeed.

    More... – what is leadership

6. What differentiates leadership from management?

Management focuses on process and task; leadership focuses on vision and people.

    More... – leadership versus management

7. What are the differentiators of successful middle and senior leadership?

Senior leaders embody the vision and provide the 'public persona' of the organisation. Their strategic role is to set the tone, model the way, inspire and engage.

Middle leaders are the critical link between the top and the frontline. With a far more operational role – albeit without loss of strategic perspective – they need to influence upwards while taking responsibility for the detail of performance. Middle leaders are critical in keeping senior leaders informed of 'messages and themes from the frontline', while embedding initiatives that come from the top. In sum, they need to look two ways. And that is not all! They also need to develop peripheral vision, building coalitions horizontally so that vertical silos are avoided.

    More... – what is leadership

8. Why is it that a leader who is high profile in one context may well fail in another?

As in all things, fit is critical. Styles and approaches differ and each of us has a default style. Many of us do not know what our default is; we therefore abdicate choice. Great leaders (these are rare) have such high levels of self-awareness and self-management that they can select the most impactful approach for any given situation without loss of authenticity or levels of trust.

    More... – the evolution of leadership style

9. I thought leaders should be solution centres, but I get the sense that this is not what effective leadership is about. Why?

Consider this example. Two managers, both wishing to take a consultative approach to their roles, have an open door policy and have taken time to foster a consultative approach to problem-solving in their teams. One tells his/her staff what to do when approached with a problem for co-consultation; the second discusses the problem and helps his/her staff to decide what course of action is preferable. After three months in post, the first manager is complaining that staff cannot be trusted to do the work; they fail to take responsibility for issues, so as a least resort he/she has to take on what should be their work. What has actually happened is that the staff feel unsure and disempowered; as a result, they push everything upwards. In the case of the second manager, staff feel confident and supported, even when things go wrong. The latter manager is leading and there is a great satisfying sense of working together.

    More... – the transition from manager to leader

10. How do I achieve credibility?

Know your message and then be yourself once you have decided what that means. In short – what are your values and how are these experienced by others in the

workplace? Are you and your vision true to your values? Consistency is critical, as is transparency. This is not about popularity, but rather about respect and integrity.

[More...](#) – core leadership practices

What is leadership?

Here is one well-known and well-supported definition that can serve as an anchor for further discovery.

> **Leadership is…**
>
> an art and a science. It involves change and stability; it draws on personal attributes and requires interpersonal relations; it sets visions and results in actions; it honours the past and exists for the future; it manages things and leads people; it is transformational and transactional; it serves employees and customers; it requires learning and the learning of others; it centres on value and is seen in behaviours.
>
> Dave Ulrich, Credibility x Capability, Jossey-Bass, 1996

It can be helpful to begin to clarify thinking by stating what most 'experts' in the field consider to have more to do with management than leadership. (This is not to say that many leaders do not demonstrate capabilities in these areas.)

What leadership is not

Leadership is **not** about
- Process
- Procedure
- Policies
- Systems
- Targets
- Tasks
- Budgets
- Maintenance
- Compliance.

So, what is it?

Leadership is much more about vision and the future, about people skills and the capacity to engage people to commit their energies and motivation to follow; it is about expectations and aspirations.

Effective leadership involves helping people make sense of who they are and how what they do fits into the larger scheme of things; it's about motivation, impact, influence and buy-in. Leadership involves winning hearts and minds, reaching people at an emotional level that is often beyond logical, linear argument. As a result, some aspects of leadership can perhaps be seen as timeless, since they are constant challenges that surface, regardless of context. Timeless challenges include
- Modelling the vision, mission and values
- Getting the right people in the right roles
- Providing opportunities to develop
- Scanning the environment and clearing obstacles
- Instilling trust and belief
- Reinforcing the strategy.

Topical challenges, however, are context specific. The responses that individual leaders make will differ because they are driven by the key factors that surround a given set of circumstances, plus individual leader 'person factors'. These involve such things as instinct to action, appetite for risk, cognitive capacity, experience, EQ (emotional quotient or emotional intelligence), motivation profile and personality, to name just a few.

Leadership is often seen as both an activity (influence, co-ordination, action) and an attribute (a characteristic attributed to those who employ influence successfully). This dichotomy is challenging, but can be resolved by the thinking of Yale University's Professor of Management, Arthur Jago, who defines leadership as 'both a process and a property'.

Senior and middle leadership

Senior leaders embody the vision and provide the 'public persona' of the organisation. Their strategic role is to set the tone, model the way, inspire and engage...

Middle leaders are the critical link between the top and the frontline. With a far more operational role – albeit without loss of strategic perspective – they need to influence upwards while taking responsibility for the detail of performance. Middle leaders are critical in keeping senior leaders informed of 'messages and themes from the frontline', while embedding initiatives that come from the top. In sum, they need to look two ways. And that is not all! They also need to develop peripheral vision – building coalitions horizontally so that vertical silos are avoided.

Most organisations, and this is particularly true of those in the United Kingdom, face their main challenge in the middle level of leadership. The hierarchical traditions and culture make it hard for those in middle management to challenge those at the top, even in a supportive way. Particularly when people don't know how to challenge correctly and appropriately, they risk being seen as upstarts. Another challenge, discussed later in more detail (see Leadership versus management), is that the current emphasis on developing management abilities can lead either to a stifling of those in middle management with leadership potential, or to a state of affairs where management skills and abilities are developed while leadership coaching is neglected (or indeed both).

Leadership today

In the past, leadership was chiefly a matter of being at the top of a command-and-control hierarchy. The requisite people skills were of the patriarchal variety, and it was part of the leader's task to establish a sense of order and stability. In today's world, a much wider range of skills is involved. These include
- A highly-developed emotional intelligence
- The ability to build a followership and get the very best out of those people
- The skill to switch leadership styles, choosing the appropriate style for the occasion.

Constants

Arguably, of course, there are constants in the challenge of effective leadership – at least at the top. First come the timeless challenges of creating and communicating a vision. To this end, the leader must be able to anchor the mission or the steps to achieving the vision in a clear and well-communicated set of agreed values that inform behavioural and attitudinal norms.

The effective leader also knows how to achieve a collective belief that the vision is both attainable and worthwhile, and that there are systems and processes in place to facilitate the journey so that obstacles along the way will be manageable. Leaders are also tasked with ensuring that the 'right people are on the bus' and that these will develop and advance their own capacities along the way. These, then, are the constants.

Variables

There are always, however, going to be topical challenges at any given time, dictated by the specifics of time, place and circumstance. This is where style and approach become critical. Effective leadership must include strategy selection (from authoritarian to laissez-faire), risk management and people choices. Here, the context and your response will count.

In the final analysis, those around you will mostly experience your leadership 'in the moment'. People will either offer or withhold support and trust accordingly. More often than not, their response will be triggered by emotion rather than logic. Your ability to have thought things through and to manage yourself consistently and authentically at all times will count. Whatever happens, you need to remain authentic – you are who you say you are. If you say/show you will be tough, because that's what's needed at this particular time, then that is what you will be. You may not need to establish trust, but if the organisation is out of control, the authoritarian type may be what is required at that moment. Your people should know where they stand with you.

> In the West we tend to think of leadership as a quality that exists in certain people. This usual way of thinking has many traps. We search for special people with leadership potential, rather than developing the leadership potential in everyone. Through all of this, we totally miss the bigger question: 'What are we, collectively, able to create?'
>
> Peter Senge

Senge's quote above takes us into the area of team. Perhaps we should add this dimension to the topical challenge that leadership has always presented. Our current contexts invariably involve multiple stakeholders. This means that team effectiveness is critical.

Leadership and change

In the industrial economy, management was the focus because of the hierarchical structures of a command-and-control mechanistic organisational model, based on military thinking. Each contributor had a place in the structure (a reflection of the social structure), and that place was clearly defined. Cause and effect ruled in this logical linear world.

The internet and the interconnectedness of today's world, including the global context and the 'networks', have challenged traditional leadership models, allowing all of us (at least notionally) to access information and have a voice. With information, data and knowledge now readily available to all who seek it, successful leaders can no longer be characterised simply by what they know. The use of information as power has become something of a threadbare strategy, with the result that successful leaders are more characterised by an ability to establish an enabling culture within which people can achieve their true potential.

