

# An Integrative Definition of Leadership

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Bruce E. Winston, Ph.D.  
Kathleen Patterson, Ph.D.

Working Paper  
May 2005

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A search of the Expanded Academic Database in 2003 of published articles using the term 'leadership' returned over 26,000 articles, which seems like a large number of articles for a concept that lacks a definitive definition. One might wonder if we (as researchers, scholars, consultants, and leaders) were not the cause of this problem in that we have examined the parts but not the whole. I reflected on the story of the blind men describing the elephant and the different accurate descriptions that each blind man gave, yet each was insufficient to understand the whole. I once heard a speaker, whose name escapes me, discuss the change in the blind men's descriptions if the elephant started walking; to which the speaker commented that the movement of the trunk is different than the movement of the tail which is different than the movement of legs, which is different than the movement of the side of the elephant, which is different than the movement of the ears. While the 26,000 articles talk about leadership, there seem to be a lot of blind men describing a moving elephant. Why then write this article? Perhaps to look at the elephant with eyes open rather than through the blind men's 'sight.'

Why were we blind in our past view of leadership? Perhaps our training in research and the exploration in the social sciences caused us to miss the whole as we probed the parts. I believe this may be the case since social science research uses a reductionist approach in the studying and understanding of social phenomena, meaning that social science researchers are trained to break everything down to the lowest common denominator and explain what is found in the simplest of terms. This is not a bad thing to do and has helped us understand hundreds, if not thousands, of social science concepts. However, in the case of the study of leadership, I think it has taken us away from the whole and it is this whole that we seek to understand, thus, my interest in defining leadership by recombining the parts that have been so well understood in prior studies. This is not the first attempt to study the whole of leadership and it is imperative that I mention the work of Rost (1993) who reviewed the field of leadership definitions, however he ended up with the same social science research reductionist flaw when he concluded his work with a five-point definition of leadership. Barker (2002) followed Rost's work and also reviewed the leadership definitions used to date; however in his conclusion Barker made the same social science flaw by saying that leadership is about two things – process and behaviors. Thus, the purpose of this current presentation on a whole definition of leadership is to present a whole or complete leadership definition as it exists today. As new findings occur in leadership research we may

come to understand leadership differently, but for now, this current definition helps us understand the whole of leadership.

With the help of Kathleen Patterson, a PhD fellow at Regent University's School of Leadership Studies, at the time of the research and now an Assistant Professor at the School of Leadership Studies, we reviewed 160 articles and books that contained a definition, a scale, or a construct of leadership that we could find. While I am confident that we did not find every document written, we stopped when we kept consistently finding redundant material in the literature. With each of the 160 documents containing 1 to 25 constructs, or statements, describing or defining leadership we compiled 1,000-plus constructs/statements that we categorized into 92 discrete dimensions with the last category labeled as miscellaneous ([see Table 1 for a list of the dimensions](#)). Since each dimension represents a part of the 'elephant' I believe that we needed to assemble the dimensions back to a whole to avoid the common reductionist approach missing the essence of leadership in its totality – or the 'elephant'. The references listed in the reference section exceed 160 since we added references as we added the greater detail for the second phase of the project.

For research, this integrative definition is problematic in that the next phase of this project will require that we build an integrative model of all the dimensions and show how each element affects the others. While it is problematic in that it is difficult to deal with a model of 90+ dimensions, it is imperative that we find a way to do it. Like Kuhn's (1996) work on scientific revolution explains – when the current paradigms don't explain the observed phenomena it is time for a different approach. Yet, even these 90+ dimensions are not sufficient to understand leadership. While many of the dimensions that occur in the integrative definition provided in this document are virtuous, we have not had a clear theory of virtuous leadership – until now. On-going research at Regent University's School of Leadership studies helps us understand a virtue-based approach to leadership. Recent work by the authors of this document as well as Sandra Bryant, Rob Dennis, Steve Dillman, Lynn Nelson, Jeremiah Koshal, and Stuart Chen led to a working validated theory of servant leadership. To help round out this 90+ dimensions definition of leadership this document includes a section on the new theory of servant leadership.

To help the reader follow along with the dimensions of this integrative definition we first present the definition by itself and then follow the definition with separate sections examining each key thought in more depth. In this integrative definition we use complex and compound sentences in order to show the connectedness and interrelatedness of the concepts and dimensions.

## **An Integrative Definition of Leadership**

A leader is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives. The leader achieves this influence by humbly conveying a prophetic vision of the future in clear terms that resonates with the follower(s) beliefs and values in such a way that the follower(s) can understand and interpret the future into present-time action steps. In this process, the leader presents the prophetic vision in contrast to the present status of the organization and through the use of critical thinking skills, insight, intuition, and the use of both persuasive rhetoric and interpersonal communication including both active listening and positive discourse, facilitates and draws forth the opinions and beliefs of the followers such that the followers move through ambiguity toward clarity of understanding and shared insight that results in influencing the follower(s) to see and accept the future state of the organization as a desirable condition worth committing personal and corporate resources toward its achievement. The leader achieves this using ethical means and seeks the greater good of the follower(s) in the process of action steps such that the follower(s) is/are better off (including the personal development of the follower as well as emotional and physical healing of the follower) as a result of the interaction with the leader. The leader achieves this same state for his/her own self as a leader, as he/she seeks personal growth, renewal, regeneration, and increased stamina – mental, physical, emotional, and spiritual – through the leader-follower interactions.

The leader recognizes the diversity of the follower(s) and achieves unity of common values and directions without destroying the uniqueness of the person. The leader accomplishes this through innovative flexible

means of education, training, support, and protection that provide each follower with what the follower needs within the reason and scope of the organization's resources and accommodations relative to the value of accomplishing the organization's objectives and the growth of the follower.

The leader, in this process of leading, enables the follower(s) to be innovative as well as self-directed within the scope of individual-follower assignments and allows the follower(s) to learn from his/her/their own, as well as others' successes, mistakes, and failures along the process of completing the organization's objectives. The leader accomplishes this by building credibility and trust with the followers through interaction and feedback to and with the followers that shapes the followers' values, attitudes, and behaviors towards risk, failure, and success. In doing this, the leader builds the followers' sense of self worth and self-efficacy such that both the leader and followers are willing and ready to take calculated risks in making decisions to meet the organization's goals/objectives and through repeated process steps of risk-taking and decision-making the leader and followers together change the organization to best accomplish the organization's objectives.

The leader recognizes the impact and importance of audiences outside of the organization's system and presents the organization to outside audiences in such a manner that the audiences have a clear impression of the organization's purpose and goals and can clearly see the purpose and goals lived out in the life of the leader. In so doing, the leader examines the fit of the organization relative to the outside environment and shapes both the organization and the environment to the extent of the leader's capability to insure the best fit between the organization and the outside environment.

The leader throughout each leader-follower-audience interaction demonstrates his/her commitment to the values of: (a) humility, (b) concern for others, (c) controlled discipline, (d) seeking what is right and good for the organization, (e) showing mercy in beliefs and actions with all people, (f) focusing on the purpose of the organization and on the well-being of the followers, and (g) creating and sustaining peace in the organization -- not a lack of conflict but a place where peace grows. These values are the seven Beatitudes found in Matthew 5 and are the base of the virtuous theory of Servant Leadership.

### **The Definition in More Detail**

The following sections present the definition in more detail and tie the elements of the definition to past research that is representative, but not exhaustive, of the items in [Table 1](#).

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#### **A LEADER IS ONE OR MORE PEOPLE WHO SELECTS, EQUIPS, TRAINS, AND INFLUENCES . . .**

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The great man theory presents the case that leaders are individuals endowed with great characteristics and heroic abilities. In addition, trait theory describes individual leaders as people who have specific characteristics that help or enable the person to be a good leader. While the Great Man Theory implies that people are somehow endowed with some 'essence' of leadership, Trait Theory provides a base for measurable and testable characteristics such as virtues, race, gender, height, appearance, psychological factors, efficacy factors, cognitive factors, and emotional factors to name a few categories. According to Bass and Stodgill (1990) the focus of both the Great Man Theory and Trait Theory is on the individual.

However leadership may be by a collection of more than one person according to Hambrick (1987). Top management teams represent a group of people who complete all the tasks and processes of leadership but do so as a collective rather than an individual. Traits still apply to leadership teams according to Richards and Shelor (2002) but the literature seems to be silent on the idea of 'Great' theories in its application to leadership teams. Since a collective of leaders increases the complexity of the leadership process compared to a single leader the role of traits, as evidenced in research by Carpenter (2002) becomes more important with teams than with individuals.

**SELECTS.** Before employees become followers of the leader(s) it is first necessary to bring the employees into the organization. Collins (2002) posited that a key activity of great leaders is that great leaders get the right people on the bus. This notion of getting the right people into the organization is explained more fully by the concept of person-organization fit. Person-organization fit can be extended to virtual organizations according to Shin (2004) by examining person-environment fit rather than person-organization fit, thus, the notion of the 'right' people for the organization applies whether in a virtual or physical organization.

DePree (1989) as well as Murphy (1996) emphasized the importance of selecting the right people in order to achieve organizational success in the future. This idea was emphasized and strengthened by Chamberlain (2004) in that Chamberlain called for leaders to consider the 'calling' or 'vocare' that the potential new employee felt and to ensure that the calling could be fulfilled in the organization. Chamberlain's work ties the person-organization fit concept to the person-job fit concept. These two 'fit' concepts are similar but exist in a sequence in that the leader must first select the employee for the organization and then decide with the employee what job is best for the employee. This latter process is what Collins (2002) referred to as getting the right people in the right seats on the bus.

Brown, Ledford, and Nathan (1991) along with Kristoff (1996) include the notion of values alignment, or symmetry, of the employees' values to the organization's values as a key element in person-organization fit. Support for this idea can be found in McGregor's (1960) seminal work in that McGregor posited that people would expend as much energy at work as they would at play if the organizations' values and goals were aligned with their own. It is also the responsibility of the leader according to Arnot (1999) to not allow the alignment or symmetry to become so strong that a cult-like relationship occurs between the follower and the organization.

**EQUIPS.** Leaders equip followers by providing appropriate tools, equipment, and other resources so that the followers can be successful in their completion of assigned tasks. This is theoretically defined through Bandura's (1997) concept of self-efficacy that when moderated by the availability of resources and support of the organization becomes 'means efficacy' which is part of general self-efficacy. For more detail on general self-efficacy and means efficacy, see Eden (2001) and Chen, Gulley, and Eden (2001). No matter how capable or efficacious employees/followers are, without sufficient resources it is difficult or impossible to complete the work of the organization.

**TRAINS.** In addition to providing the necessary resources, leaders provide training for followers in order to improve the success of the followers in completing the tasks of the organization. Belasco and Stayer (1994) comment on the importance of providing training but also add the need for helping employees/followers to learn quickly. In turbulent environments such as what Vaill (1996) refers to as permanent white water, the rapid rate and lower predictability of change calls for a requisite change in skills with the speed of change as factor contributing to overall success of the organization. Maccoby (1981) advocates continuous training not only to prepare the employee/follower for task accomplishment but as a means of increasing the person's self-efficacy and self-esteem. This notion of improving the self-esteem through training is echoed by Spears and Lawrence (2002) as well as Patterson (2002) and Winston (2002).

**INFLUENCES.** When new employees have similar values (alignment and/or symmetry) as the organization, have access to the requisite resources, and have the necessary training to do their jobs well, it is not difficult to influence the employee to accomplish the task. This claim is based on the work by Hersey (1997) in which Hersey claims that if the person is interested in doing the work and has the skills to do the work the leader only needs to direct but not manage in detail. Influence, according to Shartle (1956), as well as Hemphill and Coons (1957), is the process of moving the employee toward the shared employee/organization goals. Capezio and Moorehouse (1997) add to the idea of influence by showing that leaders cause followers to think and feel positively towards the organizations' goals. According to Tannenbaum, Weschler and Massarik (1961); Cribbin, (1981); and DuBrin, (1997), all influence occurs through communication whether the communication is in the form of speech, written documents, or demonstrated by behavior such that the influence occurs through vicarious learning, although, Tannenbaum, Weschler and Massarik imply that influence is primarily through interpersonal influence as leaders and followers interact.

Although Zalenik (1992) implies that influencing employees is a clear demonstration of the leader's power in the organization, Whyte (1943) advocates influence should avoid the invocation of power and relative status. Both Zalenik and Whyte may be saying the same thing in that power may refer to the power followers give leaders through the follower's willful compliance to achieve the organization's goals as directed by the leader. This would fit Whyte's call to not have to invoke positional power.

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**...ONE OR MORE FOLLOWER(S) WHO HAVE DIVERSE GIFTS, ABILITIES, AND SKILLS...**

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As in the notion that leadership may be by one or more people, organizational followership may be by one or more people, although usually one would consider that a leader or a team of leaders would have more than one follower. The idea of a single follower is important though since leaders consider each follower according to the transformational leadership theory (Bass & Avolio, 1994) as well as the leader-member exchange theory (Scandura & Schriesheim, 1994).

**GIFTS.** Selecting the right people as well as placing the person in the right job requires that leaders determine the potential employees' gifts, abilities, and skills. DellaVechio and Winston (2004) posit that the seven motivational gifts presented in the twelfth chapter of the Book of Romans in the New Testament provide a set of gifts that exist as a profile of all seven gifts in each person. Leaders would do well to select people who possess certain gift profiles such that all gifts are represented in the organization to the same extent as exists in the general population, thus giving the organization a balance of the gifts. Also, certain gift mixes align better with certain jobs than do other gift mixes, thus it is wise for leaders to assign people to jobs that are best aligned with the person's gift mix.

**ABILITIES.** According to the Highlands Company Ability Battery brochure "Everyone is born with natural abilities regardless of education or experience and that by the age of fourteen the natural abilities of each individual have matured enough to be defined and measured ([http://www.highlandsco.com/documents/Ability\\_Battery.pdf](http://www.highlandsco.com/documents/Ability_Battery.pdf)). The Highlands Ability Battery measures nineteen natural abilities. While the seven motivational gifts show driving characteristics of the individual, natural abilities define what each person can do easily and well. In addition to the Highlands Ability Battery the Strong Campbell Interest Battery and other batteries are available for use by leaders when assessing followers.

The importance of understanding a person's abilities is emphasized by Darcy and Tracy (2003). Darcy and Tracy's work examines the use of vocational interest batteries along with the big five personality tests and cognitive ability tests to help understand the individual. Darcy and Tracy caution the user of interest batteries to be aware of social desirability in which the person taking the battery provides responses that may not be accurate but intend to make the person look good to the test giver.

**SKILLS.** Pettigrew (1988) includes the understanding of employees' skills and the accurate deployment of employees based on these skills as a strategic tool of the leader. Skills are the function-related knowledge and physical skills that contribute to the success and efficiency in completing tasks.

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**...AND FOCUSES THE FOLLOWER(S) TO THE ORGANIZATION'S MISSION AND OBJECTIVES...**

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Bass (2000) implies that transformational leaders "move followers to go beyond their own self-interests for the good of their group, organization or community, country or society as a whole" (p.21). However, Bass later states that servant leaders "select the needs of others as [their] [highest] priority" (p. 33). Although this seems that Bass' comment about servant leaders might imply that the servant leader doesn't focus the followers' efforts to the achievement of the organization's mission and objectives, but it would do so if the organizations' values and mission were in-line with the followers' values and mission. This alignment is part of

McGregor's (1960) Theory Y and helps bridge the difference in foci between transformational and servant leadership.

Influence and persuasion are considered by Yukl (1994) as two of the primary functions of leaders. It is presumed in Yukl's comments that the leader is influencing and persuading followers to work towards the completion of the organization's mission and objectives. This sentiment is echoed by DuBrin (1997) in that, according to DuBrin, the leader causes others to act or respond in a shared direction. The presumption here is that DuBrin refers to this 'shared direction' as the completion of the organization's mission.

Since leaders, according to Sadler (1997), Nanus (1989) and Harris (1989), are action-oriented it is logical to presume that this action-orientation, or as Cox and Hoover (1992) would claim as 'achievement-orientation,' would be toward the good of the organization. However, it is possible that the focus of the leader might be on self, which would be inline with agency theory (Donaldson & Davis, 1991) that predicts leaders, acting as agents, are self-serving and seek to have the employees of the organization meet the needs of the leader. However, for the purpose of this definition of leadership, leaders who seek their own good and not the good of the organization would be classified as 'bad' leaders, whereas leaders who focus on the good of the employees and the good of the organization would be classified as 'good' leaders. This latter view of leaders is in keeping with the idea of leaders as stewards (Davis, Schoorman, & Donaldson, 1997) in which the leader as steward serves the needs of the organization rather than the needs of the self.

The notion of the leader focusing the followers toward the organization's mission and objectives would include the process of strategic planning in which the leader provides guidance (Staub, 1996) and mobilizes followers to shared aspirations regarding the organization (Kouzes & Posner, 1995). According to Jacques and Clement (1994) as well as Ulrich, Zenger, and Smallwood (1999) the leader sets the purpose and direction of the organization and then, according to Shartle (1956) and Seeman (1960) influences the followers toward a shared direction. This contention is reinforced by Hemphill and Coons' (1957) belief that leaders direct the activities of a group toward shared goals.

Tannenbaum, Weschler, and Massarik (1961) along with Kotter (1990) and Syrett and Hogg (1992) imply that leaders make frequent use of communication skills to influence followers to align with the organization's mission and work toward the accomplishment of the organization's objectives. Heskett and Schlessionger (1996) imply that leaders seek to touch the followers' hearts, which would fit well into the transformational leadership's concept of idealistic influence (Bass, 2000) and Kouzes and Posner's (1995) concept of encouraging the heart. Both idealistic influence and encouraging the heart would be accomplished through rhetoric using formal and informal communication channels.

While Crabb (1839) and Zalenik (1992) imply that the leader's use of influence focuses on the follower's actions and thoughts, Katz and Kahn (1978) explained that the process of influence went beyond the mechanical compliance with the routine directives of the organization. This notion of going above and beyond the call is aligned with McGregor's (1960) notion of Theory-Y in that followers commit as much energy at work as at play if the values and mission of the organization is the same as the organization. It is the effort above the minimum that leads to exemplary performance.

