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## Leadership As We Know It

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# LEADERSHIP AS WE KNOW IT

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Introduction by Dr. Barbara Holmes

# LEADERSHIP AS WE KNOW IT

WINONA STATE UNIVERSITY  
WINONA, MINNESOTA



# Leadership As We Know It

Perspectives of Leadership in the 21st Century



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This chapters in the book are written for the Change Leadership graduate course, spring 2019, in the Leadership Education Department at Winona State University.

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## Foreword

Winona State University is a community of learners and educators who work together to construct meaningful student experiences. This book is one of those experiences. It is the fourth book of graduate student writing on the topic of Change Leadership. The students selected the topic and title of *Leadership As We Know It*. Each chapter of this book is authored by a graduate student for the spring 2019 Change Leadership course.

The spring 2019 class selected David Albrecht as their student leader to provide leadership and coordinate the book publishing process. Albrecht coordinated the book cover, ensured all student's chapters were completed, and was the lead communication between students, instructor, librarian, and editor.

In addition to being student written and organized the book was edited by Sarah Schrmack. Schrmack was a student editor for our Fall 2018 book, *New Leaders, New Perspectives*. In the spring 2019, Schrmack edited this book for an editing independent study. This book, *Leadership As We Know It*, discusses student perspectives of leadership topics ranging from professional education, psychological perspectives, gender, and other specialized topics. Our hopes are that you will learn from these graduate student perspectives and as our students have learned from these collaborative writing and leadership experiences.

Kendall Larson  
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# Introduction

LDRS 614 – Change Leadership is a class designed to encourage graduate students to actively contemplate the impact of changes in organizations. This master’s level class provides a platform for leadership graduate students to reflect on organizational scenarios that affect individual employees in achieving improved organizational outcomes.

The spring 2019 leadership class consisted primarily of millennials who sometimes see the world differently and offer diverse perspectives. In this class, emphasis was placed on leadership theory, case studies, organizational behavior and transformational practices. Students used this context to analyze organizational situations and apply current thinking to the resolution of identified leadership issues.

In many instances, millennial emergent leaders break with traditional thinking and advocate for the empowerment of organizational employees in organizational changes. This new thinking is encouraged in these leaders of the future.

A main goal of the course was to build leadership capacity and knowledge about new leadership behavior, skills, practices and ideas. The creative thinking offered by millennials is codified in this book to give students voice in influencing current ideas on what leadership can look like in the 21st century. The contributions of each student is appreciated and gives us hope that organizations of the future are in good hands.

Dr. Barbara Holmes  
Professor  
Winona State University



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# 1.

## **The Powerful Impact of Relationships on Effective Leadership**

**Dave Albrecht**

Leaders are at the center of our social existence. These leaders exist in a wide spectrum from elected politicians, bosses in the workplace, or the head of a household, just to name a few. However, the mere presence of an appointed leader does not equate to successful leadership. Some are perceived as born leaders based on their presence alone, but basic personality traits, no matter how charismatic, are rarely enough to inspire change or motivate followers. Truly effective leaders are those who understand their followers through the mindful cultivation of meaningful relationships.

All who strive to become leaders begin their journey in the same place – as followers. Regardless of one’s perceived leadership traits, the tools necessary in learning to lead can be acquired through experience. The evolutionary path of a leader commands constant growth and adaptation through feedback from peers and followers alike.

Research of various leadership styles has revealed that a one-size-fits-all approach is not an effective solution for managers. Leadership directives must be delivered in thoughtful ways to different subordinates because followers react to different scenarios in unique ways. Within defined teams or follower groups, the collective level of commitment or organizational buy-in can differ. With these variables in mind, a fundamental challenge presents itself for leaders to effectively empower and

connect with all followers to strive for collective organizational success.

The fluid nature of leadership begins first with leaders taking a census of what is sure to be a diverse group of followers. In any professional setting, the workplace is an eclectic mix of age, ethnicity, gender, personalities, personal backgrounds, and work experience. The simplest solution to overcoming challenges presented by the existence of such a melting pot is to build relationships. The importance of the human touch in leadership cannot be overlooked.

Northouse's (2016) introduction to the behavioral leadership approach is broken down into two components: task behaviors and relationship behaviors – emphasizing a mix of concern for both results and people. Task behaviors emphasize goals and the steps needed to accomplish those measurable objectives. Relationship behaviors focus on people and interactions within teams between leaders and followers. Yukel (2013) supports this by stating, “effective leaders guide and facilitate the work to accomplish task objectives, while at the same time maintaining cooperative relationships and teamwork” (p. 57). Herold, Fedor, Caldwell, Liu (2008) further stress the correlation between follower buy-in and leadership behaviors in studying the willingness of employees to commitment to change.

The situational approach is highlighted by a leader's need to carefully evaluate all followers by assessing their competency for a given task and their commitment level to achieving the end goal. Building relationships between leaders and followers is at the root of both the behavioral and situational leadership approaches. A leader's understandings of what motivates individual followers is a powerful tool that is forged through communication.