Achieving a senior position will no longer give leadership recognition. Expectations have changed along with the opening up of choice. We have moved into a world in which effective leadership has increasingly become what it intrinsically always has been: a profoundly non-hierarchical concept.

Globalisation, furthermore, has resulted in diversity in its wider sense. Successful leaders are now challenged with creating inclusive work environments that maximise both individual and collective contributions. It has become increasingly critical to understand diverse cultural perceptions of leadership excellence and

translate this into the ability to build a trust that will result in effective working relationships in a diverse workplace.

> **Key point**
>
> Today's leadership skills are people rather than process skills. The game has changed and, along with this, the attributes and qualities required for success.

It could be argued that leadership has become a form of influence that involves the ability to initiate creative interactions between people that result in the achievement of well-defined and shared objectives, collective effectiveness and individual enrichment.

So what is the overarching result of all this? Metaphorical climate change, where constant yet discontinuous change is the rule; where multiple stakeholders who need to be consulted are common; an environment where everything is so complex and so fast-moving that no individual can succeed alone. The ability to engage others and build relationships, partnerships and communities of interest, therefore, is critical.

What makes an effective leader?

It would seem that there is no single widely-accepted definition of leadership. We can, however, perhaps confirm six basic points that offer insights that can be useful in our personal leadership practice.

1. Leaders are made, not born. They are made by themselves, more by their own life experience and high levels of self-awareness and self-management than by external factors. Leadership can be learned. In other words, the midwife does not come out with the new baby and announce 'It's a leader!'
2. Effective leaders all seem to share the quality of rugged determination with the ability to overcome self-doubt. This requires the capacity to unlearn and reflect on mistakes, as much as to learn.
3. Without followers there can be no leaders, so the ability to influence and engage is crucial.
4. Effective leaders are not necessarily people who are loved or admired. Popularity is not leadership; results are what count.
5. Effective leaders are highly visible, but in various ways, depending on the context.
6. Effective sustainable leadership is not about rank or position, title, privilege or money. It is about responsibility and followership.

It has been said that effective leaders know
- Who they are
- Their strengths and how to deploy them
- Their weaknesses and how to compensate for them
- What they want and why they want it
- How to communicate this want to others in a way that gains co-operation and support
- How to achieve their goals.

The importance of EQ

From the above, it is clear that leadership is not about IQ. Some of the brainiest people turn out to be the least successful in leadership roles. It is the emotional dimension that is more critical.

Daniel Goleman's research in this area clearly shows that the ratio of EQ (emotional quotient) to IQ in leadership roles is 85:15 per cent. In all other jobs, Goleman shows this to be two thirds (EQ) to one third (IQ). In short, key people in all sectors need 21st-century EQ capabilities. At the heart of this is connecting with others, to release the talent that will deliver critical results.

Today's leaders

So, effective leadership is a learnable capacity that today, more often than not, is anchored in the following key skills:
- The ability to build effective relationships
- Knowing how to influence without coercion and power
- The ability to demonstrate to others the benefits of commitment
- Being prepared to take responsibility, while offering other contributors a responsible say
- The capacity to provide a tangible, easy-to-understand vision of collective success – one that all stakeholders can grasp and support.

Great leaders put things into context and offer clarity that is outcome-based around how the vision will be achieved.

Leadership is not only about big picture thinking, motivation, inspiration and transformation, however: plans, pathways, clear objectives and a sense of how individual people fit into things are also critical to success. Effective leaders

- Brief people on expectations
- Agree the boundaries
- Contract on performance objectives
- Offer the requisite support for attainment and development
- Provide on-going feedback on achievement and challenge
- Tackle the difficult issues as they arise.

As they do all the above, successful leaders are also exercising their skills in deep listening, opportunity sensing and upping team spirit and a sense of mutuality, while challenging and realigning appropriately. In short, success can be said to involve balancing priorities within a positive and optimistic atmosphere, managing dilemmas, and taking hard decisions when necessary. Whoever sits at the top sets the tone. Leaders have the choice; they will also be held accountable for how this choice is exercised.

You might like to go through this exercise to assess your own effectiveness as a leader.

Self-assessment exercise (sub-page)

1. Being a good leader	Usually	Sometimes	Rarely
Set clear direction and empower people			
Encourage independence of action			
Discourage dependent behaviour			
Trust people to be competent and do their best			
Invest significant time in coaching others			
Ask for coaching yourself			
Collaborate effectively with peers			
Look for win-win relationships rather than win-lose			
Skilled management of alliances and joint ventures			
Invest time in internal networking in order to learn from others			

2. Leadership coaching skills capacity	Usually	Sometimes	Rarely
Establish rapport and open communication with others			
Clearly explain concepts, techniques, information as needed			
Give clarification, summaries, responses at the right time			
Listen actively and positively			
Observe alertly and accurately			
Use appropriate questioning			
Show sensitivity and empathy to the thoughts and ideas of others			
Give clear, concise, constructive, confidence-building feedback			
Get acceptance and commitment to performance goals			
Encourage self-development in others			
Recognise and adapt to the operating styles of others			
Actively assist and encourage others with special needs			

3. Critical attributes	Usually	Sometimes	Rarely

Have a sense of humour			
Be assertive, not aggressive			
Be firm, not domineering			
Be knowledgeable but do not know all			
Demonstrate self-belief, not arrogance			
Manage emotions of self and others			
Act as a motivator/positive role model			

Leadership versus management

The differences between leading and managing are not always clear, even though the foci of the two capacities are quite distinct. Management can be seen as task-orientated, and is primarily associated with getting the job done efficiently to the required standard and within the set parameters. Leadership, on the other hand, could be described as the capacity to engage people at an emotional level in such a way that they are at least willing and at best enthusiastic and passionate about putting their energy into the tasks that will achieve the vision of success. If effective management is fundamental to the success and effectiveness of an organisation, what sustains this is leadership.

In essence, effective management focuses on process and task; leadership focuses on vision and people.

The manager
- Focuses on systems
- Takes a shorter range view
- Asks what and why
- Relies on control
- Has eye on bottom line
- Is trained
- Administers
- Directs
- Maintains
- Is present orientated
- Is task focused
- Organises
- Plans and co-ordinates

The leader
- Focuses on people
- Takes a longer range view
- Asks how and when
- Relies on engagement
- Inspires trust
- Learns
- Does things right
- Coaches
- Challenges
- Is future orientated
- Is performance focused
- Visions
- Innovates and reframes

Leadership was what Noah used to get a huge boat built in the middle of a desert. Management was what he used to ensure the elephants did not see what the rabbits were up to on the voyage.

Points to consider

1. Management can be taught, because it is rational and logical and therefore open to the application of rigorous analysis.
2. Management is concerned with the optimal delivery of pre-stated objectives. It's about predictability, so that the managed can learn from the examples and standards set by the manager.
3. Management is about the containment of risk. Too little management can be a threat for a business.
4. Management alone can stifle innovation and prevent change and therefore, finally, ossify a business.
5. Management must be exercised in conjunction with a vision derived from a leader. A subject for reflection is this: are managers usually followers? A manager might have ultimate executive control within an organisation, but the path that is followed may have been set by a past leader. That said, 'management' and 'followership' should not be taken as pejorative terms.
6. Plans and budgets are often the manager's priorities, with a need to move people into position for implementation.

7. Strategy, vision and longer-term thinking are the priorities of the leader, who must measure the distance, together with the hurdles, and inspire people towards vision realisation.
8. A critical element of leadership is the need for a leader to embody or personify the vision. This is leadership from the top – leadership that encourages followers towards vision realisation.
9. Leadership operates at a different pace and a different rhythm from management.
10. Do leaders always put themselves on the line? Are they always risk takers?
11. Business has generated many more managers than leaders because management is linear in a way that leadership is not. Career paths have historically been clearly established, with defined stages and a high degree of predictability – in short, risk-containing. Management development has focused on the acquisition of specialist knowledge and managers are usually experts in their chosen field.