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**...CAUSING THE FOLLOWER(S) TO WILLINGLY AND ENTHUSIASTICALLY EXPEND SPIRITUAL, EMOTIONAL, AND PHYSICAL ENERGY...**

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This part of the definition relies on McGregor's (1960) Theory-Y concept of the followers willingly expending as much energy at work as at play. In addition, recent research/discussion of spirituality at work (Vaill, 1998, 1999; Porth, S. J., McCall, J. & Bausch, T. J., 1999; Milliman, Czaplewski, and Ferguson, 2003) has increased the awareness of and the interest in the spiritual component of followers in organizations. The notion of spiritual, emotional, and physical energy ties to the Greek concept of the three parts of human: (a) spirit, (b) mind, and (c) body.

**SPIRITUAL.** Burack (1999) specifically ties the importance of spirituality in the workplace to McGregor's (1960) Theory-Y and Ouchi's (1980) Theory-Z. In tying spirituality to these two theories Burack shows the

importance of spirituality in the followers' sense of achievement and well-being, thus, tying the leader's influence on the followers' spirituality that leads to increased follower-innovation.

**EMOTIONAL.** The leader seeks to cause the follower to expend emotional, or affective, energy toward the organization's objectives, which is similar to what Kouzes and Posner (1990) refer to as encouraging the heart. When the follower has passion toward the completion of the organization's objectives the follower has greater commitment toward achieving the objectives. Recent work on hope in the organization by Avolio, Gardner, Walumbwa, Luthans, and May. (2004); Helland and Winston (2004 working paper); and Winston, Bekker, Cerff, and Helland (2004 working paper) shows the importance of Snyder's (Shorey and Snyder, 2004) Hope Theory to the leader-follower interaction. According to Shorey and Snyder, hope is evident in both goal-direction and pathway thinking by followers. Winston (2004) adds to this understanding by tying the notion of hope to followers' desires to expend energy through the use of Vroom's (1964) expectancy in that followers consciously and specifically think about the probability of achieving a reward if the physical energy is expended and if the reward will be of real value to the follower. It is this emotional energy focused to the reward (intrinsic or extrinsic) and the belief that the reward can be achieved that helps drive the follower toward completing the organization's objectives.

**PHYSICAL.** Vroom's (1964) expectancy theory contains with it the notion of physical effort or task direction in that the follower seeks to achieve the objective through physical effort. This same notion exists in many motivational theories such as Locke and Lathan's (1990) goal-setting theory, House's (1996) path-goal theory, as well as, Yukl's (1994) Multiple-Linkage Model. Task is central to many, if not all, motivational theory in that the focus of motivation, or influence, or persuasion is to motivate followers to achieve organizational objectives.

This physical energy can and usually is done in coordination with other followers according to DuBrin (1997) and Waitley (1995) as well as Prentice (1961) who describe the role of the leader as one who accomplishes a goal through the direction of human assistants by gaining collaboration among followers. While this integrative definition has over 90 elements in it, the comprehension of the definition has to see the integrated whole. For example, the marshalling of followers' physical efforts can only be successful if the values of the organization and the followers are aligned and that sufficient training has occurred to insure adequate competence (Jaques & Clement, 1994).

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**...IN A CONCERTED COORDINATED EFFORT TO ACHIEVE THE ORGANIZATIONAL MISSION AND OBJECTIVES.**

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The notion of collaboration mentioned above helps frame the leader's efforts to achieve a concerted coordinated effort by followers. The metaphors of conductor (Wis, 2002) and jazz band leader (DePree, 1993) help explain this part of the definition. When the organization is best served by a mechanistic high degree of direction then the metaphor of conductor is appropriate in that the followers, like the members of a symphony go about their tasks in a very prescribed standard manner with all followers doing exactly what the conductor requests. But, when the organization is best served by a flexible more open style of leadership then the notion of a jazz band leader helps explain how followers go about the execution of their tasks in a manner that allows each follower to express behaviors in a manner that includes personal expression but at the same time fluidly meshing with the other followers.

Both forms of leadership produce a concerted coordinated expression of follower behaviors although each form occurs in a very different manner. While the two metaphors are extremely different the value of the metaphors could be expressed in various degrees of difference. The environment is a key element in deciding which form should be used. Stable predictable environments where opportunities are not considered important in short time frames would be more suitable for the symphony conductor metaphor whereas an environment that is unpredictable and opportunistic would be better served by the jazz band metaphor. The leader's level of trust (Essex & Kusy, 1999; McGee-Cooper & Trammell, 1995) and confidence (Giblin, 1986) in the followers also would play a role in that lower levels of trust and confidence would support the symphony conductor metaphor while higher levels of trust and confidence would support the jazz band leader metaphor.

Deming (1986) posited that a major problem for leaders and organizations was each follower doing his/her best. While this seems illogical that people should not do their best it makes sense when considering the need for a concerted coordinated effort. Followers must work together in a balanced method in order to achieve the greatest collective level of effectiveness. While individuals may not be able to perform to their individual bests, the whole of the organization achieves more when everyone works together. Systems theory contributes to the understanding of a concerted coordinated effort in that a system is a collection of integrated and coordinated processes and subsystems working in harmony to achieve stated objectives. Buzzan, Dottino, and Israel (1999) as well as Daft and Lengel (1998) include in their discussions of leadership the requirement of leaders to build group synergy and a sense of unity that ties well to the notion of a concerted coordinated effort. In addition, work by Kouzes and Posner (1995), Cox and Hoover (1992), Kanter (1997), and Jacobson (2000) emphasize the idea that leaders work to foster collaboration among followers by presenting and promoting cooperative goals as well as helping followers to understand how to collaborate.

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**THE LEADER ACHIEVES THIS INFLUENCE BY HUMBLY CONVEYING A PROPHETIC VISION OF THE FUTURE IN CLEAR TERMS THAT RESONATES WITH THE FOLLOWER(S) BELIEFS AND VALUES...**

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Smith and Zepp (1998) along with Moldovan (1999) in their studies of Martin Luther King, Jr. compare King to Ghandi and point out that both leaders presented a description of the future to their followers in terms that caused followers to see both leaders as humble, yet intense about their beliefs. This is in keeping with Collins' (2002) determination that great leaders are humble but have fierce resolve toward the organization's vision.

Bower (1997) claims that business CEO's, to be effective, need to move from a management-based orientation to a leadership-based orientation in which the leader can gain trust, exercise justice, and have the confidence to be humble. Bower's comment is more telling than is evident on the surface. Leaders need to be confident in order to be humble. This seems like a paradox in that confidence might be more logically tied to pride than to humility, but it is, in fact, a sense of confidence that removes the fear that so often prevents the leader from being humble. Little has been written on the notion of leaders and humility and is possibly why humility is a key element in the emergence of servant leadership and authentic leadership conceptual models showing up in the literature now. Avolio, et al (2004) point out "humble servants of their followers engage the deepest levels of commitment" (p. 18). Both servant leadership and authentic leadership concepts embrace the notion of humility in leaders.

Daft and Lengel (1998) posit that leaders must create an image in the minds of the followers that the followers belong to something bigger and more important than just an individual job. This can be done through the use of rhetoric and picturesque speech creating an image in the mind of the follower as to what the future could be if the followers work to achieve the described future. This is supported by both DePree (1989) and Chatterjee (199) who state that leaders define and express reality. Handy (2002) claims this can be accomplished if the leader demonstrates extraordinary levels of perception an insight into the realities of the world.

By describing a preferable future (Bell, 1997) the leader can present the desired future in contrast to the present. This allows the leader to develop a sense of dissatisfaction with the present in the followers' minds. Kanter (1995) states that part of the role of the leader is to see new possibilities and Kotter (1990) adds to this by saying that a role of the leader is to communicate new directions to the followers. Bradshaw (1998) continues the clarification by adding that leaders enable continuous change and movement toward some desired destination. The role of the leader in this process is emphasized by Tichy and Devanna (1990) who show that effective leaders must see themselves as change agents. Yeung and Ready (1995) add the notion of 'strategic change' to the role of leaders thus emphasizing the conscious focus of the leader on the direction of change.

Change can be uncomfortable for people and to this end Murphy (1996) implies that leaders have a responsibility to heal wounds that are inflicted by change. The idea of healing will be discussed later in the definition but needs to be presented here as well in that the actions of the leader can be a contributing cause of pain, discomfort, and wounding. While it is sometimes necessary to create discomfort as a predecessor to change, the leader needs to be observant and ready to assist in the healing process.

Caroselli (2000), Taffinder (1997), Conger and Kanugo (1998), as well as Kouzes and Posner (1995) emphasize the need for the leader to challenge the status quo, both of the current state of the organization and the processes by which the organization achieves its objectives. Ideas and concepts are sometimes best presented through the use of rhetoric, picturesque speech, metaphors, similes, and poetic language. Miles (1997), Kotter (1990), along with Tannenbaum, Weshcler, and Massarik (1961) describe the leader as someone who uses the communication process and rhetoric as a means of influencing followers. Heskett and Sclesinger (1996) imply that leaders need to communicate in such a manner as to touch the heart of followers. This is a characteristic of charismatic leaders according to Bass and Avolio (1994) but it is necessary that the leader use this characteristic judiciously so as to not create a corporate cult (Arnott, 1999).

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**...SUCH THAT THE FOLLOWER(S) CAN UNDERSTAND AND INTERPRET THE FUTURE INTO PRESENT-TIME ACTION STEPS.**

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It is important for leaders not just speak the vision but also that followers can understand what to do in order to make the vision become a reality. This requires the followers move the image of the vision into tactical steps that can be accomplished in the short to medium-term. Terry (1993) and Moxley (2000) both, but in different terms, indicate that the role of the leader includes the ability to call forth authentic action by followers and to determine strategies that followers can execute in order to achieve the organization's vision.

While little empirical research has been done on the notion of followers creating present-time action steps, conceptual writings exist from researchers such as Bennis (1989) who proposed that a role of the leader is to give direction to vision and ideas so that followers can work on achieving the vision. In addition to Bennis, Ulrich, Zenger, and Smallwood (1999) called for leaders to set direction so that the vision could become a reality. Kotter (1990) and Kanter (1995) both independently called for similar leadership efforts in that the leader should establish a direction. This can best be done by helping the followers see what must be done in the short and intermediate-term through strategies and tactics to achieve the vision.

Kent, Crotts, and Aziz (2001) present a description of the leader as one who marshals, energizes, and unifies people toward the pursuit of the vision. Beck and Yeager (2001) add to the idea of marshalling by stating that leaders need to challenge people to reach to a vision. The idea of followers actively working to achieve the vision goes beyond the concept of inspirational motivation, as described in transformational leadership, or the motivational rhetoric of charismatic leaders. Followers have to 'see' the incremental steps that connect the present to the future with each follower understanding his/her individual role in the concerted coordinated effort.

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**IN THIS PROCESS, THE LEADER PRESENTS THE PROPHETIC VISION IN CONTRAST TO THE PRESENT STATUS OF THE ORGANIZATION . . .**

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The field of futures studies includes the concepts of past-present-future or hindsight-insight-foresight as a means of relating and connecting the past as a cause agent for the present and how present actions influence and affect the future. Futurists use the terms possible futures, probable futures, and preferable futures to help distinguish between what could occur, what might occur, and what is the desirable future. While futurists do not claim to be able to predict the future, futurists do claim that within limits, strategies and tactics can work to affect a desirable future. Environmental forces and wild card events (unanticipated climatic events) may hinder or promote the achievement of the preferable future. The leader presents the preferable future as the vision of the organization and emphasizes how the future differs from the present in order to create a sense in the followers' minds of dissatisfaction with the present. This promotes the followers' commitment of spiritual, emotional, and physical energy toward the realization of the vision. For, if the vision is similar to the present, there is little reason to commit energy beyond the maintenance level.

Stipek (1988), although writing about what prevents motivation rather than how to motivate, touches on the concept of showing the future as different from the present in that Stipek points out that people will not be motivated to work toward future goals unless there is a difference between the present and future and unless the present activities are shown as being related to the attainment of future goals. Callahan (2002) contends

that it is not so much 'dissatisfaction' with the present but, rather, 'discontent' with the present relative to a preferred future that motivates people to behave.

Beckhard and Harris (1987) provide more depth into this notion of dissatisfaction as they use Gleicher's model:

$$\text{Dissatisfaction} \times \text{Vision} \times \text{First Steps} > \text{Resistance to Change}$$

to show how dissatisfaction and vision and the clarity of action steps work collectively to reduce the resistance to change. Since Gleicher's model uses multipliers in the right-hand side of the equation, if any of the three variables is missing then the right-hand side of the equation falls to zero, thus, showing that all three elements must be present.

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**...AND THROUGH THE USE OF CRITICAL THINKING SKILLS, INSIGHT, INTUITION, AND THE USE OF BOTH PERSUASIVE RHETORIC AND INTERPERSONAL COMMUNICATION INCLUDING BOTH ACTIVE LISTENING AND POSITIVE DISCOURSE...**

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In prior paragraphs this integrative definition has referred to the leader's communication skills and this current part of the definition looks at the leader's communication skills preceded by critical thinking and logic. Although communication permeates the leader's day-to-day behaviors it is at this point of the integrative definition that it is emphasized.

**CRITICAL THINKING SKILLS.** Critical thinking skills include the concepts of logic and reasoning the leader uses to evaluate facts, build information from facts, and hopefully, derive wisdom as to the meaning of the environmental factors. Critical thinking skills include the ability to build and discern inductive or deductive arguments, to determine if the data is qualitative or quantitative and how much reliance can be placed on any argument. Cederblom and Paulsen (1997) explain the ability to build an argument using systematic methods as well as the ability to interpret an argument and recognize how the argument was built is a key factor in superior communication.

The reason the leader needs critical thinking skills is that higher levels of critical thinking skills are predecessors to higher abilities to form persuasive arguments as presented by Cederblom and Paulsen (1997) and noted in the lives of Martin Luther King and Gandhi by Moldovan (1999). Novelli and Sylvester (1993) contend that "Critical thinking facilitates casting problems in ways that point to non-obvious solutions" (p. 142-143), which would precede the communication of solutions or the group-development of solutions.

**INSIGHT.** Handy (2002) emphasizes the need for insight by declaring that leaders need to demonstrate extraordinary levels of perception and insight into the realities of the world. This notion was also a premise of Wadsworth (1997) who included insightful thinking in the description of great leaders. Argyris (1993) implies insight is important for leaders but not sufficient, in that, according to Argyris, double-loop learning is a problem-based method that does not rely on insight alone; yet, Argyris implies that insight is important for leaders.

Senge (1990) implies insight when he posits leaders must have the capacity to help bring forth new realities for followers. Insight is a precursor for innovation and creativity due to new understandings, or deeper understandings, of the phenomena around the leader cause the leader to develop new approaches to problems and opportunities. The American Heritage Dictionary provides two definitions for 'insight' (a) the discovery of what was previously hidden and (b) the ability to grasp the true nature of a situation. Leaders follow the latter definition as they seek to understand the nature of things and the deeper premises and causes of systems' behavior.

**INTUITION.** Intuition is similar to insight but relies on less empirical evidence. While insight determines the true nature of a situation, intuition is, according to The American Heritage dictionary, the act of knowing or

sensing without the use of rational processes. Thus, intuition is more of a trait rather than a learned skill. However, Kerfoot (2003) would disagree with the notion that intuition is not a learned trait, although the definition and use of intuition by Kerfoot is more inline with insight. The similarity of insight and intuition leads to difficulty in working with the concepts. For example, the leader who sees the underlying nature of a situation but is unaware of the cognitive processes at work in finding the underlying nature may attribute the finding to intuition rather than insight. Intuition may be a subtle version of insight. Kerfoot and other writers such as Truman (2003) write about intuition in the nursing practice/ Truman links intuition to experience and relies on Hanston and Washburn's (2000) definition of intuition "define intuition as a 'clinical sensing' based on experience and accumulated knowledge but not always supported by logical evidence" (Hansten & Washburn p. 185) that shows the similarity and differences between insight and intuition. Janesick (2001) adds to the notion of the relatedness of insight and intuition by defining intuition as "Intuition is a way of knowing about the world through insight and exercising one's imagination" (p. 532) thus showing insight as a subset of intuition.

Perhaps the most researched idea of intuition comes from Jung's psychological archetypes that form the base for the Myers-Briggs Type Indicator (MBTI). One of the MBTI's four dimensions is the sensing-intuition dimension. Of interest, though, little research, according to Bass and Stodgill (1990) show a preponderance of either the S or the N types among effective leaders. Jung claimed that intuition was a form of perception via the unconscious. This may possibly be a result the 75-25 percent occurrence of sensing - intuition in the general population and that there are many applications for details-focused sensors in leadership as there are big picture-focused intuitionist in leadership. The focus for this integrative is that leaders need both insight and intuition to be the most effective.

**PERSUASIVE RHETORIC.** Rhetoric is the process of using language effectively and persuasive rhetoric is the process of effective persuasion. A review of the literature on leadership and rhetoric implies to the observer that rhetoric is more in the domain of political communication than general communication and should not be restrained to the political arena. If rhetoric is about the effective use of language and leaders use language (written, spoken, aesthetic, non-verbal, etc) then leaders must continually engage in the practice. Gellis (2002) goes further to imply that the study of leadership should be done through a rhetorical lens.

**INTERPERSONAL COMMUNICATION.** Tannenbaum, Weschler and Massarik (1961) imply that leaders communicate in one-to-one or one-to-few situations. The value of interpersonal communication was confirmed in a study by Kacmar, Witt, Zivnuska, and Gully (2003) in that the study showed a relationship between higher job performance and more frequent communication with the supervisor. Their study also showed lower levels of job performance with less frequent communication with the supervisor. Lee (2001) added to the breadth of the value of interpersonal communication by concluding from his study that followers in high-quality Leader-member exchange relationships perceived greater fairness in distributive justice that, in turn led to followers' perception that communication between leaders and followers in the work groups was more cooperative.

Campbell, White, and Johnson (2003) posit that leader-follower rapport is a cause of both positive and negative interpersonal communication. To this end, this integrative definition references the positive side of interpersonal communication in that leaders, while not ignoring mass communication, must use one-to-one and one-to-few communication methods to clearly present to the follower what needs to be presented in a manner that helps the follower understand and contribute to the achievement of the organization's objectives.