The leader-member exchange process additionally supports relationship building by centering its attention on connections that exist between leaders and followers. Perhaps the biggest drawback to the leader-member exchange theory is the natural divide that occurs with followers viewed as part of the in-group or the out-group. While benefits to the in-group may be tangible or simply perceived, leaders must understand that perception is reality.

Despite the organic nature of these “cliques” to emerge, strong leaders must be intentional with their actions to dismiss this belief and avoid negatively affecting moral or motivation of followers. Successful leaders are those who promote an inclusive environment and avoid playing favorites as if they were on the playground. As Yukl (2013) states, “it is not necessary to treat all subordinates exactly the same, but each person should perceive that he or she is an important and respected member of the team rather than a ‘second-class citizen’” (p. 225).

By practicing inclusivity and providing equal opportunity to all, leaders are empowering followers to make the most of their jobs and take pride in their contributions to the organization. According to Newman, Schwarz, Cooper, Sendjaya (2015), servant leadership is positively linked to high levels of leader-member exchange. By exercising mutual levels of respect to members of any perceived “group”, servant leaders empower their followers which in turn leads to a heightened sense of value or meaning in the follower’s job value – and perhaps even a shift from the out-group to the in-group.

The path-goal theory is yet another leadership practice that values the importance of a strong relationship through open communication between leaders and followers. This concept focuses on a leader’s ability to improve follower performance and job satisfaction by focusing on what motivates the follower (Northouse, 2016). Ultimately, it’s the leader’s task to motivate followers to better understand and then reach goals through directive, supportive, or participatory behaviors. Increased motivation lends itself to improved follower performance and job satisfaction, which creates organizational success.

While there are varying elements to each of these leadership techniques, fostering strong relationships is at the core of each and necessitates a leader’s ability to understand what motivates each individual follower. It is true that the whole is greater than the sum of its parts, but a leader must be able recognize those individual parts and deploy unique methods to lead them all. As leaders communicate and better understand their followers, it is evident



that a blanket-style leadership approach is ineffective when considering the makeup of the modern workplace.

Much like the country itself, the American workforce has grown more diverse than ever before. With that diversity, as with ever-present civil issues, politics, and the like, an organization is not immune to polarization. The generational gap among employees is one of the largest divides in today's workplace. Even the age of managers ranges much more significantly than it once did. For leaders, young and old, a new challenge of properly understanding, motivation and managing this age gap is of monumental importance.

While there is some varying discussion on the agreed upon years, and even slight alterations to the monikers, the four major age groups that comprise today's workforce as described by Greenberg & MBA@UNC (2015) are: Baby Boomers (1946-1964), Generation X (1965-1979), Generation Y/Millennials (1980-1995), Generation Z/Post-Millennials (1996-present). There are even outliers from the Silent Generation/Veterans (1925-1945) to make up what is undoubtedly the most diverse multigeneration workforce that has ever existed.

Research by Deal (2007) breaks down 10 guiding principles for managers seeking to lead a multigenerational workforce, two of which particularly stand out: all generations have similar values; they just express them differently, and everyone wants respect; they just don't define it the same way. In short, members of each generation really aren't all that dissimilar. Because life experiences shape the way we see the world, it is reasonable to infer that people defined by different generations would express their values and opinions in different manners. However, in that same context, our values are also passed down through our parents and family members who are of different generations, which is why core values, such as respect, ultimately remain similarly rooted despite our age differences.

A study by Bova & Kroth (1999) produced three common themes among Generation X employees: a desire for a work environment that supports continued learning, the notion that leaders should lead by example, and the importance of

multidivisional lives (work-life balance). Mentorship was also noted as valued among this group. The most prevalent similarity among Generation X employees that coincides with the trends of Millennials is the desire for a life outside the office. Gone are the days of the Silent Generation and Baby Boomers who punched the work clock, only to go home for a meal and good night's sleep, just to do it all over again the following day.

With the continued importance on work-life balance, there is a perception of laziness or disinterest by the old-school generation when it comes to the younger generation. But we must remember that different generations simply express their desires in different ways. Assuming the younger generation is uninvested in their work because they have increased interests outside the workplace is misguided. Work-life balance is simply an expectation in our society today and must be treated with respect. An employee's ambitious behavior to go above and beyond in their contractual obligations can be a factor commonly found among members of the afore mentioned "in-group". Conversely, an employee who sticks to their job description and quietly goes about their work could fall into the "out-group". Not all followers seek extra responsibilities, but that does not imply they do not work equally as hard as others on their assigned tasks.

With a better understanding of what makes each generation tick, a leader can mold their management style to suit these different multigenerational personalities. Employees across the generation gap can even agree on certain universal leadership traits, but they demand varying styles. This is where concepts such as the behavioral and situational approaches to management as well as the path-goal theory or leader-member exchange become practical applications for leaders.

At the end of the day, most employees fundamentally want the same thing – personal and organizational success. Despite the generation gap on the surface, employees aren't all that different from one another. They simply express themselves differently and require personalized managerial approaches to achieve the success they seek. The most important thing a leader can do is listen to their followers to gain a better understanding of their needs and

perspectives. That open line of communication enables a leader to better serve all their followers whether they are 18 or 68 years old.