It is often argued that large institutions need fewer leaders than managers and that an organisation entirely comprised of leaders would be one without a cohesive structure. While this may be true, organisations have become expert in the development of managers, but still remain amateurish in the development of leaders.

Management and leadership are very different, but the value we place on leadership is such that the term management seems to have increasingly acquired a negative sense in contrast. There are many outstandingly able individuals who are either running major corporations, or at least at the front of them, who would baulk at the term manager rather than leader, even when their skills are clearly aligned to those of management.

> **Key point**
>
> Linear and lateral thinking are both critical to a successful enterprise. As a result, management and leadership need to complement one another.
> While it may be right to value leadership, this should not be at the expense of recognising the importance of good management. Although it is critical to be clear about the difference between management attributes and leadership qualities, most research shows that is not a question of either/or today, but a question of and/both.

The transition from manager to leader

People often find themselves in leadership roles without having thought about what this means and what they need to do to succeed. People usually enter a profession or job area because they want to do things related to the subject, whether it's law, medicine, charity work, IT or carpentry. So, how do managers become leaders? This has proved a significant problem area for many British organisations.

Management versus talent

A century of management discipline has tried to apply logical and rational structures to the organisation, which is seen more as a mechanism than as an organism. These management disciplines have attempted to contain and perhaps even control the unknowable and the unpredictable. While all well and good in many areas – the development of sophisticated planning techniques, financial accounting methods and the availability of information – these management disciplines have an unforeseen result in checking the source of creativity and innovation.

> Corporations, like the parents of wayward children, have a habit of breaking the will of their more unruly recruits. They deal best with obedient children and mould them into outstanding managers.
>
> John Viney

Many large corporations, therefore, have lost the ability to both spot and capture the unusual, the novel and the maverick. As a result, a huge amount of the talent and originality resident in a corporation fails to add value or contribute to productive performance. This has a huge negative impact on the organisation's ability to change... and change is vital in today's business environment.

The challenge

As a result of their success in 'doing things', managers get promoted. This involves managing a range of processes. As the scope of the remit increases, more people become involved; the result is that management is not enough, and the newly promoted manager needs to lead people. A management role therefore involves three areas: doing things, managing processes and **leading people**.

The challenge is that people in management situations have seldom had any leadership development. Many have not reached an acceptable comfort level around building relationships and dealing with people issues. Still more feel this is time consuming and takes them away from doing things and demonstrating the value they bring to the business or organisation. But building relationships and dealing with people is indeed a crucial part of the job and offers the greatest potential for performance improvement, for value creation and for building satisfying and meaningful collaborative relationships.

> **Key point**
>
> The result of managers who lack people skills is ineffectiveness, lack of teamwork, conflict, dissatisfaction, disaffection and loss of morale; all of these ultimately lead to loss of value and performance failure.

The learning?

Organisations exist to turn resources into something of value, whether it's turning steel and other substances into cars, or public money via taxes and levies into safe and clean environments, or charitable donations into medical research or better life experiences for certain communities. The more effective the process management is, the better the organisational performance will be.

But when it becomes not just a matter of managing the process efficiently, but getting the whole team to do so, to understand and believe in the end goal and to feel engaged, then leadership skills come into play. Senior managers therefore need both skill sets. It is people who manage processes, so managers who foster environments in which people feel an emotional connection to the performance goals achieve superior results and, at the same time, reach a superior level of self and collective validation. In fact, they lead. They encourage performance rather than policing it.

The lesson for would-be leaders is clear. Success is very much about connecting the emotions of the staff you lead with your organisational processes and the results that are required. It means there is the opportunity to influence the satisfaction and validation that your staff and other stakeholders gain from a key part of their lives – their working lives!

Example

Consider this example: two managers, both wishing to take a consultative approach to their roles, have an open door policy and have taken time to foster a consultative approach to problem-solving in their teams. One tells his/her staff what to do when approached with a problem for co-consultation; the second discusses the problem and helps his/her staff to decide what course of action is preferable.

After three months in post, the first manager is complaining that his/her staff cannot be trusted to do the work; they fail to take responsibility for issues, so as a least resort he/she has to take on what should be their work. What has actually happened is that the staff feel unsure and disempowered; as a result, they push everything upwards. In the case of the second manager, staff feel confident and supported, even when things go wrong. The manager is leading and there is a satisfying sense of working together.

Excellence in leadership

The subject of leadership has engaged organisations and individuals alike, probably more than any other management topic. Every time you visit a bookshop you find another few books on leadership, and the debate continues around what constitutes excellence in leadership and what it is that defines an effective leader. Most people would agree, however, that leadership is a highly complex concept and each individual has their own interpretation. At its simplest, it is about persuading others to commit their energy to achieve a common vision and its associated goals.
So, leadership is perhaps more art than science, and it is often said that leaders do the right things, but not at the expense of the managerial capacity for doing things right.

Questions leaders ask

When it comes to challenges, of any kind, effective leaders will ask themselves the following questions:
Did I engage and pick up the challenge?
• Did I persist and take some learning, regardless of the outcome?
• Did I quit?

Effective leaders very seldom take the last option – they may shelve it and come back to it, but they don't quit. This is particularly true when they are dealing with difficult people and can't do anything about it. Leaders don't quit; they find some way to deal with and contain the problem.

How can leadership be recognised?

> Leadership is like beauty; it's hard to define, but you know it when you see it.
> Warren Bennis

As we are learning, defining leadership presents huge challenges; yet most of us feel confident that we recognise effective leadership when we either see or experience it. Our recognition comes after the event. Why? Clearly, it is because we see the results. In this way, we are able to define leadership as 'getting things done' and recognise that this happens through and with the support of others. This again suggests that leadership happens in the interaction between the leader and the follower in a specific situation, which is perhaps why we hear so much about both situational leadership, leadership in context, 'moments of truth,' and the concept of followership.

Common sense really – all leaders need followers!

And herein lies another critical challenge...

How does a leader gain the permission to lead?

In the traditional directive model, which is anchored in a military-style hierarchy, permission was not essential. In a 21st century world, people have increasing access to information and are aware of their choices, so permission is critical. Potential followers have, in effect, become discerning customers of those who supply leadership.

In view of this, we might now define leadership as a set of qualities and attributes as much as a set of behaviours. Leadership might therefore be more appropriately seen as a process, not a position. Today, all evidence suggests that it is first and foremost about relationship management. People who are excellent at achieving a

strong sense of mutuality have a high quotient of relational intelligence. They reach people at a level beyond the rational; they motivate, engage and encourage those with whom they work so that they, too, become prepared to commit their energy. Today's leaders recruit others to collaborate.

We hear a lot about transformational leaders. This is often linked to charisma. There is no doubt that leadership success is often associated with charismatic figures who command respect and, in many cases, admiration. Yet we should not lose sight of the fact that charisma and respect are not qualities that leaders have; they are rather what other people sense and feel about their leaders. In effect, they are determined by what leaders do and achieve. They are 'attributed' qualities. Perhaps respect is closely associated with emotional intelligence (see EQ in leaders).

EQ in leaders

Leadership is an intellectual concept. In practical terms, others experience your leadership in the moment and this is where your level of emotional intelligence/EQ is critical.

Effective leaders have high levels of EQ or emotional quotient. The term was coined by Reuven BarOn in the 1980s as a result of his clinical practice as a cancer specialist, although it only entered into business-speak after Daniel Goleman's work hit the world via the front page of Time magazine. One of the most-used measures of EQ, however, remains BarOn's measure.

BarOn's approach focuses on two key anchors possessed by effective leaders:
• An unfailingly positive attitude in all contexts
• A very high level of personal self esteem.

If someone has low self esteem, they cannot sustain effective leadership. In other words, leadership is not a popularity contest, so leaders must have a solid, grounded sense of self worth – a realistic sense. In fact, it's very much about being real.
And this means we are not talking here about overly self-confident people. In fact, the effective leader may be very modest, since modesty is critical to leadership capacity.

> **Definition**
>
> Modesty...
> 1. Moderation; freedom from excess; self-control; clemency...
> 2. Unpretentious character (of things)
> *Shorter Oxford English Dictionary*

To which we might add unpretentious character (of people).