**ACTIVE LISTENING.** Active listening is the process of hearing the follower's emotions and intent as well as the spoken words. Rutter (2003) conducted an active-listening intervention in a British boat building firm as a means of changing the leader-follower interaction that hopefully would lead to improved job performance. The results of the intervention showed that performance did increase as did the quality of leader-follower relationships.

McGee-Cooper and Trammell (1995) propose that leaders should engage in deep and respectful listening in order to fully understand the followers' ideas and thoughts. Deming (1986) added to this by implying that leaders should listen to followers without judging the quality or intent of the message until hearing the full

message. By not passing judgment as the follower speaks, according to Michalko (2001), creativity is more likely to occur in followers.

**POSITIVE DISCOURSE.** Positive discourse, such as what Cooperrider and Srivastva (1987) propose in their Appreciative Inquiry approach to action research helps create a positive environment in which followers can comfortably express themselves. The following quote from D. McManaman at [http://learnv.ycdsb.edu.on.ca/lt/FMMC/hpteacher.nsf/Files/mcmanad/\\$FILE/words.html](http://learnv.ycdsb.edu.on.ca/lt/FMMC/hpteacher.nsf/Files/mcmanad/$FILE/words.html) (retrieved January 31, 2005)

We have the power to sow a spirit of anxiety, or fear, or anger, or joy into the hearts of listeners by the words we choose to employ. Indeed, our words express an attitude that is within, and they bring a portion of that interior world of ours to those to whom they are addressed. We are, however, affected further by the quality of our words—we are either the first beneficiary or first victim of the words we utter. That is why we ought to be especially careful of the words we speak over ourselves.

Through the use of positive discourse leaders can establish an environment of joy and as McManaman notes, become the first beneficiary of the communication. Deming (1986) would concur with McManaman in that Deming declared that one of the tasks of leadership is to create joy in the workplace.

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**... FACILITATES AND DRAWS FORTH THE OPINIONS AND BELIEFS OF THE FOLLOWERS . . .**

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It is through active listening and positive discourse that followers feel free to express their opinions and beliefs. Followers choose to be innovative and to present/explain their innovation because followers want to. By creating an environment that is without fear, followers are willing to express themselves according to Ryan and Oestreich (1998). By creating an environment in which followers are willing to express themselves the organization benefits from the increased number of ideas and insights. Sims (2005) in a critique of Donald Trump's leadership style on the television show *The Apprentice* stated "[e]ffective leaders encourage followers to speak their mind; they don't demand blind obedience."

In addition to innovation, when the leader can draw forth the beliefs of the followers the leader can check to see the values of followers and the leader are aligned, which ties back to the earlier values alignment subsection of this integrated definition. Although leaders may not enjoy hearing dissent among followers, when leaders encourage followers to express their opinions problems in the organization can be revealed and resolved.

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**... SUCH THAT THE FOLLOWERS MOVE THROUGH AMBIGUITY TOWARD CLARITY OF UNDERSTANDING AND SHARED INSIGHT . . .**

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Ambiguity occurs when there is a lack of clear direction by the leader or by the decision making process. Eisenberg (1984) posits that ambiguity is a necessary component for creative problem solving; however, for followers to understand how to act in order to achieve the future state of the organization's vision, it is necessary for the follower, with, or without, the help of the leader to work through ambiguity and achieve clarity of action. As part of the creative problem-solving process the followers have to resolve role ambiguity so that the employees as a whole can work in a concerted effort. This means that followers have to be comfortable with the idea of different and ever-changing roles in a volatile every changing environment, such as Vaill (1998) would call 'permanent whitewater.' This becomes a systems issue when the employee's family is included as an environmental variable and is incorporated in the idea of work-family and family-work conflict (Greenhaus & Beutell, 1985).

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**... THAT RESULTS IN INFLUENCING THE FOLLOWER(S) TO SEE AND ACCEPT THE FUTURE STATE OF THE ORGANIZATION AS A DESIRABLE CONDITION WORTH COMMITTING PERSONAL AND CORPORATE RESOURCES TOWARD ITS ACHIEVEMENT.**

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The prior subsections all lead to this summative result – followers committed to working toward the accomplishment of the organization’s objectives.

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**THE LEADER ACHIEVES THIS USING ETHICAL MEANS...**

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Syrett and Hogg (1992) imply that leaders should emphasize ethics while Stettner (2000) contends that leaders must have ethics. While it may seem that Stettner, Syrett, and Hogg may be saying the same thing it may be essential here to infer that leaders should first have ethics and then emphasize ethics in order to increase the level of the authenticity. Crosby (1997) adds to this idea of the leader’s ethics in that the leader should enforce ethical conduct in the organization. These three elements of having ethics, emphasizing ethics, and enforcing ethics tie to Ulrich, Zenger and Smallwood’s (1999) as well as Kanter’s (1995) contention that leaders need to have integrity and show that the espoused theories are the same as the practiced theories in the leader’s life.

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**... AND SEEKS THE GREATER GOOD OF THE FOLLOWER(S) ...**

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Transformational leadership as presented by Bass and Avolio (1994) implies that leaders lead followers to levels of higher morals. In addition, transformational leadership implies that the followers are better off with the four I’s of (a) inspirational motivation, (b) idealized influence, (c) individualized consideration, and (d) intellectual stimulation.

According to Bass and Steidlmeier (1998) argue that “to be truly transformational leadership, it must be grounded in moral foundations” (abstract) and that through authentic transformational leadership “[b]oth the leader and the led are transformed – sharply changed in performance and outlook” (1/4 through the webpage). Of interest though is Bass’ (2000) contention that while transformational leaders seek to improve and influence the followers the leader’s motive is to benefit the organization but that in servant leadership theories the leader’s motive is to benefit the follower. Patterson (2002) and Winston (2003) both imply that servant leaders will seek the benefit of the followers even at the expense of the organization.

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**... AS WELL AS EMOTIONAL AND PHYSICAL HEALING OF THE FOLLOWER ...**

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The notion of healing is expressed in two forms in that Spears and Lawrence (2002) who advocate physical healing, possibly needed as a result of stress or a debilitating illness and a contrast to Murphy (1996) who emphasizes the role of the leader in healing wounds inflicted by change. This sentiment of healing is echoed by Kerfoot (1999) who said that “[t]he environment in which people work must be one of healing and not anger, competition or lack of support.” (p. 106). Kerfoot goes on to say that for this healing environment to occur the leader must use holistic rather than mechanistic thinking. Writing about patient care facilities, Kerfoot claims that “[e]xcellence in patient care thrives in settings where the souls of the caregivers, patients, and families can all grow” (p. 106).

Greenleaf (1970) wrote that healing is one of the ten characteristics of a servant leader and he indicated that within the servant leadership model there is the opportunity for healing the leader and the followers of broken spirits and emotional damage. This notion of healing and restoration to health ties to transformational leadership in which both the leader and follower are better off because of the leader-follower interaction.

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**THE LEADER ACHIEVES THIS SAME STATE FOR HIM/HERSELF AS HE/SHE SEEKS PERSONAL GROWTH, RENEWAL, REGENERATION, AND INCREASED STAMINA – MENTAL, PHYSICAL, EMOTIONAL, AND SPIRITUAL – THROUGH THE LEADER-FOLLOWER INTERACTIONS.**

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This part of the definition flows logically from the prior section in that the literature cited in the prior section shows that both the leader and follower benefit from the action. While servant leadership may imply that the leader sacrifices the 'self' for the follower, this part of the definition implies that the leader must also benefit from the interaction and that if sacrifice occurs, there is a balance in what is gained. This may take the form of financial or time sacrificed by the leader that in return yields gains in intrinsic rewards for the leader. Transformational leadership implies, according to Burns (1978), that both the leader and the follower lift each other to higher levels of morality and motivation.

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**THE LEADER RECOGNIZES THE DIVERSITY OF THE FOLLOWER(S) AND ACHIEVES UNITY OF COMMON VALUES AND DIRECTIONS WITHOUT DESTROYING THE UNIQUENESS OF THE PERSON.**

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Terry (1993) helps support this focus on diversity by pointing out the value of deep diversity that exists across the breadth of the human community. A particularly poignant quote from Terry's work is "Unity should give us access to diversity; it should never seek to make diversity irrelevant" (p. 5). The obviousness of diversity is all around us and its existence is hard to ignore. Deming (1986) pointed out that people are different from each other. This seems to be a statement of the obvious but is also the crux of the problems that leaders encounter. Leaders need to first recognize that people are different and that these differences in gifts, abilities, and skills referenced earlier in this integrative definition are what provide the requisite resources for the achievement of the organization's goals (Fitz-enz, 1997). Smith (1996) makes this statement emphatically in that leaders should not only seek, but also cherish diversity.

But what of diversity in values? Here is where the 'yes, but . . .' comes into play. The definition states that there must be a unity of common values and directions. This begins with the earlier part of the definition in that leaders must select people to work in the organization whose values are aligned with the values of the organization. McDonald and Gantz (1992) refer to followers establishing a psychological attachment to the organization when the values are aligned. This integrative definition presumes that where there is a psychological attachment between leader and followers there is a tolerance for the differences other than values. Leaders have the task of using the followers' diverse gifts, abilities, and skills to achieve the organization's objectives without the unintended consequence of conforming to the non-value-based characteristics of the follower. This requires active management by the leader to insure that diverse followers show respect and acceptance of the followers that are different in one way or another.

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**THE LEADER ACCOMPLISHES THIS THROUGH INNOVATIVE FLEXIBLE MEANS OF EDUCATION, TRAINING, SUPPORT, AND PROTECTION. . .**

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There is a difference between education and training as well as between support and protection. The leader uses all four elements to prepare followers to work towards meeting the needs of the organization while also preparing the followers for life in general.

**EDUCATION.** Education is the process of gaining insight and understanding about life. Education focuses on the intellection understanding of the world around us rather than how to do tasks. In addition to this general understanding, education should also focus on critical thinking skills such that followers can engage in creative problem solving. Critical thinking skills include the ability to form the question and issue under review

(Cederblom & Paulsen, 1997). Lombardo and Eichinger (1997) posit that leaders should be able to think through problems and Harung, Alexander, and Heaton (1999) add to this notion by proposing that leaders should possess excellent critical thinking skills. If leaders should possess critical thinking skills how much more effective will the whole organization be if followers possess critical thinking skills as well.

**TRAINING.** Training, in contrast to education, seeks to help the person perform tasks better – more efficiently and more effectively. Training is specific whereas education is general. Cross (1997) makes an interesting, albeit provocative, distinction between education and training in that a set of parents may be glad that their daughter is engaging in sex education in school but may not be please to learn that their daughter is engaging in sex training in school. Education helps the employee understand ‘about’ the topic whereas training helps the employee ‘do.’ Training involves personal involvement and completion of actions with the goal of increasing both the effectiveness and efficiency of task completion at the end of the training session. Training may not always requires hands-on activity during the training session but would prepare the employee to engage in self-directed hands-on activity following the training session. For example, employees may receive training in how to set a computer calendar function to remind them of upcoming events and the employee would engage in the hands-on portion after returning to his/her office and his/her own computer.

**SUPPORT.** Support occurs in two forms – (1) physical/financial resources including time and (2) perceived organizational support that is more affective in nature. For the first form of support leaders must provide employees with the resources to pursue both education and training. This includes financial support for tuition, books, travel, and other requisite elements as well as sufficient time (release from work assignments) to successfully complete the education and training. This, as noted in the next section of the definition is balanced against the available resources of the organization and the value of the education/training to the organization. While it may be of benefit for an employee of a 40-employee organization to complete a bachelor’s degree in marketing it may not be of benefit for an employee to complete a PhD in marketing. The leader has the responsibility to communicate to the followers what resources are available and how the resources may be requested.

The second form of support, the affective notion of perceived organizational support (POS), as articulated by Rhoades and Eisenberger (2002) in their review of the POS literature, imply that POS is a form of social exchange in which followers ascribe human-like characteristics to the organization and presume that leaders, acting as agents/stewards of the organization, when giving promotions, pay increases, and other rewards for reasons other than externally controlled, such as unions and federal requirement, do so as a means of building goodwill and meeting the followers’ socio-emotional needs. There is reciprocity of effect here in that followers seek to meet the needs of the organizational leaders, acting as agents/stewards of the organization as well. With regard to POS and training, Wayne, Shore, and Liden’s (1997) study showed that training, when presented to followers by the leaders as a discretionary practice resulted in an increase perceived organizational support by the followers.

**PROTECTION.** Tied to the affective notion of perceived organizational support is the notion of protecting followers from external agencies, even within the organization. The leader may have to be a buffer between followers and the higher-level authorities in the organization in much the way that a military sergeant may buffer the enlisted soldiers from the officers. While in a perfect world all would work to the good of all, our organizations are fraught with demands upon the time and resources of our employees that may not be of real benefit to the employees and it is the role of the leader to reduce the impact upon followers from outside interference. While there are some major protection issues that leaders might face such as reducing the impact of layoffs and mergers, most of the protection issues are small events that occur on a weekly or monthly process such as reducing time wasted in meetings, asking employees to do non-value-added work, etc.

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**. . . THAT PROVIDE EACH FOLLOWER WITH WHAT THE FOLLOWER NEEDS WITHIN THE REASON AND SCOPE OF THE ORGANIZATION'S RESOURCES AND ACCOMMODATIONS...**

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**WITHIN REASON.** The leader examines the follower's requests and determines what he/she can provide relative to cost/benefit relationship. For example, if an employee needs a new car to make sales calls and the sales that result from the use of the car yield less than the value of the car, the provision of the car is not a reasonable decision. The leader has an obligation to provide information to the follower regarding the reasonableness of the decision and how the leader reached the decision.

**SCOPE.** The leader has to consider the request for resources within the scope of the organization's operations. If providing the resource moves the organization, or contributes toward moving the organization away from the focus and scope that the organization stated as its goal, then the resource should not be given. Thus, the leader has to consider the request in light of how the resource 'fits' the organization.

**ORGANIZATION'S RESOURCES.** Leaders must be aware of the resources that the organization has or has access to and according to Rusaw (2001) organize a wide range of resources. Bradshaw (1998) refers to this process as an 'art' that the leader crafts through the process of acquiring, linking, and focusing resources on the organization's objectives. Waitley (1995) intensifies this focus by referring to leaders as 'champions' of resources. But, resources for on-going operations are not the limit of the leader's focus. Kanter (1995) suggests that leaders need to provide resources for process innovation and Fitz-enz (1997) adds to this by calling on leaders to provide the resources needed for continuous improvement.

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**... RELATIVE TO THE VALUE OF ACCOMPLISHING THE ORGANIZATION'S OBJECTIVES AND THE GROWTH OF THE FOLLOWER.**

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This part of the definition calls for the leader to weigh the value to the organization against the value to the follower. This is in contrast to the statement in the earlier section referring to cost/benefit analysis and provides the decision point that separates transactional/transformational leaders from servant leaders. Recall earlier in this document that servant leaders seek the good of the follower over the good of the organization. There may be times when the leader decides to allocate resources that do not meet the cost/benefit analysis of value to the organization, but the leader knows that the follower will gain from the experience of using the resource(s). This relates to the earlier statement in the definition that the follower and the leader must be better off because of the leader-follower interaction. However, this does mean that the leader ignores the principles of stewardship but rather that the leader carefully considers the merits of providing the resource(s) requested from all possible viewpoints.

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**THE LEADER, IN THIS PROCESS OF LEADING, ENABLES THE FOLLOWER(S) TO BE INNOVATIVE AS WELL AS SELF-DIRECTED WITHIN THE SCOPE OF INDIVIDUAL-FOLLOWER ASSIGNMENTS AND ALLOWS THE FOLLOWER(S) TO LEARN FROM HIS/HER/THEIR OWN, AS WELL AS OTHERS' SUCCESSES, MISTAKES, AND FAILURES ALONG THE PROCESS OF COMPLETING THE ORGANIZATION'S OBJECTIVES.**

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This part of the definition looks at how the leader's behaviors help develop followers to be more productive and self-directed.

**INNOVATIVE.** Innovation is the process of taking new ideas that develop through creative processes and producing new products, services, processes, methods, etc. Since innovation only occurs at the discretion of

the follower (no studies were found that indicated that innovation could be forced or coerced from followers) it seems logical that the leader must create an environment in which followers are encouraged and supported to try new ideas, thus the reference in the definition to mistakes and failures so that the follower is not afraid of taking risks. But, note in the definition that this willingness to take risks may be limited to the scope of the assigned work areas.

The notion of the need for innovation is supported by Buzan, Dottino, and Israel (1999) who imply that an innovative workforce can help the organization distinguish itself from rest of the industry and increase the competitive edge in the global economy. The idea of the leader needing to be creative in order to help encourage followers to be creative is endorsed by Bennis (1997) and Bennis and Goldsmith (1997) as well as Harung, Alexander, and Heaton (1999).

In addition to developing new products/services for the global marketplace, innovation can be of value in solving problems within the organization. Snyder, Dowd, and Houghton (1994) imply that the fresh ideas which emerge from brainstorming and creative thinking as well as critical thinking (Harung, Alexander, and Heaton (1999) help solve long-standing problems and open issues in the organization. This is supported by Cox and Hoover (1992), Lombardo and Eichinger (1997), and Kanter (1995) who endorse the idea of seeing problems from new angles as a means of increasing insight.

**SELF-DIRECTED.** Sims and Manz's (1995) concept of self-leadership fits well with this part of the definition due to the followers becoming more self-reliant and more productive as they progress toward self-leadership. According to Manz:

Self-leadership is the influence we exercise over ourselves to establish the motivation and direction we need to be effective in life and at work. Also, self-leadership can create a foundation for our performance without having to rely and depend on others. This enables us to function well even when we are not provided with motivation and direction from external sources such as a boss or reward system. (Retrieved April 12, 2005 from <http://www.umass.edu/newsoffice/archive/2003/040103leadership.html>)

In addition to the notion of self-directed leadership, followers can and should become self-directed learners. This is one of the requirements of a learning organization in that learning occurs through individuals by individuals and shared in the organizational community. Self-directed learning, according to Knowles (1975) followers who initiate learning processes learn more and learn better than followers who wait passively for someone to teach them what they need to know and followers who initiate learning processes and see improvement as a result increase their sense of confidence and competence.

**TO LEARN.** The literature offers advice and research findings for leaders with regard to being concerned for the growth and capability of followers (Shelton, 1997; Jacobs, 1997; Eales-White, 1998; Spears & Lawrence, 2002) and encourage followers to learn (Belasco and Stayer, 1994; DePree, 1989; Syrett & Hogg, 1992). The purpose of transformational leadership's factor of intellectual stimulation may be a step towards the overall learning of the follower (Bass & Avolio, 1994). Gibling (1986), Waitley (1995), and Deming (1986) support the notion of both the leader and the follower achieving higher levels of knowledge.

**MISTAKES AND FAILURES.** McGee-Cooper and Trammell (1995) make the claim that the leader needs to create an environment in which the follower feels safe to make mistakes and to learn from those mistakes. In addition, Kanter (1995), Smith (1996) as well as Kouzes and Posner (1995) imply that followers should be allowed to learn from both mistakes and successes.

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**THE LEADER ACCOMPLISHES THIS BY BUILDING CREDIBILITY AND TRUST WITH THE FOLLOWERS THROUGH INTERACTION AND FEEDBACK TO AND WITH THE FOLLOWERS ...**

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This part of the definition builds on the prior sections and shows how credibility and trust develop/evolve rather than being required. It is the safety and comfort of credibility and trust that followers' values can be shaped.

**CREDIBILITY.** Kouzes and Posner (1993) in discussing the behavioral aspects of credibility state that credible leaders do what they say they will do. Jesus, in the Sermon on the Mount called for people to make there 'yes' a 'yes' and their 'no' a 'no.' This is the base of credibility – to be reliable. To know that you can believe what you hear. Through repeated observations of the leader doing what he/she says that he/she will do, the follower begins to trust the leader. Trust begins in small amounts and increases over time with positive experiences and decreases over time with negative experiences.

Followers' willingness to increase efforts toward the completion of the organization's objectives increases as the followers' belief that the leader will provide the offered and requisite support increases. As each experience occurs in the organization the followers evaluate the past and determine the level of faith in the leader's future action. It is this faith that becomes trust.

**TRUST.** As experiences produce observations with positive, and expected, outcomes and as observations of the leader's credibility results in greater faith in the future outcomes of the leader's intention to behave, the followers' level of trust grows. Likewise, if experiences do not produce expected, credible outcomes, then the followers' level of faith in the leader declines. Bennis (1997) admonishes leaders that it is the role of the leader to inspire and generate trust, and Kouzes and Posner (1993) provide the behavioral methods for accomplishing this as leaders doing what they say they will do. In this fashion, it seems that followers 'ascribe' trust to the leader as the leader 'earns' the trust through repeated credible behaviors. Deming (1986) wrote that leaders create an environment that encourages trust and in doing so builds a culture in which accountability (Wood & Winston, 2005) allows for the public disclosure of the leader's behavior and the organizational expectation of consequences to be a result of that behavior.

Sonnenberg (1994) posits that when trust is high in an organization there is a corresponding higher morale, lower turnover, higher performance, individuals share information more freely, accept criticism more freely and without seeking retaliation, and generate new innovative ideas. Sonnenberg cautions, though, that trust does not come about easily. Trust must be "sought, nurtured and reinforced" (p. 14) and, he adds, can be destroyed by a single negative event. Followers, who make themselves vulnerable and experience negative results tend to reduce trust at a faster rate than they build trust.

The followers' act of 'trusting' results in condition of vulnerability for the follower just as an act of faith leaves a person vulnerable to the possibility of the faith being placed erroneously and necessitating the acceptance of the repercussions of the leader not performing as expected (credible). Gregersen (2003) assists this connection of trust with faith and risk of negative consequences through the use of the formula: "risk = probability (of events) × the size (of future harms)" (p. 344). In this formula as the probability of negative events goes down, so does the perceived risk. As risk goes down, willingness to engage in behavior by the follower goes up.

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**...THAT SHAPES THE FOLLOWERS' VALUES, ATTITUDES, AND BEHAVIORS TOWARDS RISK, FAILURE, AND SUCCESS.**

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As the followers' perception of the danger of failure reduces and the level of trust/faith increases the follower is willing to engage in behavior that could lead to failure, but since the outcome of the failure is minimal, the followers are willing to try. It is through this willingness to fail that followers develop and perfect innovative practices and efforts. In addition to the followers' attitude toward failure is the followers' attitude

toward success. Success should bring celebration and joy, but humility should be evident as well. Success can bring pride and arrogance and it is the role of the leader to help shape the organization's values and attitude toward success through the leader-follower interaction.

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**IN DOING THIS, THE LEADER BUILDS THE FOLLOWERS' SENSE OF SELF WORTH AND SELF-EFFICACY SUCH THAT BOTH THE LEADER AND FOLLOWERS ARE WILLING AND READY TO TAKE CALCULATED RISKS IN MAKING DECISIONS TO MEET THE ORGANIZATION'S GOALS/OBJECTIVES AND THROUGH REPEATED PROCESS STEPS OF RISK-TAKING AND DECISION-MAKING THE LEADER AND FOLLOWERS TOGETHER CHANGE THE ORGANIZATION TO BEST ACCOMPLISH THE ORGANIZATION'S OBJECTIVES.**

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This part of the definition indicates that while the follower is a key to the organization's success, which is inline with Kelley's (1992) contention that while 20% of the organization's success can be attributed to leaders, the remaining 80% is attributed to other factors, among which the followers rank the highest. Although Kelley doesn't specify the percentage of success attributed to followers he implies that it is higher than the amount ascribed to leaders. The notion of the followers' sense of self-worth and self-efficacy ties to the earlier portion of the definition that implies both the follower and leader should be better off for having interacted together in the leader-follower process.

**SELF-WORTH.** Earlier in this definition the notion of the followers being better off because of the interaction with the leader was raised and is now carried forward in this portion. Simmons (1996) proffered that leaders seek to release intelligence, creativity, and initiative in followers. As followers see the result of their intelligence, creativity, and initiative there is an increase in the understanding by the follower of what he/she can do. When the follower suffers from a psycho-social disorder that prevents the normal process of trial-success-self worth then the leader has the responsibility to help the follower into counseling so that the follower can be restored to full functioning behavior. Under normal conditions, though, the leader seeks to bring out the best in people as supported by Rusaw (2001) who contends that leaders activate the talents in others. Taken in small increments of leaders trusting and empowering others this helps generate confidence in followers who may be frightened about the process or the responsibility and the accompanying risk of failure, according to Bardwick (1996). Bleasco and Stayer (1994) commented that leaders need to coach the development of personal capabilities and in this same vein of thinking McFarland and Senn (1993) contend that leaders seek to empower followers to become leaders in their own right.

**SELF-EFFICACY.** Bandura (1995) postulated that, "People who have a low sense of efficacy in given domains shy away from difficult tasks, which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully (p. 11). Thus, it is important for the leader to help the follower develop an accurate assessment of the follower's self-efficacy and where the follower accurately depicts his/her inability to accomplish some task to help the follower through training and education to be better at the task.

Self-efficacy, according to Bandura (1995) is the followers' accurate self-appraisal of capabilities and plays a role in the followers' goal setting. Higher self-efficacy is related to higher goals set by the followers. Bandura postulated that when followers have a realistic self-worth and a realistic self-efficacy then the goals that followers set for themselves or accept from the leader, will result in balanced efforts and expectations of success. However, if levels of self-worth and efficacy are beyond what the follower believes is accurate, Bandura cautions that the follower may suffer bouts of depression.

**TAKE CALCULATED RISKS.** It is this sense of balance in self-worth, self-efficacy, trust from the leader, empowerment by the leader, provision of resources, and the willingness to accept failure should failure occur that the follower is willing to take calculated risks. The 'calculation' portion of this part of the definition refers

to the mental evaluation of the probability of success or failure and the gains/losses from either end state. While it is doubtful that followers actually 'run the numbers' when calculating the risks there is a weighing of the positives and negatives that occurs. This process is supported in Vroom's (1994) Expectancy Theory as well as Ajzen and Fishbein's (1980) Theory of Reasoned Action.

**REPEATED PROCESS STEPS.** This part of the definition implies the leader-follower interaction is an iterative cyclic process in which each leader-follower interaction affects the next interaction. The process begins with small amounts of trust by the leader and acceptance of responsibility by the follower and if the outcome is success then both increase the amount of trust, risk, resources, and responsibility. If the outcome is not successful then reduced amounts of trust, risk, resources, and responsibility occur. The process may go through upward and downward movements with the leader and follower watching both the short-term and long-term results.

**LEADER AND FOLLOWERS TOGETHER CHANGE THE ORGANIZATION.** This portion of the definition fits well with Kelley's (1992) concept of followership in which Kelley claims that about twenty percent of the success of the organization is due to the leader and that the remainder was largely influenced by the follower, although Kelley did not venture a guess at the percentage attributable to the follower per se. The overall concept that is derived from this part of the definition is that leaders and followers work together through cyclic process steps of trust, empowerment, risk, and responsibility seeking to attain the organization's objectives and in so doing seek to help the organization adapt to internal and outside environmental forces.

The leader recognizes the impact and importance of audiences outside of the organization's system and presents the organization to the outside audiences in such a manner that the audiences have a clear impression of the organization's purpose and goals and can clearly see the purpose and goals lived out in the life of the leader.

This portion of the definition begins to move the organizational system boundaries out beyond the organization itself and includes the greater environment to include but not limited to suppliers, legislators, regulators, clients, investors, and observers.

**OUTSIDE AUDIENCES.** Rhetoric and leadership was the focus of studies by Emrich, Brower, Feldman, and Garland (2001) as well as Althouse (2001) and Delgado (1999) with the emphasis on the use of rhetoric by world leaders to affect the attitudes and impressions of outside audiences about the respective organizations. In the case of these three studies the organization was a large socio-political organization and the leader's actions can be generalized to all organizations of any size. The leader has within his/her role the requirement to present the organization to outside constituencies. While the organization may have a public relations operation or employ the services of a contracted public relations firm the responsibility still rests on the leader. Arlene (2001) in a study of Steve Jobs at Apple computer emphasizes the use of rhetoric by charismatic leaders to manage the impressions of the audiences. While Arlene limits the discussion to charismatic leaders the idea of impression management seems to apply to all leaders in that there is some form of charisma in all leaders, albeit that some have sufficient charisma to be called 'charismatic' leaders. Gardner and Avolio's (1998) earlier work includes the notion of the leader using rhetoric to promote the organization, as a whole, to both employees and outside constituents.

**CLEAR IMPRESSION.** Earlier sections of the definition presented how the leader communicates the vision and values of the organization to the followers and in much the same way but using different means and images the leader must present the organization to the outside constituencies in such a manner that there is a clear image of the organization in the constituent's minds. It is worth noting that impression management requires the development of a clear impression in both the good and the bad information – whether the impression is to promote the positives of the organization or to repair damage caused by negative information about the organization. During any communication event with the outside constituencies it is the leader's responsibility to present the image of the organization.

**LIVED OUT IN THE LIFE OF THE LEADER.** In Arlene's (2001) study of Steve Jobs, Arlene points out that the promotion of the organization and the promotion of the leader seem to occur simultaneously in that the leader finds difficulty in separating self from the organization. Here is where integrity reenters the definition in that there must be alignment between what the leader says and what the leader does. In a panel discussion "four pioneers reflect on leadership. (CEOs Max DePree, Bob Galvin and Bob Haas and educator Warren Bennis) the four panelists listed integrity as the number one element for leaders to be aware of and to promote in themselves. vonMaurik (1997) adds to this by proposing that integrity be one of four competences by which leaders should be evaluated (wisdom, integrity, sensitivity, and tenacity). Although it is beyond the scope of this definition to delve into von Maruik's work it is interesting to note the ontological nature of the four competencies rather than the axiological or pragmatic nature of most leadership measures.

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**IN SO DOING, THE LEADER EXAMINES THE FIT OF THE ORGANIZATION RELATIVE TO THE OUTSIDE ENVIRONMENT AND SHAPES BOTH THE ORGANIZATION AND THE ENVIRONMENT TO THE EXTENT OF THE LEADER'S CAPABILITY TO INSURE THE BEST FIT BETWEEN THE ORGANIZATION AND THE OUTSIDE ENVIRONMENT.**

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This portion of the definition focuses the role of the leader on the macro view of the organization as a whole and how it fits within the greater environment. The approach comes from the organizational ecology field of study.

**FIT OF THE ORGANIZATION.** Hannan and Freeman (1989) posited that the inertia of organizations prevent organizations from adapting to changes in the environment, thus leading to the demise of organizations that no longer fit the environment or are surpassed by more competitive organizations that fit the environment better. It is because of this that leaders must continually monitor the changes in the environment and review the current and probable future organization-environment fit. This notion of an organization being able to adapt to a changing environment is supported by Singh (1990) and the emphasis on the learning organization shows up in Bruderer and Singh (1996) that leads to the notion that the leader is a catalyst for organizational learning, even at the macro level.

**SHAPES BOTH THE ORGANIZATION AND THE ENVIRONMENT.** If the environment was not shapeable through the actions of the leader we could stop at the notion of the leader as a macro learner, but leaders of organizations can and do shape the environment through lobbying efforts aimed at shaping legislative actions as well as shaping property tax rates through the offering of incentives of employment and growth. Leaders represent the organization to the various local, regional, national, and global environments and seek to create favorable environments or minimize the effect of negative environmental changes. This is supported by Hartog and Verburg's (1997) analysis of charismatic leaders' speeches showing how one of the effects of the rhetoric was to shape external environments.

The leader, then, seems to be an artist shaping both the organization and the environment within the constraints of environmental determinism, as proffered by Richardson (1995) who examined the role of highly deterministic environments on the demise of unresponsive/unaware organizations, thus the leader as an aware responsive organizational leader seeks to build both the hearth and home of the organization.

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**THE LEADER THROUGHOUT EACH LEADER-FOLLOWER-AUDIENCE INTERACTION DEMONSTRATES HIS/HER COMMITMENT TO THE VALUES OF: (A) HUMILITY, (B) CONCERN FOR OTHERS, (C) CONTROLLED DISCIPLINE, (D) SEEKING WHAT IS RIGHT AND GOOD FOR THE ORGANIZATION, (E) SHOWING MERCY IN BELIEFS AND ACTIONS WITH ALL PEOPLE, (F) FOCUSING ON THE PURPOSE OF THE ORGANIZATION AND ON THE WELL-BEING OF THE FOLLOWERS, AND (G) CREATING AND SUSTAINING PEACE IN THE ORGANIZATION – NOT A LACK OF CONFLICT BUT A PLACE WHERE PEACE GROWS.**

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This portion of the definition is primarily based on Winston's (2002) work on the beatitudes from Matthew 5 as a base for values-based leadership behavior but also includes references to the work of other authors. In seminars by Winston on these values he comments that the order of the values is in the same rank-order of leadership problems he encounters in his consulting and leadership coaching experiences. For a complete review of the values please see Winston's (2002) complete work.

**HUMILITY.** In addition to humility being the focus of the first beatitude, Collins (2002) comments that the 'great' leaders that his research examined demonstrated humility. Winston (2002) comments that humility is observed in the leader through the leader's 'teachable-ness.' Leaders in learning organizations according to Senge (1990) seek the teachable moments in time when ideas and concepts can be taught to others. According to Winston, the same occurs for leaders if leaders are to be taught by employees.

**CONCERN FOR OTHERS.** The second value that leaders demonstrate is sincere concern for followers and for all constituencies. Regarding followers leaders seek to provide at least a living wage, according to Winston (2002) rather than a minimum wage that may not allow the employee to have a reasonable life. This is not to imply a lavish lifestyle for all, but a minimum living wage so that followers are not required to live below the poverty level. This concern extends on to suppliers and constituents in that negotiated deals are good for all parties.

Leaders demonstrate concern for others by working with employees who have personal illness or family issues that require the employee to perform at less than desired levels in the workplace. While this does not mean a perpetual sub-optimal performance but rather a tolerance and understanding of short-term impacts.

Helping the employee be placed in the right job that best uses the employee's gifts, abilities, and skills, as mentioned earlier in this definition, is another way that leaders demonstrate concern for others.

**CONTROLLED DISCIPLINE.** According to Winston (2002) controlled discipline is a leadership value that presents itself in consistent (integrity) controlled behavior that is highly predictable (credibility). Leaders seek to find the underlying causes of problems and seek solutions rather than blame and persecution. The problems of workplace bullying can be seen at the websites <http://www.workplacebullying.co.uk> and <http://www.bullybusters.org> as well as a report by [http://agency.osha.eu.int/publications/reports/402/en/index\\_33.htm](http://agency.osha.eu.int/publications/reports/402/en/index_33.htm) in which it is reported that eight percent of all employees surveyed indicated that they had suffered some form of workplace bullying.

Discipline, according to Winston (2002) is needed but may more beneficially take the form of training and work-process adjustments. When leaders demonstrate the value of controlled discipline employees are more willing to take risks since the risk of damage from failure is either lessened for easier to forecast.

**SEEKING WHAT IS RIGHT AND GOOD FOR THE ORGANIZATION.** Winston (2002) comments that leaders demonstrate this value by not seeking their own good as one might find in agency theory but, rather, behave in ways that benefit the organization, which is more in line with Davis, Schoorman, and Donaldson's (1997) stewardship theory. While leaders who exhibit this value don't shy away from receiving rewards and recognition, the rewards and recognition are always the result of the leader's focus on the organization and on the employees rather than the leader's focus on self-aggrandizing actions.

**SHOWING MERCY IN BELIEFS AND ACTIONS WITH ALL PEOPLE.** Mercy, according to Winston (2002) is demonstrated by leaders seeking the good of the employees, as well as the organization, when making decisions about employee performance. If leaders know the underlying causes of the behavior leaders can then make more informed decisions. Deming (1986) commented that 85% of all the problems in organizations are caused by the system with only the remaining 15% of the problems caused by people. Deming inferred, without directly stating it, that employees make mistakes either by trying to do their best at something but acting in ways that are not balanced with the rest of the organization. When failure is ultimately caused by the organization's system, mercy must be shown to employees.