EQ qualities

Here are the overall EQ – emotional quotient – qualities that are critical to excellence in relational skills:
1. Self-awareness (I know myself and my mental models)
2. Self-management (I manage my emotions and my 'models' effectively as a result of self-knowledge)
3. Social awareness (as a result of 1 and 2, I am socially aware and can see things from the perspective of others when required; I am socially responsible and contribute effectively to the community agenda)
4. Reality testing (I have the ability to assess the correspondence between subjective reality and what actually exists)
5. Relationship management (I can build mutually satisfying relationships, establish reciprocity and manage difficult relationships with the minimum of debilitating conflict).

Reality in leaders

Leadership effectiveness is first and foremost about authentic presence. It is about self-esteem, consistency and showing the way. Effective leaders
• Command respect, not fear
• Foster collaboration, not competition
• Set boundaries through consultation, not edict

- Inspire and motivate, rather than coerce

Provide the space for others to develop and contribute, rather than control. Most importantly of all, they set the vision and the values that will inform the parameters, doing so in agreement with other stakeholders. In this way, leaders enable others to buy into the journey.

All of this requires high levels of EQ. The core components of EQ in terms of leadership capacity are detailed below.

Intrapersonal skills

This involves how you speak to yourself. It's a matter of your own self knowledge. As a leader, you need to be able to manage your natural characteristics appropriately in whatever context you find yourself. For example, you should know how independent or how aggressive you are instinctively. You should know your strengths and your challenges.

It's also important to have a sense of self actualisation. This is a sense that you are achieving your potential, that you are getting results and that you feel self validated.

Interpersonal skills

How good are you at achieving a high level of empathy?

An effective leader has the ability to see things from others' perspectives, while not necessarily agreeing with them. This also involves the exercise of social responsibility, working in a team with the understanding that others will have different views, agendas and so on, and accepting that this might be useful as a contribution to collective performance results (see also Diversity).

Also, do you have the capacity to influence and impact on others appropriately within the context? In other words, the way in which you influence your managing director will be different to the way in which you influence someone who reports to you, because the power relationship will be different. You need to understand how power is exercised within specific contexts (see also Political Intelligence, Coaching and Managing Upwards).

Effective leaders are also skilled at handling difficult people. People will always be messy, but effectiveness in dealing with difficult people is all about clarity of engagement. Excellent leaders are clear about the parameters of engagement, about agreeing expectations and about the behaviours and attitudes that are expected along the way. They deal with non-performers and difficult individuals in a timely and decisive manner rather than letting things slip into the dysfunctional. Effective leaders reach a point when managing difficult people where the person eventually takes ownership of the problem. Through clever management and the exercise of advanced emotional intelligence, the effective leader shows them the way.

It is the combination of intrapersonal and interpersonal skills that leaders exhibit in a crisis that makes them effective. So when things get tough – for example, there are rapid shifts in the business environment – how does the effective leader deliver unpopular messages that they judge critical to moving the business ahead successfully?

They do so with vision, decisiveness and the ability to admit error when things go wrong.

The next areas that link in with power are centred around adaptability...

Adaptability

> **Note**
>
> Emotional intelligence is a learned capacity. It's nothing to so with inherited capabilities or personality, but your own authenticity will relate to your personality.

How flexible are you and how good are you at reality checking? This means being able to tune into the political context and agenda that will always be present. Within that adaptability and political sensitivity is what is referred to as environmental scanning. What this means is that effective leaders can scan the environment, pick up the realities of the political context and agenda, and flex appropriately **without** loosing their own authenticity. It's important to note this last point, because we are not asking people to compromise personal values and authenticity.

Ability to manage stress

> **Key point**
>
> The main de-railer of leaders is loss of stress control.

Leaders most often run into difficulties because they 'lose it' (because of childhood, upbringing and so on), and are unable to manage stress appropriately.

Stress is critical to creativity. We tend to think of it as negative, but this misses the point: it is part of life, and has its positive side. There's no doubt that great leaders feel stress, but they can channel it productively and manage it appropriately.

This is related to impulse control. For example, if someone is working for you and you don't like them for some reason (some personal reason, that is, rather than because they are bad for your business or organisation), you don't – if you are a good leader – let it interfere with your work relationship.

Management – not over control

You may think that, in terms of your leadership capacity, the higher your levels of stress control, the better. Not true: people with enhanced skills at stress control may lower their energy levels and deplete themselves of drive. At the same time, such people project the rather cold image of an over-controlled nature and are sometimes seen as less than human. Other people never get a sense of what they feel.

In particular, people new to leadership roles are sometimes afraid to show their feelings because they think it will be seen as a sign of weakness. Great leaders, on the other hand, are very good at 'exteriorisation', in the appropriate context. In other words, they know how to express their feelings: 'This is what you've said. Is it OK if I say how I feel?' or 'I'm disappointed that that's how you feel' and so on. This is known as 'permissioning healthy dissent'. What you need to establish is an environment where people can disagree with you and, at the same time, know that you will say how you feel.

Positivity

An unfailingly positive attitude is a key component of effective leadership. Linked to being positive is happiness. People will not follow a leader who is consistently

unhappy (would you?). If you want to be an effective leader, you have to create an energy around you that people will want to be part of. In essence, that's the basis of emotionally intelligent and effective leadership.

There is also a page on Leadership in the Emotional Intelligence topic.

Becoming an emotionally intelligent leader

How do you raise your game? How do you improve your ability to be an emotionally intelligent leader? How do you know if you're not like that?

The important question here is this: what is your mental image of yourself? It's about having a positive mental image that's always with you. You need to see yourself in action. You should practise and rehearse the necessary skills, just like an actor or a ballet dancer (see also the topics on Presentations and NLP – Managing your state).

To do this effectively, you need self awareness. So, what's your message? Do you know? If not, get learning fast! For a start, if you were to ask those around you to describe you in three or four words, what words would they choose? What is your brand? See the topic on Personal Brand and Networking – Personal branding.

Feedback

> **Tip**
>
> Sometimes, the most honest feedback you will get will come from the kids in your life – from young people (not necessarily your own children).

Effective leaders consistently seek feedback and act on it. From whom should you seek feedback? The source must be appropriate. If you are front line, then you are most likely to seek feedback from customers. If you are middle management, then the feedback should come from people who report to you, seniors or peers.

If you're the chief executive, then seeking feedback gets tough, because no-one want to give you unwelcome messages! One source of useful feedback might be peers in other organisations (in this context, your peers could well be business rather than personal friends).

Introvert or extrovert?

You don't have to be an instinctive extrovert to be an effective and emotionally intelligent leader. Reflective and more introverted leaders can be successful, but they need to be aware of consciously getting their message across using their developed capabilities of empathy, social responsibility, personal skills and so on.

Context

It might be useful to keep in mind the concept of star performer profiles. This is anchored in research that shows that someone who's an effective and emotionally intelligent leader in one context may not be immediately transferable to another. This might require more self reflection and enhanced levels of EQ.

> **Example**
>
> A major brewery, owning a chain of gastro pubs and grub pubs had an attrition rate among their managers of about 70 per cent. Recruitment costs were consequently huge. They realised that in this context they needed managers with EI skills, but they also needed to refine the criteria further.

They decided to scan all of their outlets to pick up those people who were really successful so they could then put them through EI measures. They discovered that these particular managers were strong on certain sub-components of EI. As a result of this exercise, the company went looking for managers with these particular abilities, and within a few months levels had dropped to below 50 per cent.

As you are developing your emotional intelligence as a leader, therefore, you will become aware that you might have to tap into different parts of emotional intelligence skill set to suit a new context.

Time for reflection

This is where self reflection/self management comes in. Part of self management is taking time to reflect. Some people have an instinctively higher level of self reflection than others; the critical issue is not to under- or over-do it: too much self reflection might lead to inertia, while lack of self reflection can lead to impulsive and inappropriate actions.

Practical tip

How useful you find this idea will depend on your learning style, but most people will benefit from keeping a journal and jotting down things that come to mind. What has happened during the day and how well (or not) did I handle it? This fixes it in your mind (through dual encoding).
Use your journal to capture learnings.