Sometimes people fail, but with support, training, work reassignment, etc the employee can be returned to a productive successful state. This is the work of the leader in that the leader has to know the condition of the people and the reasons for performance. Employees, knowing that the leader will have mercy and controlled-discipline, are more willing to take calculated risks.

**FOCUSING ON THE PURPOSE OF THE ORGANIZATION AND ON THE WELL-BEING OF THE FOLLOWERS.** Collins (2002) also pointed out that great leaders have a fierce resolve to do what needs to be done in and for the organization. Winston's (2002) work illustrates that leaders who demonstrate what Collins calls 'fierce resolve' have an intense focus on the purpose of the organization. This can be tied back to the sections in this definition that look at the leader's actions to convey the organization's purpose to followers and seek to align the followers' values and commitments to the organization such that followers willingly commit energy to the accomplishment of the organization's objectives.

**CREATING AND SUSTAINING PEACE IN THE ORGANIZATION – NOT A LACK OF CONFLICT BUT A PLACE WHERE PEACE GROWS.** This value may on first glance appear to be in the wrong location in the rank-order of the seven values. What Winston (2002) found in his study of the beatitudes is that an environment in which peace can be created and sustained requires all the prior six values to be in place and fully practiced. Peace, or ongoing conflict resolution, can not occur, according to Winston, if the leader is not teachable in order to learn about the other parties, or is concerned about the well-being of others, or has controlled discipline in his/her action, or seeks what is good for the organization and people, or values/displays mercy or is focused on the organization.

Peace is not the absence of conflict but the successful and intentional management of tension and the resolution of conflict. According to Winston (2002) employees who work in an organization in which the leader demonstrates this value of peace indicate that they can focus more energy on the accomplishment of the organization's objectives. Employees report less emotional trauma, less anxiety, and less depression related to work/organizational experiences.

### **But, Is the Definition Complete?**

While the best summary of the prior sections would be to simply restate the definition in its compact form, we prefer to suggest that you re-read the compact definition now and see if the wholeness seems more obvious. We wrestled with the title of this document and moved through terms such as zen and holistic as a means of showing the completeness of the definition but, at the same time, we did not want to imply that this is the end of the definition of leadership. The definition of leadership will continue to develop as scholars, researchers, and practicing leaders gain greater insight into the concept. In line with this notion of continued discovery is the concept of servant leadership. While the definition presented thus far is an integration of all the research found in the 160 documents mentioned in the introduction to the definition there is a rapidly growing body of literature and discussion occurring on servant leadership. To that end we want to present to you our understanding of servant leadership.

## Servant Leadership

The concept of Servant leadership is attributed to Greenleaf's 1970 essay in which he framed the role of leader as servant; however, the concept can be traced back to the teachings of Jesus as recorded in Matthew chapter 20 and Mark chapter 10. The difficulty with Greenleaf's work is that it presents the 'what' of the idea but not the 'how.' I believe that recent work at the Regent University's School of Leadership Studies moves us closer to understanding the how of servant leadership and is what I present in this document.

Farling, Stone, and Winston (1999) presented the need for empirical research and, to some degree, our understanding of servant leadership has improved through the research work of Russell, Laub, Patterson, and others who have published work on servant leadership since our 1999 article. However, the published work to date lacks a specific framework to base future research upon. Servant leadership has been compared and contrasted to transformational leadership and Patterson points out an important distinction in her dissertation in these transformational leaders think first about the organization and second about the followers while servant leaders think first about the followers and second about the organization.

This distinction implies then that organizational performance is secondary to the leader/follower interaction. How then can servant-led organizations do well? The answer to this question was first alluded to in the 1930s by the work of Chester Bernard and then again in the 1960s and 1970s by McGregor (1960). Bernard (1938) indicated that people interact with other people to achieve what could not be achieved alone and carried this thought to define an organization as a system of consciously coordinated personal activities or forces, however, individuals have personal motives and Bernard advised leaders that if an individual's needs were not met the individual would withdraw from the organization. McGregor's concepts move beyond Bernard's in that the leader's focus in an organization is to create an environment in which followers can achieve their own goals by focusing energy and behavior to the benefit of the organization. What Bernard and McGregor had not seen, though, is the connection between leader-follower behavior and follower-leader behavior.

To illustrate the leader focusing on followers first and the organization second, consider the much-publicized account of Aaron Feuerstein's decision to keep paying employees after a fire destroyed Feuerstein's business – Malden Mills. A news story quoted Feuerstein as saying: 'Before the fire that plant produced 130,000 yards a week. A few weeks after the fire, it was up to 230,000 yards. Our people became very creative. They were willing to work 25 hours a day.' Why were the people willing to be creative and work for Feuerstein? Simply put, they loved him as a leader. The 'love' that I speak about here is Agapao love that is the base of the Beatitudes described in Matthew 5. In the theory of servant leadership presented by Patterson, we find the Beatitudes subsumed in the first of seven constructs: (a) Agapao love, (b) humility, (c) altruism, (d) vision, (e) trust, (f) empowerment, and (g) service.

The model of servant leadership begins with Agapao love, which is a moral love where the leader does the right things for the right reasons at the right times. For a full treatise of Agapao love and the seven beatitudes please see Winston (2002). Through the seven beatitudes the leader increases his/her humility and altruism toward the follower. This increase in humility and altruism then results in an increased focus by the leader on a vision for the followers as well as trust in the followers that, together, causes the leader to increase the level of empowerment to the followers that results in a greater level of service to the follower.

Patterson (2002) points out that humility is a paradoxical concept in that the generally accepted view of humility is one of low self-regard. However, humility ought to be regarded as keeping a balanced view of one's abilities and the recognition that most of what a person accomplishes as a leader is done by the followers, rather than by the leader. Patterson alludes to the idea that the humble leader focuses attention and credit on the followers who do the work of the organization rather than the leader and suggests that servant leaders are not arrogant, haughty, or egotistical, but rather humble and unpretentious regarding the organization's accomplishments.

Altruism, according to Kaplan (2000), is the act of helping others selflessly just for the sake of helping even though there is no personal gain. Patterson references published interviews with the CEO of Southwest Airlines and implies that Herb Kelleher, CEO of Southwest Airlines, operates with an attitude humility, modesty, selflessness and altruism. Southwest Airlines is described by Annot (1999) in his book as a corporate cult. It is

possible to take altruism too far I suppose, but for the vast majority of our leaders today I think we have a long way to go before we risk creating cults.

Patterson presents the construct of being visionary in a different light than traditional presentations of vision and mission-focused leaders' behavior. She implies that vision in the servant leadership theory is a process of the leader sensing the unknowable and includes seeing each person's unique gifts, which influences the decisions of the leader as well as helps the leader shape a plan for the future. In other words, the leader builds an organizational vision around the personal visions of the followers to the extent that aggregation of personal visions can occur. An outcome of this process is that the leader can more fully prepare and build followers to accomplish all that the followers are capable of – at work and beyond. This building up of the follower results in the leader knowing the capabilities of the followers such that the leader has greater trust in the abilities of the followers and is more willing to empower the followers to accomplish tasks for the organization.

Patterson points out, results in confidence and predictability and grows over time as a result of systematic increases in responsibility and performance. This is inline with Luke 16:10 where Jesus advises that he who is faithful in the least will be faithful with much. According to Bennett (2001), a servant leader creates an environment of trust whereby a deeper and more meaningful level occurs producing a greater impact. Wis (2002), in a study of servant leader conductors, helped tie trust to vision (as Patterson describes vision) in that Wis believes that trust is a belief in the unseen potential of the followers, believing that the followers can accomplish goals and requiring consistency and reliability on the part of the leader for a self-fulfilling prophecy to occur.

Patterson (2002) defines empowerment as entrusting power to others and states that for the servant leader this involves effective listening, making people feel significant, an emphasis on teamwork, and the valuing of love and equality. Melrose (1995), in his autobiographical presentation of his view of leading by serving stated that servant leadership involves giving people chances to move in new directions by preserving their roots, respecting their value and preserving their dignity.

Regarding service, Farling, Stone and Winston (1999) stated that service is the core of servant leadership and that service is, and should be, a primary function of leadership – not based on one's own interests but rather on the behalf of others. Servant leadership is an action-oriented state of mind that compels leaders to provide followers with what the followers need in order that the followers might be able to do what needs to be done. While serving the needs of the followers, the servant leader sets the environment of service that should facilitate others serving followers, peers, and leaders. The first part of the model can be seen in Figure 1 below; however, this only represents one half of the story, since the model only shows the factors from leader-to-follower.

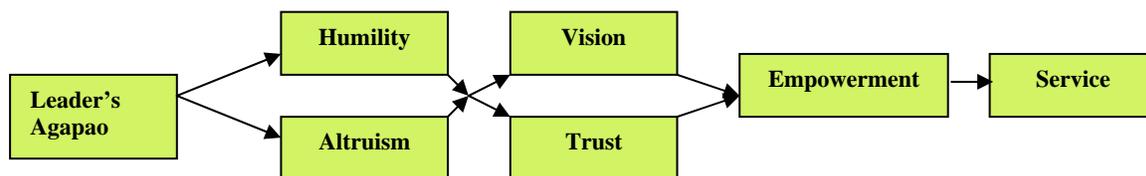


Figure 1: Leader to Follower

The second half of the story occurs when the leader's service results in a change in the follower's sense of love. The follower's Agapao love results in an increase in both the commitment to the leader and the follower's own self-efficacy. The higher levels of commitment and self-efficacy results in a higher level of intrinsic motivation that leads to a higher level of altruism toward the leader and the leader's desire to see the organization do well. This leads to higher levels of service to the leader. Since the earlier description of the leader-to-follower portion of the model covered the factors of Agapao, altruism and service, I will provide a brief description of commitment, self-efficacy, and intrinsic motivation here.

Organizational commitment is the followers' level of positive belief toward the organization and its goals and the level of behavior committed to accomplishing the organizational goals. While too much organizational commitment can lead to a cult-style relationship between follower and organization as Arnot (1999) points out that a high level of organizational commitment is considered a positive condition to have in the follower-leader relationship.

Self-efficacy is the follower's perception of what the follower can and cannot do in terms of his/her capability. Bandura (1997) is credited with developing this concept and he indicated that the follower's sense of capability is affected by the social environment, which is to say that the leader can and should affect the follower's perception of the follower's capabilities. If followers believe in their own true capabilities they can achieve all that they are capable of achieving.

Intrinsic motivation, according to Reeve (1995) is the innate propensity to engage one's interests and exercise one's capacities, and, in doing so, to seek out and master optimal challenges – which means that the follower is inwardly motivated by him/herself to behave in particular ways. This inward propensity is not responsive to external rewards or threats but internally focused on the individual's desires. Intrinsic motivation causes people to do more and results in higher performance than the minimum behaviors that result from external motivation (rewards and threats). Intrinsic motivation results in pleasure for the follower in doing the task. The factors for the follower-to-leader portion of the model are presented in Figure 2.

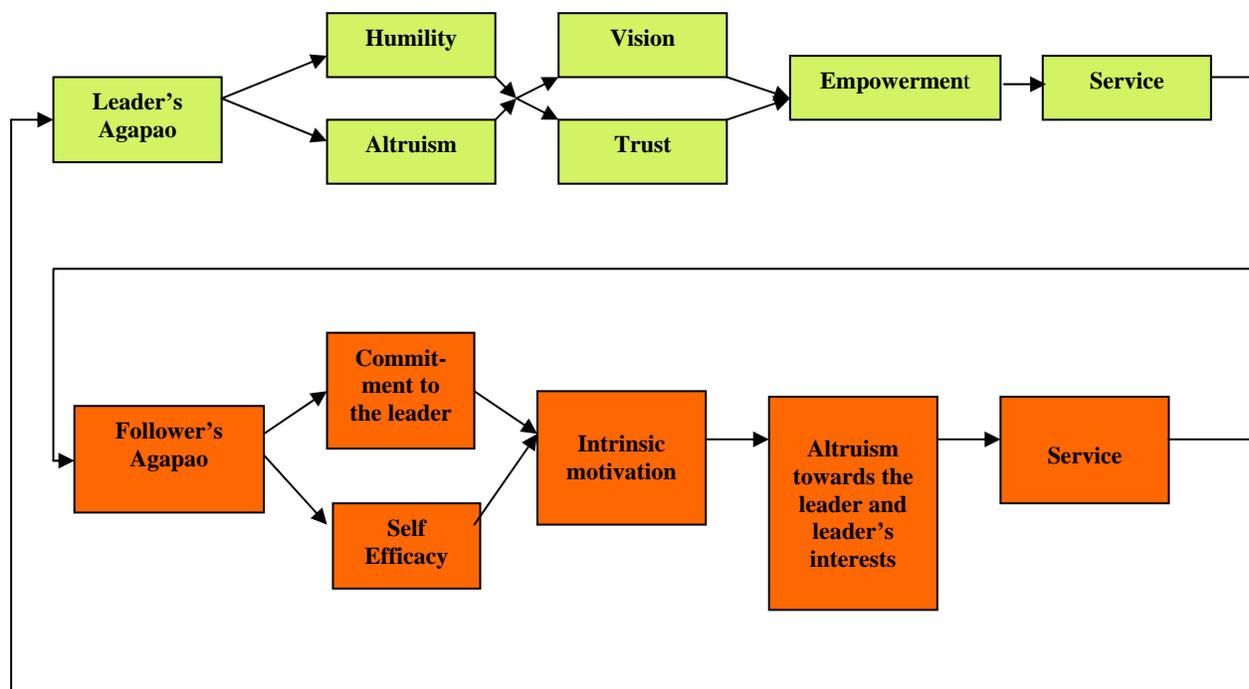


Figure 2 The Combined Model

It is our opinion that spiritual maturity has a place in servant leadership and that the interaction of the variables from leader-to-follower and then follower-to-leader are enhanced in each circular exchange if spiritual maturity increases. Spiritual maturity as used in this conceptual model is closely related to the Galatians 5 fruit of the spirit and is a representation of Paul's comment in Galatians 5:22 about walking in the spirit. The word for 'Spirit' in this verse is translated from the Greek *pneuma* and represents the Holy Spirit. Thus, the amount of spiritual maturity impacts the intensity of the relationships of the variables presented in the model. Michael Zigarelli, of Regent University's Graduate School of Business has conducted research on this concept and has

developed an instrument to measure the fruit of the spirit, which you can access at <http://www.assess-yourself.org>. The impact of the amount of spiritual maturity would create a spiral model around a center core of spiritual maturity as illustrated in Figure 3 below.

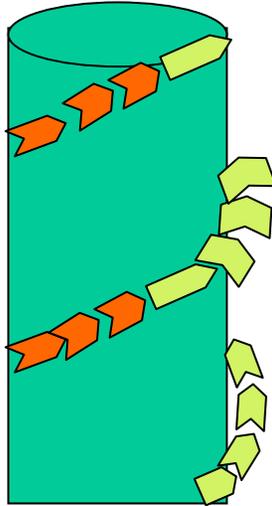


Figure 3: The Moderating effect of Spiritual Maturity

While there is considerable research to do in order to confirm the figures presented, we have already begun the first phase of validating the leader-to-follower factors as of the time of this writing. Once the first phase of research is done, we can begin on the second phase of follower-to-leader factors that could then be followed by research on the impact of spiritual maturity.

## Conclusion

We encourage you to consider both the integrative definition of leadership and the servant leadership model and consider which elements you need to work on in your own leadership development. We believe that the elements presented in this document should provide you with an extensive path to walk as you seek to improve all aspects of your leadership experience.

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Table 1: Leadership dimensions

<b>ENCOURAGEMENT</b>	<p>Encourage the heart (LPI Leadership Practices Inventory (Kouzes &amp; Posner, 1995)</p> <p>Support (Ragins, 1989)</p> <p>Cheerlead, support and encourage more than judge, criticize and evaluate (Blanchard, 1996)</p> <p>Provide encouragement needed for continuous improvement (Fitz-enz, 1997)</p> <p>Encourage and reinforce (Wilson, George, Wellins, &amp; Byham, 1994)</p> <p>Improves self-encouragement and mental skills (Dinkmeyer &amp; Eckstein, 1996)</p>
<b>RISQUÉ</b>	<p>Takes risks (Napolitano &amp; Henderson, 1998)</p> <p>Risk taker (KA-I) (Shaskin &amp; Burke, 1990)</p> <p>Ability to take risks (Cain, 1998)</p> <p>Make tough decisions (Cain, 1998)</p> <p>Seize opportunities (Bradfore &amp; Cohen, 1984)</p> <p>Has risk (Bradford &amp; Cohen, 1984)</p> <p>Risk taking (SLP (Survey of Leadership Practices) (Wilson, O'Hare, &amp; Shipper, 1990)</p> <p>Making and taking risks—creating opportunity (Taffinder, 1997)</p> <p>Seizing chances when presented (Cox &amp; Hoover, 1992)</p> <p>Personal risk (Conger &amp; Kanugo, 1998)</p> <p>Experiments and takes risks (Yeung &amp; Ready, 1995)</p> <p>Take initiative beyond job requirements (Bergman, Hurson, &amp; Russ-Eft, 1999)</p>
<b>ACTIVE</b>	<p>Fast (Kanter 1995) (Cox &amp; Hoover, 1992)</p> <p>Participate actively (Kent &amp; Moss, 1990)</p>
<b>IN FRONT</b>	<p>Be first (Cox &amp; Hoover, 1992)</p> <p>Symbolize company to the outside world (Deal &amp; Kennedy, 1982)</p> <p>Enhance the company's image (Heskett &amp; Sclesinger, 1996)</p> <p>To go before (Richardson - New Dictionary of the English Language, 1844)</p> <p>A guide (Rost, 1993) (Edinger, 1967) (Naisbitt &amp; Aburdene, 1990) (Cox &amp; Hoover, 1992) (Richardson - New Dictionary of the English Language, 1844) (Buzzan, Dottino, &amp; Israel, 1999) (DePree, 1989)</p> <p>Conductor (Richardson - New Dictionary of the English Language, 1844)</p> <p>Orienting to the outside world (MBTI)</p> <p>Represent the organization (Plachy, 1987)</p> <p>Control actions (Cox &amp; Hoover, 1992)</p>