Storytelling

With reference to the example given above, just as we have shared this cameo with you to assist you in your journey to leadership, so it is worth remembering that great leaders are great storytellers, because people remember the story and context. Don't forget to be contextually appropriate, however. For example, don't tell stories about alcohol if you have Muslim women in your team! And don't tell stories that go on forever. (See the topic on Storytelling for business.)
See also the topic on Emotional Intelligence which includes lots of practical advice and tips on how to improve your levels of EQ.

Develop your personal effectiveness

Personal effectiveness is a much-talked-about concept. It is, of course, critical to effective leadership, but what does it mean? Historically, most people have interpreted it as the ability to manage time in such a way as to effectively and appropriately deliver on pre-agreed goals and performance objectives.

This may well have been adequate in an industrial economy, but in a knowledge-and-attention economy, such as ours in the 21st century, this misses the point. The fact is that you will never have enough time. In a 24/7 economy, personal effectiveness needs to embrace such concepts as energy sources, energy management, prioritising tasks, speed of decision making, overall mental agility, the ability to size people up appropriately and indeed much more.

The critical question is this: how do you respond and/or deliver in the most appropriate manner as you seek to achieve the performance outcomes or the value creation that you target?

Values

As with effective leadership, personal effectiveness begins with self knowledge, and here you might start with value systems. All of us operate every day from our value system, although we may not be aware of this. How we behave and respond to things is about our values (these may change, but they are there).

> **Key point**
>
> These tendencies are not related to what's required from the business point of view, but stem from your own internal mechanisms – your values.

If you know what your value systems are and what your prime motivator is out of the three classics (authority, achievement and affiliation, see Motivation – McLelland), then you are more likely to be personally effective. This means that you will probably be able to identify those tasks at which you are most likely to be fast and effective (because they are in line with your values) and the ones where you are likely to procrastinate or prioritise.

Values and energy rhythms

Bearing these points in mind, we come to energy. Do you actually know what your natural energy rhythms are? When do you have high points? When are your low points? We all have different cycles.
Once you understand your personal highs and lows, then you will recognise that those challenging tasks that you might instinctively resist are best tackled during high energy periods. Your business agenda priorities ought to be tackled at these high-energy times, we suggest, rather than at low energy points. Once you manage your energy cycles, you avoid depletion and exhaustion in favour of optimum personal effectiveness. See the topic on Personal Energy.

Values and people

Emotionally intelligent people will know their triggers, including how they waste their time and who irritates them. If someone irritates you, and this person is critical to the business, you will need to exercise an appropriate value with regard to this: for example, 'everyone has a place'.

Another aspect of personal effectiveness is the ability and willingness to give other people the space to express what they need to express and feel that they have had a genuine forum for what they want to say. How well do you listen to people and how well do you hear messages that are unspoken? Highly effective people will operate as much from intuition as from logical, linear rational thought.

Agility in decision making

Agility in decision making is also a component of personal effectiveness. Emotional intelligence also comes into play here too, as the more adaptable you are and the more emotionally intelligent, the better your decisions will be – you will be able to self manage and take a proper look.

The first question to ask is this: does the decision needs to be made right now or not?

To put this into a practical context, leaders with high levels of personal effectiveness will, when faced with the need to make a decision

- Sit back and either reflect or quickly consult with other key and/or trusted stakeholders
- Visualise the outcomes of making different choices before taking the plunge/coming to a conclusion and getting on with it.

In other words, they won't 'just do it' or, if they seem to do so, they will in reality have quickly done a mental scan as to the implications, so they will be acting consciously, not just reacting. See the topic on Decision Making.

Exercise

Job/role effectiveness tree

Draw a tree with six branches radiating out, each of which is to represent a key aspect of your role and responsibility. Once you've labelled the branches accordingly, you should then consider each in turn and draw smaller branches or twigs for each of the key task areas of those core aspects of your job.

Decide what percentage of your time is spent in each of the core areas and label your tree accordingly. Next, using plus and minus symbols, assess the degree of importance (to the business or organisation and in terms of your role) of the task areas. (You might have three pluses in one place, or two minuses and so on.)

Now assess your level of effectiveness in each of these areas, using E+++, E- and so on.

Go on to consider whether you see any patterns emerging: does this tell you anything about your organisation, your boss or your team? Significantly, what does this tell you about yourself and what you need to do in order to increase your levels of effectiveness?

It's not just a matter of deciding to work on the minus numbers, but also about noting what you are good at. What skills do you find challenging, and are there any personal attitudes or baggage that are holding you back?

Core leadership practices

EQ is very much about who you are. It is about 'being', and out of a way of being, your behaviour flows. So, given a set of good leadership EQ qualities, what do you then actually do?

Note that carrying out leadership practices without having mastered the underlying EQ qualities and made them part of your being will not make you a leader.

Research shows that the following six practices are critical to success. They sit at the centre of effective leadership:
1. Challenge the process
2. Inspire a shared vision
3. Enable others to take action and contribute to achieving results
4. Model the way
5. Engage the mind of others
6. Encourage the heart.

1. Challenge the process

> Great leaders are almost always great simplifiers, who can cut through argument, debate and doubt, to offer a solution everybody can understand.
> **Colin Powell**

Challenge the process – seek challenges and opportunities to develop, grow, innovate and change the status quo; experiment and take controlled risks in the belief that we take invaluable learning from failures. The result is increased performance.

See Quality, Process Improvement and Creative Thinking.

2. Inspire a shared vision

Visualise a positive future that is attainable and express it in easy-to-access terms; this might be via a picture or a clearly-outlined scenario. It is critical to provide a clearly-outlined vision through consultation that appeals and engages others by appealing to their values, hopes, dreams and aspirations. Powerful leaders have the capacity to enable others to see the end game or the target through their own eyes. Ownership is the result.

Included in the ability to gain commitment to a clearly stated vision of collective success is mindfulness about keeping people informed of what is going on, what has been achieved and what still needs to happen. Plus, the WIIFM factor – people need to see how they fit in. Only then will they put their energy and effort behind the plan.

> **Example**
>
> Shaping a personal vision
>
> 'You have to have a mass of people with personal visions that are aligned, though they don't have to be identical.'
>
> Mary Livingston has always given careful thought to personal motivations, perhaps as a natural outgrowth of a career in sales. The roots of her personal vision go back to when she joined the organisation (AT&T) at the time when the group felt really

good about itself. She started her career in AT&T's sales organisation in 1982 when the company was proud of what it had done in the marketplace.

It should be noted that after this period, competition from deregulation in the US telecom market drove AT&T's market share down and resulted in internal controversies between the sales force and the business units over who was to blame. The conflict reached a point where internal competition exceeded external competition, and it was Mary's personal vision that started to bridge these extremes. She focused on creating a sense of pride based on results, so that both individuals and teams were given recognition for their performance.

Martin Luther King was one of her inspirational, motivational forces and she wrote her vision out of the 'I have a dream' speech. She carried a copy of her speech wherever she went to take every possible opportunity to voice it. The result was that Mary's personal vision was deep and lasting, carrying her and many of those who worked with her through some very tough times.

Mary Livingston's personal vision

Primary motivation:

Pride
1. I have a dream that one day we will be a sales force that stands tall and commands respect from customers, business units, and competitors.
2. Desire for greatness
We will be a benchmark for other sales organisations. Business cases will be written about us.
3. Competitive spirit
I have a dream that we will one day be a sales force that consistently meets commitments and says it can do more (instead of being skilled in defending forecasts we know we cannot meet).
4. Serving others
We will be a sales force that delights customers, that is, raises the bar for customer satisfaction.
5. Doing the right thing
We will be a sales force that thinks more about the competition and the customer than about turf. In other words, there is an abundance mentality; we intuitively understand there is more for everybody if we do the right things (versus divvying up the same pie in a different way).
6. Overcoming all odds
Borrowing from Martin Luther King's dream analogy is no accident. I respect the difficulties and obstacles, but I am not concerned about them: 'For when people get caught up with that which is right, and they are willing to sacrifice for it, there is no stopping short of victory.' Martin Luther King

Vision isn't something to be forced. Some people will be very hooked into some visionary thought but not know what kind of steps to take to get there. Others don't seem very visionary, but are really clear on things that need to be done.

Do this exercise to assess your own working vision.

Also see the topic on Vision and Mission.

3. Enable others

Successful leaders enable others to take action and contribute to achieving results in a context of support. The promotion of collaboration through the conscious support of co-owned goals builds the trust that is critical to sustained success.

Effective leaders must build others and strengthen their resolve by passing on both power and influence. The most appropriate way to do this, in today's multiple stakeholder environment, is through the creation of a coaching culture that develops capabilities while providing challenge and challenging tasks, as appropriate. Rather than providing answers, effective leaders question and challenge within an environment of support.

See the topics on Empowerment and Coaching.

4. Model the way

Set the example by behaving in ways that are consistent with shared values; by choosing a positive attitude and achieving small gains in a consistent manner that will encourage and promote progress and build commitment and motivation.
How you behave will be noticed. Your behaviour needs to be consistent with your stated vision and values. Inconsistency will undermine your credibility and you will not be seen as authentic. You need to 'walk your talk' because it seems like the natural and automatic way for you to behave, not because you 'should'.
People will respond to, follow and emulate true authenticity, which requires having the courage to be yourself.

Do this exercise to think about the example set by your own behaviour and the example set by others around you.

See also Moments of truth.

5. Engage the mind of others

People will be engaged when they are doing something that is important to them. So, as a leader, you need to know what is important to the people you are seeking to lead. And you do have some influence. Be passionate about what you believe in, about what is important to you, and others will 'entrain' with this and start to also consider it important.

Think of your own experience. When has something really engaged you? When did that engagement start? Was it something someone said or did? Was that person a leader in that moment?

Your goal is to achieve a change in the collective mindset that has the power to overcome barriers and blockages by releasing legacy baggage.

See the topic on Motivation.

6. Encourage the heart

Encourage the heart by recognising individual contributions and commitment; contributors are encouraged to travel the journey. This is about engaging people at an emotional level and ensuring that every success is recognised and celebrated. People must be allowed to exercise their passions and bring their emotions into it.

See also Motivation, Emotional Intelligence, and Storytelling for Business.

Exercise

To discover where you may need to work on your core skills, complete the Leadership capacity checklist.

Working vision assessment (sub-page)

Does a clear and compelling expression exist of what you are trying achieve? This assessment deals with 'working visions' as opposed to overall corporate visions. Answer these questions for whatever piece of your organisation's change effort is most affected by your leadership (for example, a single project team, a number of initiatives within a certain division, or a major corporate-wide programme).

It is designed to get you thinking rather than give you a 'score'.

1. In single sentence or phrase, write our / your working vision.

How easy was it to write?

Came immediately to mind	
Had to think about it a bit	
Had to make it up just now	
Drew a blank	

2.Ask three people who are directly involved with the effort to tell you the vision.

How immediate were the responses?	a) Right on the tip of the tongue	
	b) Had to think about it a bit	
	c) Drew blanks	
How consistent were the responses?	a) Words varied some, but the same clear message	
	b) Some inconsistency, but directionally similar	
	c) Different for everyone	
	d) No responses	

3. How often can you remember the vision coming up in casual conversation, issue discussion, or decision making in the last week?

Number of instances:	

4. What are the primary personal motivations the vision draws on? Check those listed below that apply. Add others of your own.

Fear		Doing the right thing	
Competitive spirit		Personal gain	
Desire for greatness		Making a difference	

How well do the motivations you checked and listed match the marketplace realities and culture of your organisation? (for example: 'personal gain' is a poor fit when there is little range in pay for performance; 'desire for greatness' fits well if you have inspirational leadership at the top)

a) Resonate very well	
b) Could be better	
c) Clear disconnects	
d) No working vision	

5. How would your CEO react to hearing your working vision?

a) Already heard it; great job making corporate vision relevant	
b) Hadn't heard it; sounds good	
c) Hadn't heard it; now very worried	
d) No working vision to tell him or her	

Courage: doing the right thing (sub-page)

Use this checklist to see whether you yourself have the courage to do the right thing, and also how far this behaviour forms part of your company culture. Click here for a PDF version.

1. In regard to your own behaviour, do you:

	Almost always	Usually	Occa-sionally	Rarely
Remain quiet in meetings when important information or issues are missed or misconstrued				
Avoid taking new assignments unless the odds of succeeding and looking good are high and the career risk is low				
Accept obstacles if they are a matter of existing policy, practice, or top management guidelines				
Avoid taking a chance on 'mavericks' or unproven people if there is a safer alternative				
Find yourself repeatedly complaining about the same things and people				

2. In regard to the behaviour you observe in others you work with, do they:

	Almost always	Usually	Occa-sionally	Rarely
Drag their feet on change in hopes that management will turn over or lose interest before anything has to happen				
Settle for any fix that gets them through a problem rather than holding out for a real solution				
Say 'it's not my problem,' as an acceptable reason for inaction				
Say 'you can't do anything about that,' as an acceptable explanation for inaction				
Let some things go unmeasured because they really don't want to know or want others to know current performance				

3. In regard to the behaviour you observe in top management, do they:

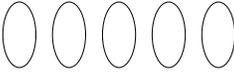|	Almost always	Usually	Occa-sionally	Rarely
Have significant differences on change direction that are tacitly recognised but not directly addressed				

Distance themselves as initiative sponsors when things don't go well				
Make decisions which reinforce the very practices and attitudes you are trying to change				
Pay great attention to launching major change initiatives but shift attention elsewhere once the hard work begins				
Protect themselves in advance from any blame should initiatives go awry (for example, by securing lots of sign-offs or couching decision in caveats and disclaimers).				

Leadership capacity checklist (sub-page)

Each statement is matched with an opposite, with six circles in between. Please shade in the circle which corresponds most closely to your view. Click here for a PDF version.

Note where you tend towards the statement on the right-hand side; this is where you need to improve your leadership skills.

1.	My vision is clear and evident from how I spend my time.	◯◯◯◯◯	My vision is not yet clear and as a result is not reflected in all my actions
2.	My actions display respect and genuine appreciation of my staff.	◯◯◯◯◯	My intent is not always clear from my actions
3.	My resolve is such that people believe I/we will succeed.	◯◯◯◯◯	I often sense it is unlikely that I/we can succeed.
4.	Staff recognise and value my technical expertise.	◯◯◯◯◯	I lack the technical expertise to guarantee personal recognition.
5.	I am confident and assertive at the same time as empathetic and aware of others.	◯◯◯◯◯	I lead with my view, but am not consistently confident.
6.	I am unfailingly positive, even in adversity.	◯◯◯◯◯	I find it hard to keep positive when things get tough and stressful.
7.	I put people first and seek out company to build trust and mutuality.	◯◯◯◯◯	I am not instinctively a people person and find it hard to take a proactive approach to building relationships.
8.	I take time to listen to gripes and grievances, but do not tolerate either moaning or blame.	◯◯◯◯◯	I avoid negative staff who moan and blame, but sometimes complain to colleagues myself.
9.	I encourage staff to observe each other in an ethos of supportive feedback.	◯◯◯◯◯	I insist that staff are monitored in line with job roles and performance management arrangements.
10.	I seek feedback and views from stakeholders.	◯◯◯◯◯	I am always cautious about seeking the views and opinions of key business stakeholders.
11.	My objective is always to provide a balance between challenge and stretch, and to support.	◯◯◯◯◯	In today's pressured workplace, I feel that challenge and stretch will always outweigh available support.

12.	I always share my mistakes with staff and stakeholders in the spirit of collective learning.	◯ ◯ ◯ ◯ ◯	My experience is that owning my mistakes diminishes my achievement profile.

Moments of truth

This concept is most associated with Jan Carlson, a former CEO of SAS (Scandinavian Air Services), in the context of customer care. He took over leadership of the airline at a time of deep recession and identified that that the only differentiator he could call on to succeed was his people. He calculated that in a single trip, on average, a traveller would come into contact with a member of SAS staff five times. Each of these contact points was a defining moment – a 'moment of truth' – because it is in the moment and at the point of this 'snapshot' that a traveller decides whether to use the supplier services again. Carlson did all he could to develop staff management of these moments, with astonishing success.