**FEEDBACK**

Provide feedback (Staub, 1996) (SMP)  
Giving feedback (Dinkmeyer & Eckstein, 1996)  
Focus on strengths (Dinkmeyer & Eckstein, 1996)  
Provide specific and frequent feedback to improve team performance (Kanter, 1995)  
Remain open to criticism (Gastil, 1997) (Smith, 1996) (Kanter, 1995)  
Advocates feedback (Napolitano & Henderson, 1998)  
Observe themselves-feedback (Smith, 1996)

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**TRUST**

Build trust (Kouzes & Posner, 1995)  
Builds trust by reducing fear (Ryan & Oestreich, 1998)  
Trust subordinates (Smith, 1996)  
Trust associates (Smith, 1996)  
About trust (Bennis & Goldsmith, 1997)  
Trust (Wilson, George, Wellens, & Byham, 1994) (Ulrich, Zenger, & Smallwood, 1999)  
Trusting staff to deliver (Essex & Kusy, 1999)  
Inspires trust (Bennis, 1997)  
Generates trust (Bennis, 1997)  
Develops trust across a network of constituencies (McGee-Cooper & Trammell, 1995)  
Creates an environment that encourages trust (Deming, 1986)

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**FLEXIBLE**

Flexible (Kanter, 1997)  
Flexible about people and organizational structure (Maccoby, 1981)  
Conceptual flexibility (Heskett & Sclesinger, 1996)  
Principled flexibility (Staub, 1996)

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**INFORM**

Information sharing (McGee-Cooper & Trammell, 1995) (Daft & Lengel, 1998)  
Share information (Bergman, Hurson, & Russ-Eft, 1999)  
Inform every employee (Barnes, 1996)  
Informing (MPS)

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**BRINGS PEOPLE TOGETHER**

Creating connections (Daft & Lengel, 1998)  
Partnerships (Daft & Lengel, 1998)  
Perceives others as part of the same whole rather than as separate  
Goal for people to feel a sense of belonging to something bigger and more important than just an individual job (Daft & Lengel, 1998)  
Possess willingness and ability to involve others (Schein, 1992)  
Elicit participation (Schein, 1992)  
Ability to convince others-including those you cannot interact with face-to-face to support you (Sadler, 1997)

Helps people to see themselves as components in a system (Deming, 1986)

Connects people to the right cause (Murphy, 1996)

Create enthusiastic support for the goals of the business (Fitz-enz, 1997)

Strategic alignment (Heskett & Sclesinger, 1996)

Break down barriers (Shelton, 1997)

Partnership building (Essex & Kusy, 1999) (Daft & Lengel, 1998)

Feels personal value comes from mentoring and working collaboratively with others McGee-Cooper & Trammell, 1995)

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**TOGETHERNESS**

Reduce barriers by encouraging conversations (Daft & Lengel, 1998)

Break down barriers between departments/people (Shelton, 1997)

Encourage openness (Bradford & Cohen, 1984)

Promote openness (Barnes, 1996)

Synergizes stakeholders (Murphy, 1996)

Seeks synergy (Napolitano & Henderson, 1998)

Build group synergy (Buzzan, Dottino, & Israel, 1999)

Builds an sense of unity (Daft & Lengel, 1998)

Sees similarities rather than differences (Daft & Lengel, 1998)

Common ground (Daft & Lengel, 1998)

Sense of community based on what people share (Daft & Lengel, 1998)

Always says we rather than me (Vaughn, 1997)

Building community (Spears & Lawrence, 2002)

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**CLARITY**

Increase clarity and agreement (Bushe, 2001)

Refine our perception of what we aspire (Chatterjee, 1998)

Perceives-defines-expresses reality (DePree, 1989)

Demonstrate extraordinary levels of perception and insight into the realities of the world (Handy, 2002)

Clear objectives (Cox & Hoover, 1992)

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**LEAD THE WAY**

Formulate and define purpose (Bernard, 1938)

Leaders are in front of those they lead (Grint, 2000)

The head of the firm (Fairholm, 2001)

Knows where it is going (Munroe, 1997)

Focused (Kanter, 1997)

Determination (Meyer, House, & Slechta, 1998) (Snyder, Dowd, & Houghton, 1994) (Cox & Hoover, 1992)

Determines where business is going with broad internal and external objectives (Timpe, 1987)

**COORDINATION AND  
COLLABORATION**

Concerned with transformation of doubts into cooperation (Long, 1963)

Foster collaboration by promoting cooperative goals (Kouzes & Posner, 1995)

Collaborators (Cox & Hoover, 1992) (Kanter, 1997)

Brings out people's abilities to coordinate (Jacobson, 2000)

Gets people to move along with him/her and each other with competence (Jaques & Celment, 1994)

Causes others to act or respond in a shared direction (DuBrin, 1997)

Champions of cooperation-understanding-knowledge (Waitley, 1995)

Collaborative and interdependent (McGee-Cooper & Trammell, 1995)

Coordinator (Quinn, 1988)

Advocate partnering and collaboration as preferred styles of behavior (Fitz-enz, 1997)

Understands benefits of cooperation and losses from competition (Deming, 1986)

Build collaborative relationships (Napolitano & Henderson, 1998)

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**BUILDS TEAMS**

Build trust (Kouzes & Posner, 1995)

Build teams (Bradford & Cohen, 1984) (Crosby, 1997) (Ulrich, Zenger, & Smallwood, 1999)

Build self-managing teams (Bridges, 1996)

Team builders (Snyder, Dowd, & Houghton, 1994) (Ragins, 1999) (SMP)

Build a team spirit (Harung, Alexander & Heaton, 1999)

Build relationships with people (O'Conner, 1997)

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**ACHIEVES**

Achievement (Stogdill, 1950) (Donnithorne, 1994)

Makes things happen (Sadler, 1997) (Nanus, 1989) (Harris, 1989)

To cause progress (Cox & Hoover, 1992)

A tool to achieve results (Olmstead, 2000)

Achievement orientation (Cox & Hoover, 1992)

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**CREATIVE**

Creative (Bennis & Goldsmith, 1997)

Creative and innovative ability of work force will help their company break away from the pack and remain competitive in global economy (Buzan, Dottino, & Israel, 1999)

Creative thinking (Harung, Alexander, & Heaton, 1999)

Creativity indefinitely (Buzan, Dottio, & Israel, 1999)

Is an original (Bennis, 1997)

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**INNOVATIVE**

Innovate (Bennis, 1997)

Develop fresh ideas to long-standing problems and open issues (Snyder, Dowd, & Houghton, 1994)

	Innovating (Bennis & Goldsmith, 1997) High level of innovation (Cox & Hoover, 1992)
<b>FRESH THINKING</b>	Think in new and fresh ways (Lombardo & Eichinger, 1997) Brings the organization out of the box (Jacobson, 2000) Capacity of a human community-people living and working together to bring forth new realities (Senge, 1990) Initiating (Bennis & Goldsmith, 1997) Developing perceptual alternatives (Dinkmeyer & Eckstein, 1996) Open mind that welcomes the novel and unusual ideas (Schein, 1992) Ignite innovation (Corbin, 2000) Meet the challenge of oneself to improve (Lombardo & Eichinger, 1997) Make improvements continuously (Barnes, 1996) Greatest effort and most insightful thinking (Wadsworth, 1997) Conceptual skills (Bennis, 1997) Uses intuition and foresight to balance fact-logic-proof (McGee-Cooper & Trammel, 1995) Stays current with emerging trends (Napolitano & Henderson, 1998)
<b>PROBLEM-SOLVER</b>	Solve problems that arise (Murphy, 1996) Acknowledge problems openly (Barnes, 1996) Urge consideration of counterintuitive alternatives (Lombardo & Eichinger, 1997) Avoids role of chief problem-solver (Smith, 1996) Sound analytical and problem-solving skills (Cox & Hoover, 1992) Make decisions that solve problems (Bergman, Hurson, & Russ-Eft, 1999) Initiation of acts that result in consistent pattern of group interaction directed toward solution of mutual problems (Hemphill, 1949)
<b>CUSTOMER</b>	Exhibit strong customer orientation (Yeung & Ready, 1995) Focus on customers (Barnes, 1996) Visualize the business through the customers eyes (Heskett & Sclesinger, 1996) Respond to customer needs (Bergman, Hurson, & Russ-Eft, 1999)
<b>CHARACTER</b>	Character that inspires (Montgomery, 1961) Character (Donnithorne, 1994) (Bennis, 1997) (Danzig, 1998) Emotional stability (Aguinis & Adams, 1998) Demonstrates personal character (Ulrich, Zenger, & Smallwood, 1999)
<b>PLANS/GUIDES/DIRECTS</b>	Provide guidance (Staub, 1996) Mobilize to shared aspirations (Kouzes & Posner, 1995)

Sets purpose/direction (Jaques & Clement, 1994) (Ulrich, Zenger, & Smallwood, 1999) (Kotter, 1990)

Influence shared direction (Shartle, 1956) (Seeman, 1960)

Establishes direction (Conger, 1992)

Directing activities of a group toward shared goals (Hemphill & Coons, 1957)

Development of a clear and complete system of expectations (Batten, 1989)

Act in ways that results in others acting or responding to a shared direction (Shartle, 1956)

Process of arranging a situation (Bellows, 1959)

Articulate strategy (Yeung & Ready, 1995)

Giving direction (Jacobs & Jaques, 1990) (Mileham and Spacie, 1996)

Sets the purpose or direction (Jaques & Clement, 1994)

Direct and command (Cox & Hoover, 1992)

Sets clear and agreed goals (Eales-White, 19998)

Set standard of performance (Deal & Kennedy, 1982)

Planning and organizing (Managerial Practices Survey)

Regulate the course (Rost, 1993)

Call forth authentic action in response to issues (Terry, 1993)

Determine strategy (Moxley, 2000)

Make things happen (Sadler, 1997) (Nanus, 1989) (Harris, 1989)

Bias toward action (Bennis, 1997)

Employs dynamic planning (Napolitano & Henderson, 1998)

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**UNDERSTANDS SKILLS OF FOLLOWERS**

Knows the work of subordinates (Donnithorne, 1994)

Skillful deployment of personal qualities (Pettigrew, 1988)

Takes responsibility for knowing-understanding-enabling the creative people in the organization (DePree, 1989)

Discover-unleash-polish diverse gifts (DePree, 1989)

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**IS A GUIDE**

Guide and structure collective behavior patterns (Edinger, 1967)

Guide the organization (Wadsworth, 1997)

Guides a traveler/hand that leads/head that conducts (Crabb, 1839)

Guide a group to consensus (Naisbitt & Aburdene, 1990)

Guide group in a beneficial direction or valuable destination (Wadsworth, 1997)

To guide (Cox & Hoover, 1992) (Richardson, 1844)

Guide the workforce so they feel valued (Buzan, Dottino, & Israel, 1999)

Guide organization to new levels of learning (DePree, 1989)

**DEALS WITH CHANGE IN ORGANIZATIONS**

Course of action is changed (Bogardus, 1934)  
Work in systems that are trying to change (Vaill, 1998)  
See new possibilities (Kanter, 1995)  
To take charge to make things happen (Sadler, 1997)  
Seek change (Sadler, 1997)  
Coping with change (Kotter, 1990)  
Communicates new direction (Kotter, 1990)  
Influence planned change (Harris, 1989)  
Build bridge to positive and productive change (Meyer, Houze, & Slechta, 1998)  
Help organizations adapt to change (Jacobson, 2000)  
Helps individuals, departments, and organizations adapt to change (Jacobson, 2000)  
Enable continuous change and movement toward some desired destination (Bradshaw, 1998)  
Identify themselves as change agents (Tichy & Devanna, 1990)  
Promote change (Wilson, George, Wellins, & Byham, 1994)  
Manage changes required to realize the vision (Bergman, Hurson, & Russ-Eft, 1999)  
Leaders change first (Change Mentor, 2001)  
Serve as a catalyst and manager of strategic change (Yeung & Ready, 1995)  
Willingness to change (Greenleaf, R. K. (edited by Beazley, H., Beggs, J. & Spears, L. C.2003)  
Institutionalizes change (Harris, 1989)  
Propensity for instituting change (McLean & Weitzel, 1992)  
Manage change (Ulrich, Zenger, & Smallwood 1999)  
Involve others in planning, introducing, implementing and integrating change (Change Mentor 2001)  
Heal wounds inflicted by change (Murphy, 1996)  
Make change happen and work as change agent (Schein, 1992)  
Embraces change (Napolitano & Henderson, 1998)  
Coordinating leadership tasks in change cycles (Crosby, 1997)  
Embraces change (Napolitano & Henderson, 1998)  
Enlarges capacity for change (Napolitano & Henderson, 1998)

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**GROUP INTERACTION**

Directing group activities (Hemphill, 1949) (Halpin & Winter, 1952)  
Acts that help the group achieve objectives (Cartwright & Zander 1953)  
Group functions (Cartwright & Zander 1953)

Assist a group (Boles & Davenport 1975)  
 Build self-managing project teams (Bridges, 1996)  
 Moving a group in a direction through mostly noncoercive means (Kotter, 1990)  
 Build teams (Bradford & Cohen, 1984) (Ulrich, Zenger, & Smallwood 1999)  
 Promote teamwork (Wilson, George, Wellins & Byham, 1994)  
 Get everyone to pull together (Bradford & Cohen, 1984)  
 Directing and coordinating activities of others (Bhal & Ansari, 2000)  
 Fuse together two or more groups or philosophies-producing unity (McLean & Weitzel, 1992)  
 Create a unified will to pursue direction (Kent, Crotts, & Aziz, 2001)  
 Build group synergy (Buzan, Dottino, & Israel, 1999)  
 Support team effort (Bergman, Hurson, & Russ-Eft, 1999)  
 Create work teams (Barnes, 1996)  
 Support the team even during a loss (Kanter, 1995)

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**UNIFIES**

Mutual stimulation (Pigors, 1935)  
 About joining and coming together (Daft & Lengel, 1998)  
 Attract to persuade (Richardson, 1844)

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**DEALS WITH PERFORMANCE**

Monitors and reviews performance (Eales-White, 1998)  
 Deal with incompetence (Smith, 1996)

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**IS AN EXAMPLE**

Humilty (Collins, 2002)  
 Fierce resolve (Collins, 2002)  
 Is a Models for followers (Munroe, 1997)  
 Be an example (Covey, 1996)  
 A model (Covey, 1996)  
 Go ahead of (Cox & Hoover, 1992)  
 Show the way (Richardson, 1844) (Cox & Hoover, 1992)  
 Guide (DePree, 1989) (Edinger, 1967) (Wadsworth, 1997) (Naisbitt & Aburdene, 1990) (Cox & Hoover, 1992)  
 Create a path (Cox & Hoover, 1992) (Hesselbein, Goldsmith, & Beckhard, 1996)  
 Deals with own discouragement as one way of modeling (Dinkmeyer & Eckstein, 1996)  
 Provide role models (Deal & Kennedy, 1982)  
 Model the way (Kouzes & Posner, 1995)  
 Mentor (Quinn, 1988; McGee-Cooper & Trammell, 1995)  
 Show the way to induce to follow (Richardson, 1844)  
 Leads by example (Vaughn, 1997)

Models values (Napolitano & Henderson, 1998)

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**SERVANTHOOD**

Serves (Farling, Stone & Winston, 1999; Laub, 1999 ; Russel ; Munroe, 1997)

Motivated by desire to serve others (McGee-Cooper & Trammell, 1995)

Helpful individuals (Jacobson, 2000)

Are generous and magnanimous (Smith, 1996)

Do unto others-serve (Smith, 1996)

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**PERSUADE**

Impress will on those led (Moore, 1927)

Make people like it (Titus 1950)

Persuasion (DuBrin, 1997; Spears & Lawrence, 2002) (Hollander 1978)

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**EMPOWERMENT**

Share power and control (Schein, 1992; Ulrich, Zenger, & Smallwood, 1999; Maccoby, 1981)

Empower and engage employees (Covey, 1996)

Not fear the strengths in subordinates (Drucker, 1997)

Releases intelligence, creativity and initiative of others (Simmons, 1996)

Activating talents of others (Rusaw, 2001)

Concern for empowerment (Shelton, 1997)

Influences people to think-feel-take positive action to achieve goals (Capezio & Moorehouse, 1997)

Empower each individual team member to take actions that are needed to achieve vision (Beck & Yeager, 2001)

Transfers ownership of work to those who execute the work (Belasco & Stayer, 1994)

Create an environment of ownership (Belasco & Stayer, 1994)

Empower others to do their best (Yeing & Ready 1995)

Empowers others to be leaders (McFarland & Senn, 1993)

Effective delegation by setting goals and trust staff (Essex & Kusy, 1999)

Empowers all to win (McGee-Cooper & Trammell, 1995)

Create more autonomy and participation so workers have control (Harris, 1989)

Enable others to act (Kouzes & Posner, 1995)

Leaders are exhilarated by identifying and enhancing their people's strengths (Batten, 1989)

Delegation (Ragins, 1989)

Distributes responsibility (Gastil, 1997)

Enable every employee (Barnes, 1996)

**CHALLENGE THE STATUS QUO**

Challenges the status quo diplomatically (Caroselli, 2000)  
Challenges the status quo positively (Caroselli, 2000)  
Challenging the process (Kouzes & Posner, 1995)  
Does not maintain the status quo (Conger & Kanugo, 1998)  
Challenge the norm (Taffinder, 1997)  
Go beyond the status quo (Taffinder, 1997)  
By confronting and challenging the status quo-searches for opportunities (Yeung & Ready, 1995)  
Busts the bureaucracy (Shelton, 1997)  
Breaks down hierarchy (McGee-Cooper & Trammell, 1995)  
Maintain a sense of outrage (willing to take the heat and pressure from above to correct wrongs) (Smith, 1996)

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**POWER**

Power to influence thoughts and actions of others (Zalenik, 1992)  
Power over decision-making process of community life (Lowery 1962)  
Ability to use power effectively (Koontz & Weiheich, 1990)  
Ability to use power in a responsible manner (Koontz & Weiheich, 1990)  
Power (Ragins, 1989)  
Exert power through dignity (Heskett & Sclesinger, 1996)  
Personal power (Fairholm, 2001)  
Share power (Ulrich, Zenger, & Smallwood, 1999 ;Maccoby, 1981; Schein, 1992)  
Participative approach to management and willingness to share power (Maccoby, 1981)  
Power of the authority of the office (Deming, 1986)  
Power of knowledge (Deming, 1986)  
Power of personality (Deming, 1986)  
Induce obedience, respect, loyalty and cooperation (Moore, 1927)  
Position of authority (Olmstead, 2000)

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**TECHNICAL**

Technical competence (Bennis, 1997; Smith, 1996; Hinkin & Tracey, 1994)  
Technology foresight (Heskett & Sclesinger, 1996)  
Comfortable with advanced technology (Bennis, 1997)  
Advance technology transfer and venturing (Harris, 1996)  
Display technical skills (Bergman, Hurson, & Russ-Eft, 1999)

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**PEOPLE-ORIENTED**

Identify, evoke, and use the strengths of all resources in the organization-the most important of which is people (Batten, 1989)  
Relational (Edinger, 1967)  
Interpersonal (Moloney 1979; Schriesheim, Tolliver & Behling, 1978)

Interpersonal interaction (Schriesheim, Tolliver & Behling, 1978)  
 Read and understand others (Staub 1996)  
 Skill in building relationship with others (O'Connor, 1997)  
 Generates confidence in people who were frightened (Bardwick, 1996)  
 Concern for well-being (Shelton, 1997)  
 Focus on relationship (Humphrey, 1987)  
 Friendly (Kanter, 1997) (Tyagi, 1985)  
 Reciprocal relationship (Kouzes & Posner, 1995)  
 Caring (Maccoby, 1981)  
 Focus on interpersonal interactions to increase organizational effectiveness (Schriesheim, Tolliver & Behling, 1978)  
 Responsibility to represent followers needs and goals they want to achieve (Plachy, 1987)  
 About people (Bennis & Goldsmith, 1997) (Maccoby, 1981) (Mileham & Spacie, 1996)  
 Knowing people are the primary asset of any organization (Buzan, Dottino, & Israel, 1999)  
 Engage the whole person (Corbin, 2000)  
 Emotional side of directing organizations (Barach & Eckhardt, 1996)  
 Interpersonal skills (Hinkin & Tracey 1994)  
 Sensitivity to members needs (Conger & Kanugo, 1998)  
 Treats with respect (Tyagi, 1985)  
 Change people's physical state of being (Blanchard)  
 Create emotion by generating certainty in people who were vacillating (Bardwick, 1996)  
 Concerned with what others are doing (Grint, 2000)  
 Helps people see themselves (Deming, 1986)  
 People skills (Bennis, 1997)  
 Understands people (Deming, 1986)  
 Sensitive to what motivates others (McGee-Cooper & Trammell, 1995)  
 Guide workforce so they are valued as part of the team (Buzan, Dottino & Israel, 1999)  
 Believe in people (Tichy & Devanna, 1990)  
 Nurturing humane organizations and communities (Crosby, 1997)  
 Support individual effort (Bergman, Hurson, & Russ-Eft, 1999)  
 Guidance (Wilson, George, Wellins, & Byham, 1994)  
 Nurture the right relationship processes (Barnes, 1996)  
 Studies results with the aim to improve his/her performance as a manager of people (Deming, 1986)

	<p>Humanity (Napolitano, C. S. &amp; Henderson, L. J., 1998)</p> <p>Tries to discover who-if anybody-is outside the system and in need of special help (Deming, 1986)</p> <p>Take care of people (Smith, 1996)</p> <p>Thank people (Smith, 1996)</p> <p>Appreciate people (Smith, 1996)</p> <p>Recognize people (Smith, 1996)</p> <p>Recognition (SMP)</p> <p>Show compassion (Bergman, Hurson, &amp; Russ-Eft, 1999)</p> <p>Nurture the leader-follower relationship (emotional) (Smith, 1996)</p>
<b>DIVERSITY</b>	<p>Richness of deep diversity—that will lead to deeper unity (Terry 1993)</p> <p>Confronts diversity at every turn (Terry 1993)</p> <p>Reaches across boundaries (Terry 1993)</p> <p>Understands that people are different from each other (Deming, 1986)</p> <p>Fully utilize people regardless of race, gender, ethnic origin, or culture (Fitz-enz, 1997)</p> <p>Seek and cherish diversity (Smith, 1996)</p>
<b>SELF</b>	<p>Control actions (Cox &amp; Hoover, 1992)</p> <p>Improves self-encouragement and mental skills (Dinkmeyer &amp; Eckstein, 1996)</p>
<b>INDEPENDENT</b>	<p>Work well alone (Handy, 1989)</p>
<b>FACILITATOR</b>	<p>Facilitator (Quinn 1988) (Naisbitt &amp; Aburdene, 1990)</p> <p>Facilitates by asking questions, drawing people out to guide group to consensus (Naisbitt &amp; Aburdene, 1990)</p>
<b>CULTURE</b>	<p>Ability to act in a manner conducive to responding to and arousing emotion (Koontz &amp; Weihrich, 1990)</p> <p>Promote culture (Wilson, George, Wellins, &amp; Byham, 1994)</p> <p>Serve as a catalyst and manager of culture change (Yeung &amp; Ready, 1995)</p> <p>Integrate different cultures, sectors, and disciplines (Drucker, 1997)</p> <p>Build or create culture (Schein, 1992)</p> <p>Maintain and support the culture (Schein, 1992)</p> <p>Posses skills in analyzing cultural assumptions (Schein, 1992)</p> <p>Consciously promote a clearly articulated, stimulating culture (Fitz-enz, 1997)</p> <p>Protect culture from perils of crisis (Murphy, 1996)</p> <p>Listening to followers without judgment increases followers' creativity (Michalko, 2001)</p> <p>Creates an environment that encourages trust, freedom, and</p>

innovation (Deming, 1986)

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**ENVIRONMENTALLY AWARE**

Environmental sensitivity (Conger & Kanugo, 1998)

Make sense of happenings in their world that otherwise would not make sense (Pfeffer, 1977)

Aligns assets and skills of the organization with the opportunities and risks presented by the environment (Timpe, 1987)

Ability to block out the unnecessary and concentrate on the necessary (Cain, 1998)

Are expected and perceived to make contributions to social order (Hosking 1988)

Demonstrates uncompromising environmental responsibility (Kanter, 1995)

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**TRAINING**

Concern for growth (Shelton, 1997)

Promote training and development (Syrett & Hogg, 1992)

Maximizes the capability of people to fulfill purpose (Jacobs, 1997)

Coach the development of personal capabilities (Belasco & Stayer, 1994)

Encourages others to learn quickly (Belasco & Stayer, 1994)

Deliberately causing people-driven actions in a planned fashion (Crosby, 1997)

Coach people (Vaughn, 1997)

Willing to teach skills (Smith, 1996)

Develop followers (Eales-White, 1998)

Guide the organization and people to new levels of learning and performance (DePree, 1989)

Concerned with self-development and the development of others (Maccoby, 1981)

Commitment to growth of people (Spears & Lawrence, 2002)

Promotes continuous learning (Napolitano & Henderson, 1998))

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**COMMUNICATION**

Provide a system of communication (Bernard, 1938)

Influence through communication (Tannenbaum, Weschler & Massarik, 1961)

Influence exercised in a situation and directed through the communication process (Tannenbaum, Weschler & Massarik, 1961)

Frequency of communication tied to job performance (Kacmar, Witt, Zivnuska, & Gully, 2003)

Articulate vision-values-strategy (Yeung & Ready, 1995)

Align people by communicating (Kotter, 1990)

Frequently communicate (Syrett & Hogg, 1992)

Unshakeable commitment to communication (Essex & Kusy, 1999)

Active listening improves the leader-follower relationship (Rutter,

2003)

Positive communication leads to positive actions (Cooperrider & Srivastva, 1987)

Encourage followers to speak their mind (Sims, 2005)

Good communication skills (Miles, 1997)

High quality interpersonal communication leads to high quality leader-follower interaction (Campbell, K. S., White, C. D. & Johnson, D. E., 2003)

Provide open communication and information to personnel-customers-suppliers (Harris, 1989)

Actively communicate a wide range of information to employees (Covey, 1996)

Creating and communicating meaning in formal and informal forums (Crosby, 1997)

Use language to touch the heart (Heskett & Sclesinger, 1996)

Have communication skills (Stettner, 2000)

Engages in dialogue (Napolitano & Henderson, 1998)

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**HUMOR**

Uses humor to take the edge off during stressful periods (Dubinsky, Yammarino, & Jolson, 1995)

Utilize humor to keep perspective (Dinkmeyer & Eckstein, 1996)

Uses a funny story to turn an argument in his or her favor (Dubinsky, Yammarino, & Jolson, 1995)

Makes us laugh at ourselves when we are too serious (Dubinsky, Yammarino, & Jolson, 1995)

Uses amusing stories to defuse conflicts (Dubinsky, Yammarino, & Jolson, 1995)

Uses wit to make friends of the opposition (Dubinsky, Yammarino, & Jolson, 1995)

Use humor (Smith, 1996)

Use humor to lift others up (McGee-Cooper & Trammell, 1995)

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**SELF-CONFIDENT**

Dares to be themselves (Munroe, 1997)

Self-awareness (Bennis, 1997; Bushe, 2001)

Self-esteem (Bennis, 1997)

Self-confidence (Aguinis & Adams 1998; Napolitano & Henderson, 1998; Roberts, 1990)

Secure sense of strengths (Miles, 1997)

Possess a belief in self (Heskett & Sclesinger, 1996)

Self-confidence with humility (Heskett & Sclesinger, 1996)

Understands oneself (Crosby, 1997)

Determination (Snyder, Dowd, & Houghton, 1994; Cox & Hoover, 1992)

Submit self to mirror test and find comfort with person there (Drucker, 1997)

Self-efficacy (Harung, Alexander, & Heaton, 1999)

Confidence (Meyer, Houze, & Slochta, 1998)

Determination to achieve (Meyer, Houze, & Slochta, 1998)

Awareness of self (Spears & Lawrence, 2002)

Conscious of weaknesses and strengths (Maccoby, 1981)

Disciplined and determined (Snyder, Dowd, Houghton, 1994)

Decisive (Implicit-leadership-theory measure) (Harung, Alexander & Heaton, 1999; Smith, 1996)

Conviction (Taffinder, 1997) (Bardwick, 1996)

Focused and disciplined (Napolitano & Henderson, 1998)

Welcomes criticism and fights paranoia (brutally honest with self) (Smith, 1996)

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**OPTIMISTIC**

Identify and combat discouraging fictional beliefs (Dinkmeyer & Eckstein, 1996)

Models optimistic philosophy (Dinkmeyer & Eckstein, 1996)

Optimism (Napolitano & Henderson, 1998)

Enthusiasm (Vaughn, 1997)

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**KNOWLEDGE**

Superior intelligence (Crabb, 1839)

Think deeply (Kanter, 1995)

Possess learning agility for self-knowledge (Lombardo & Eichinger, 1997)

Think through problems (Lombardo & Eichinger, 1997)

Critical thinking skills (Harung, Alexander, & Heaton, 1999)

Knowledge (Giblin, 1986) (Waitley 1995; Deming, 1986)

Learns fast (Belasco & Stayer, 1994)

Analytical thinking (Ulrich, Zenger, & Smallwood, 1999)

Learn from mistakes and successes (McGee-Cooper & Trammell, 1995; Kanter, 1995; Kouzes & Posner, 1995)

Learn from failure (Smith, 1996)

Crystallized thinking (Meyer, Houze, & Slecta, 1998)

Expertise (Bardwick, 1996)

Think strategically (Heskett & Sclesinger, 1996)

Learns unceasingly (Deming, 1986)

Logic (Auguinis & Adams 1998)

Seeks opportunities to learn (Kanter, 1995)

Seek broad business knowledge (Kanter, 1995)  
Practice insight by seeing things from new angles (Kanter, 1995)  
Expands information and access to new knowledge (Napolitano & Henderson, 1998)

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***INFLUENCE***

The role of the manager/leader is to motivate (McGregor, 1960)  
Interpersonal influence (Tannenbaum, Weschler & Massarik, 1961)  
Process of influencing the activities of an organized group (Rauch & Behling, 1984)  
Process of influencing the activities of an individual or a group (Hersey & Blanchard, 1988)  
Attempt at influencing the activities of followers (Donnelly, Ivancevich, & Gibson, 1985)  
Art of influencing others to maximum performance (Cohen, 1990)  
Influence through communication (DuBrin, 1997)  
Influential increment over and above mechanical compliance with the routine directives of the organization (Katz & Kahn, 1978)  
Leadership requires power to influence the thoughts and actions of other people (Zalenik, 1992)  
Influence process to get people to willingly do what must be done and do well what ought to be done (Cribbin, 1981)  
Process of influencing the activities of an organized group (Stogdill, 1950)  
Influence over movements and actions of others (Crabb, 1839)  
Influence attempts that avoid the invocation of power and relative status (Whyte, 1943)  
Influencing people toward cooperation (Tead, 1935)  
Ability to persuade or direct men (Reuter, 1941)  
Influencing activities of an organized group to goal setting/achievement (Stogdill, 1958)  
Influence behavior toward desired end (by word or deed) (Engstrom, 1976)  
Acts which influence to shared direction (DuBrin, 1997) (Shartle, 1956; Seeman, 1960)  
Influences decisions and actions of others (Lowry, 1962)  
Influence agent (Edinger, 1967)  
Influence actions of others in shared approach (Gibb, 1959)  
Process of influence-persuasion (Hollander, 1978)  
Two-way influence relationship (Hollander, 1978)  
Influential increment over and above mechanical compliance (Katz & Kahn, 1978)  
Influence members that is successful (House & Baetz, 1979)

Influence activities of an individual or group (Stogdill, 1950)

Influences group activities (Rauch & Behling, 1984)

Influence behavior of another individual or group (Hersey, 1997)

All about influence (Maxwell, 1993)

Influence planned change (Harris, 1989)

Influences dreams (Danzig, 1998)

Influences individuals or groups to think (Capezioo & Moorehouse, 1997)

Influence between leader and follower (Hollander, 1978)

Influence activities of organized group (Rauch & Behling, 1984) (Stogdill, 1950 )

Ability and willingness to influence others so they respond willingly (Clawson, 1999)

Influence outside of formal authority (Blank, 1995)

Social influence that aids and enlists support to accomplish (Chemers, 1997)

Interpersonal influence directed to attaining goals achieved through communication (DuBrin, 1997; DuBrin, 1997; Tannenbaum, Weschler & Massarik, 1961; Donnelly, Ivancevich, & Gibson, 1985)

Influence people so that they will contribute (Koontz & Wehrich, 1990)

Influencing actions of individuals, groups, and organizations to get results (Olmstead, 2000)

Organizational influence (Hinkin & Tracey, 1994)

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**GOAL-ORIENTED**

Influence toward goal achievement (Stogdill, 1958)

Toward goal achievement (Donnelly, Ivancevich, & Gibson, 1985)

Efforts toward goal achievement in a given situation (Moloney, 1979)

Toward the attainment of some goal or goals (Donnelly, Ivancevich, & Gibson, 1985)

Inspires as to goals (Munroe, 1997)

Accomplishment of a goal through the direction of human assistants (Prentice, 1961)

Successfully marshals his human collaborators to achieve particular ends (Prentice, 1961)

Gets them to move along together with competence (Jaques & Clement, 1994)

Influences goal setting and goal achievement (Stogdill, 1950, 1958)

Stimulates accomplishment of goals (Davis, 1942)

Organized efforts to achieve goal setting and achievement (Stogdill, 1958)

Cooperation toward goal (Tead, 1935)

Cement unifying men for cooperative action to achieve given objectives (Titus, 1950)

Cure behavior towards objectives (Edinger, 1967)

Move towards production goals (Boles & Davenport, 1975)

Influence to common objectives or compatible goals (Gibb, 1959)

Aimed primarily at attaining goals (Hollander, 1978)

Influence to goal attainment (Moloney, 1979)

Elicit goals (Staub, 1996)

Adopt personal-active attitudes toward goals (Zalenznik, 1989)

Causing willing effort to be expended to achieve purpose (Jacobs & Jaques, 1990)

Accomplish common task or goal (Chemers, 1997)

Achieve organizational goals (Meyer, Houze, & Slechta, 1998)

Responsible to accomplish tasks (Fairholm, 2001)

Helps the group to achieve its goals, increase effectiveness (Bushe, 2001)

Accomplish the leaders agenda (Crosby, 1997)

Provide transcendent goals (Batten, 1989)

Evaluates progress towards objectives (Murphy, 1996)

Goal clarification (Hinkin & Tracey, 1994)

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**A FORCE**

Principal dynamic force (Davis, 1942)

Key dynamic force (DuBrin, 1997)

Competitiveness (Roberts, 1990)

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**VALUES**

Rational exchange of values (Schlesinger, 1967)

Articulate values (Yeung & Ready, 1995)

Operate from a set of inspiring core values and beliefs (Fitz-enz, 1997)

Define, shape, and use core values (Heskett & Sclesinger, 1996)

Common ground based on shared values (Daft & Lengel, 1998)

Values based (Meyer, Houze, & Slechta, 1998)

Ensure structures and systems in organization reflect values (Covey, 1996)

Higher states behavior in terms of principles, values, and intentions (Kent, Crotss, & Aziz)

Have values and beliefs that serve as basis for direction and action (Snyder, Dowd, & Houghton, 1994)

Show tolerance of diversity and intolerance of performance, standards, and values (Fitz-enz, 1997)

They are value driven (Tichy & Devanna, 1990)

Models values (Napolitano & Henderson, 1998)