The concept has, of course, been used since with supermarket check-out staff, call centres and frontline hotel staff, to name a few. A person can know his/her job to perfection, but what counts will be the critical interaction with the client, a stakeholder or another party.

Leadership moments

Understanding this concept of moments of truth can change everything. So, too, with leadership effectiveness: from the moment you arrive at your place of work, staff and workplace partners experience moments of truth. It is during these snapshot interactions – from meeting and greeting to dealing with problems in meetings and in one-to-one conversations – that your leadership effectiveness, your authenticity and credibility, are on the line.

The key question, therefore, is this: how do you handle such moments?
Points to consider include the following.
1. How do you choose your attitude? Are you always open to approach (even if someone is annoying)?
2. Are you unfailingly positive? (Who do you know who wants to 'follow' a negative leader?) Can you turn negatives into positives?
3. Your personal package – appearance, facial expression, body language and stance, speech patterns, level of relaxation and energy management, ability to achieve rapport, 'personal touch' – how do you stack up? Which two or three words would others select to sum you up?
4. Do you have the ability to proactively listen and then appropriately restate a problem or a challenge presented in any given interaction?
5. Reversal – can you turn a problem on its head as a way of encouraging more creative solution seeking? For example, when a member of your team brings a problem that seems to be intractable, a response that asks 'Let's just consider what would happen if we do nothing?' serves as a simple example of the use of reversal.
6. Are you able to offer your full attention at a critical moment so that the 'noise' in your head is pushed aside? Often called 'clearing the space', this is a technique of removing all that's going on in your head at any given critical moment so that you choose an optimum level of mental and emotional focus on the task in hand. One simple way among many to do this is using your peripheral vision (See NLP – Universal perspective, also explained in the Violence and Aggression topic.)
7. Simplicity – do you have the ability to strip away the layers of complexity that can sometimes get in the way of a timely and effective response?

> **Bottom-line**
> Leadership is experienced in the moment. It is the moment that counts.

Handling these moments of truth effectively is closely associated with emotional management. The emotionally-intelligent leader will play his/her best shot, using the most appropriate golf club. Is this the moment to be authoritarian – perhaps almost brutally so – or is this the time to listen, to reward, to discuss and so on?

Should the shot land slightly off target, practical intuition may provide the solution. This is what Ralph Waldo Emerson called 'the inner self's wisdom'; it's the practice of feeling out a problem, trusting gut feeling and emotional intelligence.

Just as physical fitness builds strength, stamina and bodily flexibility, so emotional fitness (see EQ in leaders) builds corresponding flexibility, believability and resilience. It enables a leader to handle pressures with mental and emotional adaptability. The result is a healthy environment that builds trust and promotes enthusiasm. The reason for this is that it is through emotional fitness that we demonstrate our core personal values and the drivers behind them. Those we lead experience a level of authenticity that in turn promotes a sense of realness, integrity, enhanced trust and respect.

Leadership theories

People have sought to explain leadership from many angles. The unrepenting turbulence of the 21st century experience, often referred to as metaphorical climate change in organisational life of all kinds, has had a huge impact on leadership thinking.

According to Margaret Wheatley, we must move from Newton's traditional mechanistic linear thinking to the holism of quantum thinking and Fritjof Capra's world of relationships, organic webs and systems.

Below is a review of leadership theory, adapted from Bolden and others.

Great man theories
These are based on the belief that leaders are exceptional people, born with innate qualities and destined to lead. The use of the term 'man' was intentional, since until the latter part of the 20th century the concept of leadership was primarily male, military and western. This led to the next school – trait theories.

Trait theories
The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to a zest for life.

Behaviourist theories
These concentrate on what leaders actually do rather than on their qualities. Different patterns of behaviour are observed and categorised as 'styles of leadership'. This area has probably attracted most attention from practising managers.

Situational leadership
This approach sees leadership as specific to the situation in which it is being exercised. For example, while some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organisation.

Contingency theory
This is a refinement of the situational viewpoint and focuses on identifying the situational variables that best predict the most appropriate or effective leadership style to fit the particular circumstances.

Transactional theory
This approach emphasises the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers.

Transformational theory
The central concept here is change and the role of leadership in envisioning and implementing the transformation of organisational performance.

Today's truly effective leaders are able to draw on a range of styles linked to the above theories in order to meet the needs of the moment. See The evolution of leadership style.

The evolution of leadership style

When we think of leaders, we have traditionally considered the heroic leader, who is associated with the military model, with its hierarchical structure and command-and-control ethos. This model has come under challenge as we move to a complex 21st century people-centric environment, where group and team performance are critical to success.

The drawbacks of top-down change

Research shows that change from the top to meet today's circumstances rarely works. Top-down change programmes characteristically become stalled somewhere down the line. We need to ask why this should be so? It is often not a reflection on the abilities of those in the lead, but rather a question of style and approach. There is often a lack of sensitivity to the need to engage others, to co-consult and to provide a forum where stakeholders can express their views, aspirations and fears.

Top management in change initiatives has historically focused more on allocating resources and making strategic decisions than on changing the behaviours (and often, therefore, the skills) and attitudes of large numbers of people. The emphasis was always on smart decisions at the top, not on broad-based people initiatives at the bottom. The people agenda was often missed.

Maybe it's a question of capturing the hearts and emotions as well as the minds of those who can turn a change initiative into a new reality.

These ideas are not new and have their origins a number of decades ago in the work of people such as Peter Drucker, Edwards Deming and Mary Parker Follett. Today's change leaders are rediscovering the principles of these thinkers: namely, that a successful business is both a social and an economic entity and must be led as such.

Left-brain thinking

> It seems to me that business leaders have much more in common with artists, scientists, and other creative thinkers than they do with managers.
>
> Konosuke Matsushita

Many traditional top executives who are quoted as success stories in a variety of sectors of organisational life are typically what could be called left-brain focused. What does this mean? Well, logical, linear, analytical, sequential and quantitative are words that come to mind; they used cognitive skills to deliver 'expert' solutions.

Many of these leaders reached their positions by serving in a series of management roles. They moved up within the organisational world by delivering cost revenue and earnings results. They operated from positional power; the pace of life and the psychological contract provided the space for command and control.

The shift from an IQ to an EQ model

We need to ask if this type of career path and set of capabilities is fit for purpose today. Research shows that a large number of really 'brainy' people somehow fail to make a success of their lives. Today, in a world of increased complexity, where everything is too complex for the individual to succeed alone, and where multiple

stakeholder environments are the norm, IQ is not enough. We need to consider intelligence beyond the traditional IQ model to find some of the answers.

The CARE model

The CARE Model sums up what is required to succeed at a high level:

- Cognitive skills – the capacity to think clearly and analyse problems
- Action skills – the ability to get things done, to motivate, to communicate and to transfer ownership to other contributor
- Relationship skills – social skills, building trust, developing others, engaging people at an emotional level
- Expert skills – technical skills; job-related knowledge.

In the leadership model of an industrial economy – the rational, problem-solving, knowledge-based, top-down leadership model, discussed above – perhaps it is the R that is missing.

The Real Change Leader

Each knew his role
Each knew his reward
Together they made music
They moved harmonious mountains

Egyptian text, 2007 BC

The 21st century model of the effective leader who can make things happen has been referred to as an RCL, a Real Change Leader – someone who believes in 'the gospel of getting the most out of everyone.' Jon Katzenbach, in his book, Real

Change Leaders (publishers Times Business, New York 1995), proposes that the right brain of an RCL is continually working alongside the left, as they put huge emphasis on emotions, feelings and passion, as well as analysis of the facts.
In days gone by, leadership might have been about conducting a symphony orchestra. Each player had a role and played when called upon to do so by the leader.

Today, leadership effectiveness is more about jazz than symphonies; we might say it is about improvisation, flexibility and responding appropriately 'in the moment'. Players come in and contribute as and when required. The lead musician needs to engage players to offer their energy and skills to optimum collective effect.

The most important lesson: think horizontally. The world is moving from a place where value was created in vertical silos of command and control to a world where value is increasingly going to be created by how you connect and collaborate – how you synthesise this with that.