	Well-integrated values system (Cox & Hoover, 1992)
	Live the values of 'my unit' (Heskett & Sclesinger, 1996)
	Develops core values (Napolitano & Henderson, 1998)
<b>RESOURCEFUL</b>	Resourcefulness (Napolitano & Henderson, 1998; Giblin, 1986)
	Adaptive (Bennis & Goldsmith, 1997)
<b>LOYALTY</b>	Loyalty (Roberts, 1990)
	Loyalty to spiritual reality (Kullman reference missing)
<b>MISSION</b>	Create a path-finding mission (Hesselbein, Goldsmith, & Beckhard, 1996)
	Ensure structures and systems in organization reflect mission (Covey, 1996)
	Alignment of the workforce to the mission (Essex & Kusy, 1999)
<b>COMMITMENT</b>	Commitment from people (Ulirch, Zenger, & Smallwood, 1999)
	Gain commitment from members (Conger, 1992)
	Develop commitment to carry vision (Oakley & Kurg, 1994)
	Voluntary commitment of followers (Nanus, 1989)
	Encourage commitment (Dinkmeyer & Eckstein, 1996)
	Mobilize individual commitment (Ulirch, Zenger, & Smallwood, 1999)
<b>MANAGES</b>	Manage systems and keep them as stable and serviceable as possible (Vaill, 1998)
	Set standards (Smith, 1996)
	Understands and conveys to other the meaning of a system (Deming, 1986)
	Takes a systems approach (Napolitano & Henderson, 1998)
	Pumps life and meaning into management structures and brings them to life (Barach & Eckhardt, 1996)
	Align and ensure the match between organization and strategy (Covey, 1996)
	Engender organizational capability (Ulrich, Zenger, & Smallwood, 1999)
	Fully commit to a long-term strategy of building a valuable institution (Covey, 1996)
	Assembly and reassembly of organizational components, including projects-teams-locations (Essex & Kusy, 1999)
	Effective management of risk (Cox & Hoover, 1992)
	Active management by exception behavior (Waldman, Ramirez, & House, 2001)
	Good management (Fairholm, 2001)
	Management skills (Humphrey, 1987)
	Blend multiple organizational models (Corbin, 200)

Understands a stable system (Deming, 1986)  
Manage projects through cross-functional teams (Barnes, 1996)  
Manage cross-functional purposes (Bergman, Hurson, & Russ-Eft, 1999)

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**LISTENING**

Listening (Spears & Lawrence, 2002; Dinkmeyer & Eckstein, 1996)  
Attentive to what is said (Tyagi, 1985)  
Listens (accepts ideas, criticisms, feedback) (Smith, 1996)  
Asks great questions and listens carefully to responses  
Listen more than tell (Heskett & Sclesinger, 1996)  
Asks what and why (Bennis, 1997)  
Listens deeply (McGee-Cooper & Trammell, 1995)  
Listens respectfully (McGee-Cooper & Trammell, 1995)  
Listens to others-especially those who disagree  
Most likely to listen first (McGee-Cooper & Trammell, 1995)  
Listens and learns without passing judgement (Deming, 1986)  
Listens without judgment (Deming, 1986) (McGee-Cooper & Trammell, 1995)

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**RESOURCES**

Organize resources—human people (O'Connor, 1997)  
Organize wide range of resources (Rusaw, 2001)  
Art and process of acquiring, energizing, linking and focusing resources of all kinds (Bradshaw, 1998)  
Focus on resources (Bradshaw, 1998)  
Champions of resources (Waitley, 1995)  
Have resources needed to form networks (Kanter, 1995)  
Provide resources needed for continuous improvement (Fitz-enz, 1997)  
Dedicate resources to process innovations (Kanter, 1995)  
Provide direction and resources (HD)  
Cultivate diverse resources (Napolitano & Henderson, 1998)

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**ENERGY**

Energizes (Nanus, 1989; Senge, 1990; Bennis & Goldsmith, 1997)  
Breathes life into the organization (Senge, 1990)  
Active (Zalenznik, 1989; White, Hodgson, & Crainer, 1996)  
Ensure energy is released and sustained across initiatives (Taffinder, 1997)  
Energy (Danzig, 1998)  
Fast (Kanter, 1998)  
Participate actively (Kent & Moss, 1990)

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**ATTRACTIVE/APPROACHABLE**

Attract followers (Bennis & Goldsmith, 1997; Richardson, 1844)

	<p>Friendly (Kanter, 1997; Tyagi, 1985)</p> <p>Easy to approach (Tyagi, 1985)</p> <p>Approachable (Smith, 1996)</p> <p>Visible and approachable (Smith, 1996)</p>
<b>HEALING</b>	<p>Healing-oneself and others (Spears &amp; Lawrence, 2002)</p> <p>Heal wounds inflicted by change (Murphy, 1996)</p> <p>The organizational environment must be one of healing. (Kerfoot, 1999)</p> <p>Healing is one of the characteristics of servant leaders (Greenleaf, 1970)</p>
<b>SELECTION OF PEOPLE</b>	<p>Selects the right people (Murphy, 1996)</p> <p>Knows future lies in the selection-nurturance-assignment of key people (DePree, 1989)</p> <p>Select the most talented team members available (Kanter, 1997) Shin, 2004</p> <p>Values alignment (Brown, Ledford, &amp; Nathan, 1991; Kristoff, 1996)</p>
<b>RESPONSIBLE</b>	<p>Responsible (LIQ) (Fairholm, 2001)</p> <p>Responsible attitude (Maccoby, 1981)</p> <p>Uses power responsibly (Koontz &amp; Weilhrich, 1990)</p> <p>Responsibility (Roberts, 1990; Auguinis &amp; Adams, 1998)</p>
<b>DEDICATED</b>	<p>High dedication to the job (Cox &amp; Hoover, 1992)</p>
<b>TIME MANAGEMENT</b>	<p>Use time effectively (Smith, 1996)</p> <p>Manage time and resources (Bergman, Hurson, &amp; Russ-Eft, 1999)</p>
<b>NETWORKS</b>	<p>Well-connected (Campbell's Leadership Potential Index look up reference)</p> <p>Networking (MPS)</p>
<b>ETHICS</b>	<p>Emphasize ethics (Syrett &amp; Hogg, 1992)</p> <p>Have ethics (Stettner, 2000)</p> <p>Display professional ethics (Bergman, Hurson, &amp; Russ-Eft, 1999)</p> <p>Sanctioning conduct (enforcing ethical conduct-laws-norms) (Crosby, 1997)</p>
<b>INTEGRITY</b>	<p>Integrity (Ulrich, Zenger, &amp; Smallwood, 1999) (Leadership Acts with integrity (Kanter, 1995)</p> <p>Exudes integrity (Smith, 1996)</p>
<b>COURAGE</b>	<p>Courage (Roberts, 1990) (Snyder, Dowd, &amp; Houghton, 1994)</p> <p>Courageous individuals (Tichy &amp; Devanna. 1990)</p> <p>Passion and courage (Napolitano &amp; Henderson, 1998)</p>
<b>REFLECTION</b>	<p>Reflects feelings (Dinkmeyer &amp; Eckstein, 1996)</p>

<b>EMOTION</b>	<p>Create emotion by generating action where there was hesitation (Bardwick, 1996)</p> <p>Create emotion by generating strength where there was weakness (Bardwick, 1996)</p> <p>Create emotion by generating expertise where there was floundering (Bardwick, 1996)</p>
<b>HUMAN RESOURCES</b>	<p>Human resources frame (recognizes the importance of congruence between individual and organization) (LOS) Look up reference</p> <p>Human resources management (HPMI (look up reference)</p>
<b>CONFLICT RESOLUTION</b>	<p>Negotiate resolution to conflict (Murphy, 1996)</p> <p>Resolves conflict diplomatically and finds common cause (Kanter, 1995)</p> <p>Interpersonal competencies to resolve conflicts in a constructive manner (Harung, Alexander, &amp; Heaton, 1999)</p> <p>Resolving residual conflict in formal and informal courts (Crosby, 1997)</p>
<b>DECISION-MAKING</b>	<p>Make decisions (Bergman, Hurson, &amp; Russ-Eft, 1999)</p> <p>Making decisions and implementing decisions about legislative, executive, and administrative policy (Crosby, 1997)</p> <p>Decisiveness (Harung, Alexander, &amp; Heaton, 1999) (Roberts, 1990)</p>
<b>DISCIPLINED</b>	<p>Develop self-discipline (Barnes, 1996)</p> <p>Well-organized life (Cox &amp; Hoover, 1992)</p>
<b>AMBIGUITY</b>	<p>Tolerates ambiguity and paradox (Napolitano &amp; Henderson, 1998)</p> <p>Deal effectively with complex, ambiguous, and contradictory situations (Lombardo &amp; Eichinger, 1997)</p> <p>Ability to deal with complexity, ambiguity, and uncertainty (Tichy &amp; Devanna, 1990)</p>
<b>EFFECTIVE</b>	<p>Effectiveness (Munroe, 1997)</p> <p>Lead effectively (Bennis &amp; Goldsmith, 1997)</p>
<b>BOUNDARIES</b>	<p>Sets parameters (Napolitano &amp; Henderson, 1998)</p>
<b>INTERNAL</b>	<p>Inner locus of control (Harung, Alexander &amp; Heaton, 1999)</p> <p>Internal locus of control (Cox &amp; Hoover, 1992)</p> <p>Intrinsic motivation (Cox &amp; Hoove, 1992)</p>
<b>FINANCIAL</b>	<p>Broker (Quinn, 1988)</p>
<b>PERSONALITY</b>	<p>Personality in action under group conditions (Bogardus, 1934)</p> <p>Interaction of specific traits of one person and other traits of many (Bogardus, 1934)</p>
<b>STAYS THE COURSE</b>	<p>Stay the course (not follow fads) (Deming, 1986)</p> <p>Constancy of purpose (Deming, 1986)</p> <p>Don't totally change direction (Deming, 1986)</p>

**AUTHENTIC**

Authentic Leadership Model (Avolio, Gardner, Walumbwa, Luthans, & May, (2004)

Sincere (Implicit-leadership-theory measure)

Authentic (McGee-Cooper & Trammell, 1995)

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**INSPIRES AND MOTIVATES**

Simulates, motivate, and coordinated the organization (Davis, 1942)

Inspires others to go (Munroe, 1997)

Motivates and inspires (Kotter, 1990)

Motivates by satisfying basic human needs (Kotter, 1990)

Causes people to respond with vigor (Danzig, 1998)

Inspires people to understand the social, political, economic, and technological givens (Crosby, 1997)

Produces movement in the long-term best interest of the group (Kotter, 1990)

Recognize that people must motivate themselves (Cain, 1998)

Inspire extra effort (Bradford & Cohen, 1984)

Catalyze, stretch and enhance people (Batten, 1989)

Motivates and coordinates (Davis, 1942)

Comprehend that humans have differing motivation forces at different times and situations (Koontz & Wehrich, 1990)

Ability to inspire (Koontz & Wehrich, 1990)

Motivation (Ragins, 1989)

To cause to follow or pursue (Richardson, 1844)

Inspire enthusiasm (Vaughn, 1997)

Inspires confidence (Montgomery, 1961)

Inspire staff to discover natural creativity, express creative ideas freely (Buzan, Dottino, & Israel, 1999)

Motivate themselves to draw on (Richardson, 1844)

Create a motivational climate (Batten, 1989)

Inspire others to lead (Humphrey, 1987)

Inspiring (Kent, Crotts, & Aziz)

Motivates (Davis, 1942)

Conceptualization (nurture abilities to dream great dreams, think beyond the day today) (Spears & Lawrence, 2002)

Motivates across generation boundaries (Essex & Kusy, 1999)

Exhibit extraordinary levels of motivation to enable group members to learn change (Schein, 1992)

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**DIRECTION OF THE VISION**

Determines direction (Timpe, 1987)

Process of giving purpose (meaningful direction) to collective effort (Jacobs & Jaques 1990)

Leadership revolves around vision-ideas-direction (Bennis, 1989)  
Sets direction for vision (Ulrich, Zenger, & Smallwood, 1999)  
Create and describe the vision (Bergman, Hurson, & Russ-Eft, 1999)  
Create direction (Kotter, 1990)  
Consistently provide the organization a clear direction (Kanter, 1995)

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**INSPIRES THE VISION**

Rally men and women to common purpose (Montgomery, 1961)  
Exhibit conviction in creating a vision (Hesselbein, Goldsmith, & Beckhard, 1996)  
Marshalling, energizing, and unifying of people toward the pursuit of vision (Kent, Crofts, and Aziz, 2001)  
Challenging a team of people to reach to a vision (Beck & Yeager, 2001)  
Create a compelling vision (Shelton, 1997)  
Establishment of a thrust toward a purpose (Kent, Crofts, & Aziz, 2001)  
Inspiring a shared vision (Kouzes & Posner, 1995)  
Create a vision with meaning (Bennis, 1997)  
Inspires pursuit of a shared vision (Napolitano & Henderson, 1998)

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**ARTICULATES THE VISION**

Articulate tangible vision (Yeung & Ready, 1995)  
Convey vision (Syrett & Hogg, 1992)  
Looks at the horizon (Bennis & Goldsmith, 1997)

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**SELLS THE VISION (BUY-IN)**

Integrate agreed vision of the future (Simmons, 1996)  
Present vision so that others want to achieve it (O'Connor, 1997)  
Ability to get members of the organization to accept ownership of vision as their own (Oakley & Kurg, 1994)  
Infuses dreams-inspires vision (Danzig, 1998)  
Energizes and attracts people to enroll in a vision of the future (Bennis & Goldsmith, 1997)  
Focus on gaining understanding and buy-in from all parties (McGee-Cooper & Trammell, 1995)  
Shares big picture (McGee-Cooper & Trammell, 1995)

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**GUIDES THE VISION**

Provide guidance through shared vision (Stabu, 1996)  
Guides the vision (Munroe, 1997)  
Work into context by providing vision (Eales-White, 1998)  
Ensures structures and systems in organization reflect vision (Covey, 1996)  
Claim the future through reconnaissance (Heskett & Sclesinger, 1996)  
Strongly define a sense of purpose and vision (Bennis, 1997)

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**VISIONARY**

Transcend the vision (McLean & Weitzel, 1992)  
A broad view, a new territory of the organization's direction (Martin,

2001)  
Develop vision (Bradford & Cohen, 1984)  
Creates the big picture (Eales-White, 1998)  
Have a vision (Kanter, 1995) (Snyder, Dowd, & Houghton, 1994)  
Ability to see clearly (Sadler, 1997)  
Knows the future (Spears & Lawrence, 2002; Heskett & Sclesinger, 1996)  
Has a long-range perspective (Bennis, 1997)  
Are visionaries (Tichy & Devanna, 1990)  
Has eye on the horizon (Bennis, 1997; Bennis & Goldsmith, 1997)  
Thinks completely (big picture) (Napolitano & Henderson, 1998)

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**STAMINA**

Physical stamina (Roberts, 1990)  
Emotional stamina (Roberts, 1990)  
Perseverance (Danzig, 1998)  
Build stamina (Smith, 1996)

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**MISCELLANEOUS**

Pragmatic (Cox & Hoover, 1992)  
Preserve what makes the company special (Deal & Kennedy, 1982)  
Charisma (Danzig, 1998; Whetten & Cameron, 1983)  
Respectable (Maccoby, 1981)  
Is his/her own person (Bennis, 1997)  
Experienced (Campbell's Leadership Potential Index)  
Unconventional behavior (Conger & Kanungo, 1998)  
Enhance the quality of work life (Harris, 1989)  
Initiation and maintenance of structure (Stogdill, 1974)  
Consistently make effective contributions to social order (Hosking, 1988)  
Must be able to leverage more than his own capabilities (Bennis, 1989)  
Answers the question what is really going on (Terry, 1993)  
Balance (Napolitano & Henderson, 1998)  
Do the right thing (Bennis & Nanus, 1985)  
Create follower-ship (Staub, 1996)  
Be chief (Cox & Hoover, 1992)  
To begin (Cox & Hoover, 1992)  
Capable of inspiring others to do things without actually sitting on top of them with a checklist (Bennis, 1989)  
Art of mobilizing others (Kouzes & Posner, 1995)  
Orchestrate a 360 worldview (Corbin, 2000)

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Talk more than others (Kent & Moss, 1990)  
Make federations of corporations (Bennis, 1997)  
Agile (Bennis & Goldsmith, 1997)  
Astuteness (Giblin, 1986)  
Producer (Quinn, 1988)  
Compatibility (Giblin, 1986)  
Order the chaos (Corbin, 2000)  
Quality (Danzig, 1998)  
Give a point to the working lives of others (Birch, 1999)  
Hard work (Miles, 1997)  
Multi-tasking (Essex & Kusy, 1999)  
Values others input (McGee-Cooper & Trammell, 1995)  
Accountability (Roberts, 1990)  
Pragmatic approach (Cox & Hoover, 1992)  
Persuasion (SMP) (Spears & Lawrence, 2002) (SLP)  
Break major tasks into bite size chunks (Gower)  
Control of details (SMP)  
Tenacity (Napolitano & Henderson, 1998)  
Empathy (Spears & Lawrence, 2002)  
Timing (Roberts, 1990)  
Credibility (Roberts, 1990)  
Handles emotion in self and others (Bergman, Hurson, & Russ-Eft, 1999)  
Ensures that boundaries are porous and permeable (Bennis, 1997)  
Learn from adversity (Cox & Hoover, 1992)  
Descriptiveness (Bushe, 2001)  
Curiosity (Bushe, 2001)  
Appreciation (Bushe, 2001)  
Attitude of mind (Birch, 1999)  
Desire (Roberts, 1990)  
Procedural justice (Hinkin & Tracey, 1994)  
Autocratic (Leadership Scale for Sports, LSS)  
Dependability (Roberts, 1990)  
Type A personality (Cox & Hoover, 1992)  
Supervision (HPMI)  
Functionality (Ragins, 1989)  
Accountably to make it safe to learn from mistakes (McGee-Coopoe &

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Trammell, 1995)  
Industriousness (Auquinis & Adams, 1998)  
Shifts paradigm (Napolitano & Henderson, 1998)  
Summons old-fashioned work-place virtues like loyalty-commitment-on  
the job exuberance (Wadsworth, 1997)  
Promote an entrepreneurial spirit in innovative ventures (Harris,1989)  
Judgement (Bennis, 1997)  
Excellence (Harris, 1989) (SLP)  
Self-renewal (Napolitano & Henderson, 1998)  
Stewardship ((Spears & Lawrence, 2002)  
Controls ambition and ego (Smith, 1996)  
Passion (Napolitano & Henderson, 1998)  
Tests assumptions (Napolitano & Henderson, 1998)  
Open mind (Cont) (Schein, 1992)  
Reach out to partners (Schein, 1992)  
Does not expect perfection (Deming, 1986)  
Maintain high standards of dignity (Smith, 1992)  
Share their passion and expertise (McFarland & Senn, 1993)

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