Thomas Friedman, *The World is Flat*

Choosing and using leadership styles

In an increasingly global arena, where players are sourced from a huge variety of cultural, ethnic and belief backgrounds, one leadership style (and we all have a default style) will not suffice. One size does not fit all; this is the clear message around leadership effectiveness today. Context counts. What works in one context may be totally inappropriate for another.

Since it is now commonly accepted that leadership capacity is learned, then it goes without saying that effective leaders are those who have learned how to draw on a gamut of styles. The context will dictate which approach to any given challenge is appropriate and most likely to offer successful performance outcomes. It will take an enhanced level of emotional intelligence, however, for the highest levels of success. Since EQ is a leaned capacity, success will clearly begin with an awareness of the issues and a strategy with which to proceed.

Exercise

Jack Welch at General Electric (GE) is the most commonly-quoted example of the criticality of context-appropriate leadership. When he started at GE as CEO, his initial style was authoritarian, directive and even autocratic, verging on coercive. He set the pace, drew up stretch performance targets and was very clear about boundaries and what was expected.

The result was a radical cleaning of house; people quickly understood what was expected of them and what it would take to remain employed. Once he had GE back on track, he shifted his approach to a more consultative, networked and enabling style.

When he retired, he handed over a successful business to an internally-grown leader, Jeffrey R. Immelt, and at the same time, three senior leaders, who had not made the number one position, left GE to take up CEO positions with other Fortune 100 corporations and offer the leadership capacities they had learned at GE with Welch.

Daniel Goleman sums up this capacity for selecting the appropriate leadership approach for any given situation by using the golf club analogy. Effective leaders select the 'right' club to reach their goal. Put simply, if you are leading a military hit squad into a war zone, you cannot even dream about a consultative style.

Which are your styles?

As in all things, fit is critical. Styles and approaches differ and each of us has a default style. If you do not know what your default is, you will abdicate choice. Great leaders (unfortunately, these are rare) have such high levels of self-awareness and self-management that they can select the most impactful approach for any given situation without loss of authenticity or levels of trust.

As you look through the following styles, ask yourself which style (or styles) you are most comfortable with. What is your default style? Which style (or styles) do you find difficult? This is the area where you will need practise if you are to broaden your scope and work on your leadership capabilities.

Autocrat
The leader tells, owns and resolves problems, and instructs staff; this style works best when changes require new vision or a clear direction is needed.
Lone

The tiger model is visionary, but can be isolated and misunderstood; the lone leader is set apart by high levels of self-belief and a desire to achieve exceptional results.

Directive

The directive leader uses authority to achieve results; this style can be productive in times of crisis/transition.

Heroic

The hero takes a stand against the odds; this style is often the result of fast moving events and not suited to the long-term.

Coercive

This leader demands immediate compliance; the style works best in a crisis.

Consultative

The consultative leader determines objectives, but seeks input and recommendations from key stakeholders.

Charismatic

From the word 'charismata' in Greek, meaning 'gift or grace' – through the ages, the term has been used by the Christian Church to signify a divinely-bestowed power or talent. In the early 20th century, German sociologist Max Weber identified charisma as one form of leadership authority – the authority bestowed on the leader by his or her followers. The result is an emotional attachment to the leader's goals and mission, evidenced in the desire to contribute in any way possible to successful achievement. It is no surprise, therefore, that this style can result in a 'risky' form of hero-worship.

Networked

A collective, collaborative approach to achieving impact and performance based on consensus and obligation, this works well in cultural environments anchored in group or collective values, but it can stifle innovation.

Coach

This person develops people for the future; their style is anchored in self-awareness and empathy, and works best when the context can support a long-term perspective.

Transformational

Towards one end of the leadership styles spectrum, there is a body of thinking that sees the idealised leader as a transformer of businesses and organisations. Transformational leaders are viewed as agents of radical change. While pedestrian leaders focus on ways to achieve things – often emphasising the means over the end – the transformational leader puts the end (in the form of a set of goals or a vision) above the means. These are the innovative, entrepreneurial transformers of tired, dispirited organisations. They are able to visualise the form the new organisation must take to revitalise itself and then motivate people to make the vision a reality. What does it take to achieve this status? A high level of courage, a risk-taking mindset linked to self-belief and a desire to achieve great things. Transformational leaders are usually driven by their own powerful set of stated values. They can inspire those around them; they are at ease with ambiguity and uncertainty and, above all, they are visionaries.

Transactional

Short-term thinking leaders, these are focused in a rather pedestrian bargaining model. Such leadership often lacks sustainability and always lacks vision and inspiration. It might, however, be useful in getting an organisation back on track.

Narcissistic

This self-absorbed figure is often highly successful and effective in creative environments, but usually fails to engage other talent in a productive and value-creating way long-term. The narcissistic style can end in inertia.

Pacesetting

The pace-setter sets high standards of for performance, and works best to get quick results from a highly motivated and competent team, creating a drive to achieve. Sustained use of this style will burn people out as they try to keep up.

Quiet/silent

The modest, low-key approach uses influence without position.

Enabler

This style is focused on making things happen, fostering a can-do attitude where contributors are encouraged to 'just do it'.

Laissez-faire

Beyond delegation and empowerment – leadership capacity becomes a resource, with final accountability pushed down to an operational level.

Situational

The context counts; this requires flexibility of mindset and a high level of EQ, plus the self-awareness to know when to hand over to someone with another approach.

Servant

Leadership that responds to the needs and the direction of the collective, this style is anchored in values associated with modesty, abnegation of self and an ethos of the greater good. A weakness may be the clash of values in 'political' contexts.

Want to know more?

Alchemy topics

Emotional Intelligence (EI)
> A critical attribute of effective leadership, this is a topic that should not be missed. The essence of EI is self-knowledge; this leads to excellence in self-management, which in turn is the cornerstone of successful, sustainable leadership. Research shows that the greatest de-railer of successful leadership is lack of impulse control, a critical component of EI. Leadership roles inevitably involve a high degree of stress management, of which impulse control is a sub-component.

Teambuilding
Motivation
Personal Energy
> Energy management, as it relates to personal energy sources, is critical to successful leadership

Stress Management
> This is about fight or flight and all that is between the two poles. Successful leaders face up to a given situation and distinguish those battles that need to be fought and those that do nothing more than drain energy and purpose.

Mental Toughness
Influencing
Coaching
Political Intelligence

Books

The Leader of the Future
> published by the Peter Drucker Foundation (US), 1996
> This book has a collection of essays by selected thought-leaders to include Dave Ulrich, Rosebeth Moss Kanter, and Ed Shine, among many others. It provides considerable provocative ideas around the subject of leadership and what it takes to succeed. The range of perspectives is invaluable to a leader seeking a variety of perspectives on both 'timeless and topical' challenges.

The Future of Leadership
> edited by Warren Bennis published by Jossey-Bass (John Wiley & Sons), 2001
> This is a collection of essays with contributors such as Tom Peters, James Kouzes and Charles Handy. The book offers a variety of views on the leadership theme, presented in an easily accessible manner.

Charismatic Leadership; The Elusive Factor in Organisational Effectiveness
> Jay Conger and Rabindra Kanungo, originally published in 1988, recently re-issued in paperback, 2004
> Conger is Chair of the Leadership Institute at the University of Southern California. The book is a practical study of charismatic leaders and the benefits and risks of their respective approaches. For example: Lee Iacocca and Steve Jobs

The Leadership Mystique; a user's guide for the human enterprise
> Manfred Ket de Fries, 2001
> A highly recommended book that covers a range of topics, from emotional intelligence, effective leadership behaviour, the roots of failure and global leadership attributes, to techniques that work. It is clearly written and offers a wealth of self-check questions.

As Manfred Ket de Fries states: 'Organisations are like automobiles. They do not run themselves, except downhill.'

Emerson: Mind on Fire
H D Richardson Jr (US), published by the University of California Press, 1995

Websites

Leadership websites abound. Useful sites to begin your search are:
www.cipd.co.uk
www.hbsp.harvard.edu
www.leadership.org.uk
www.haas.berkeley.edu

Author

You can also contact the author directly. Andrea Charman