Discovery of vast similarities between leaders and followers is a product of communication and relationship building. One of the most obvious similarities that can be often overlooked is that we all start from the same place. All leaders once began their journeys as followers. While the progression from follower to leader in the sense of organizational hierarchy may be a one-way climb, the acquisition of a leadership role is often a winding path. Effective leadership requires constant evolution through personal and professional growth brought about by experience and the use of internal and external feedback mechanisms.

Researchers have placed varying degrees of importance on a leader's traits, skills or patterning behaviors, but can universally agree that growth and adaptation in all these competencies is essential. When considering what constitutes a great leader, there are many intrinsic components that comprise each unique style. Some traits such as intelligence, drive, sociability, self-awareness and confidence are staples that define a leader's God-given makeup which cannot be taught. However, on-the-job skills, leadership behaviors, and ethics can all be acquired through one of the most important resources – experience.“

“The only source of knowledge is experience.”

-Albert Einstein

“Know from whence you came.

If you know whence you came,  
there are absolutely no limitations  
to where you can go.”

-James Baldwin

Despite opposition by researchers and experts to Einstein's quote regarding experience as the only plausible source of knowledge, the essence of his idea rings true and is further exemplified by Baldwin's notion that with experience our limitations are boundless. In short, experience is a powerful learning tool that lends itself to a leader's growth. All experiences in life serve as building blocks for the future as leaders learn from both successes and failures.

While experience is a natural source of learning and progression throughout one's career path, it is not always the best teacher. "People don't automatically learn from experience. They can come away with nothing, the wrong lessons, or only some of what they might have learned," (McCall, 2014, p. 128).

Yukel (2013) offers three practical avenues outside of personal experience that can help facilitate growth as a leader: leadership training programs, development programs, and self-development. Professional development within the workplace can offer opportunities such as formal leadership seminars and workshops. Examples of development programs include special assignments, job rotations, and mentorship. Taking personal inventory of one's work or leadership style/abilities is an exercise in self-development. Seeking feedback from peers, bosses or subordinates helps develop a fully-encompassing systems thinking approach.

With the principal of continual growth in mind, mentorship is a fascinating concept as it serves leaders on all spectrums of their development journey. It also offers other mechanism in which to bridge the generational gap in the workplace. Followers begin their careers as mentees and blossom into mentors to serve the next generation of great leaders. "Best utilized, mentoring is one important component in a larger, strategic initiative to build a cohesive and collaborative workforce, develop agile and savvy global leaders, and create a continuous learning culture that can effectively adapt to organizational and global change," (Leavitt, 2011, p. 2).

The use of feedback from mentors, leadership programs, and the like, all have positive impacts on growth. Yukel (2013) proposes

a 360-degree feedback approach that organizations use for leaders to assess strengths and developmental needs. Using this model of feedback from all available stakeholders can help a leader to better understand how they are viewed and help improve leadership skills and behaviors.

There is a plethora of instruments at our disposal to help facilitate the growth needed to be an effective leader. Leadership is incumbent on every member of an organization, and is a role reserved not solely for CEOs or collective upper management teams. It is an inherent responsibility accepted by team members, at all levels, to take on a leadership role.

As followers, we all began our ascent to leadership positions at the bottom rung of the organizational ladder. Similarly, we have all experienced both strong and weak leaders. Through those trials and tribulations, followers can begin to shape their vision as future leaders. Not all followers are predestined as born leaders, but the call can be answered by all with the dedication to acquire leadership skills.

Just as leadership styles differ, personality traits, skill sets, and practical experience are unique from one person to the next. In its simplest form, leadership can be viewed as one's ability to channel those abilities and attributes into action to serve the greater good of an organization. Followers are equally as likely to model these positive and charismatic qualities derived from leaders once the foundation of a strong relationship has been built between the two parties. Rather than leading by power or control, transformational leaders seeking to inspire change utilize referent power which supports collaboration through the existence of genuine relationships.

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## 2.

# Adaptation and Development of Leadership

Kurt Bolstad

Change can be unsettling and unpredictable; adapting to changes and improvements as leaders can be demanding and stressful. Despite these challenges, leaders develop a vision and find a way to communicate that vision to others. One of the first goals for leadership is uniting people for a common cause, preparing for any necessary and upcoming changes. In order to do that, leaders often must handle difficult situations, spend time and resources wisely, and inspect personal practices. At the same time, these authority figures remain accountable to followers and the entire organization. As important as it is to look ahead and plan for changes, it is also valuable to examine the current situation. For that reason, leaders display resilience and devotion, all while focusing on personal growth and reflection.

As part of an organization, workers want to succeed. These people also want to learn, to grow, and to improve. For leaders, a major part of that improvement process is about accepting and leading change. However, change does not always result in success. From time to time, leaders fail when implementing a new process or when following a new plan. This is where resilience is most critical. Leaders who embrace change, communicate the necessity for that change to followers, and then execute the laid-out plan may be shocked if it still fails. Fortunately, that is not the end of the process. There is much to learn from failure, and resilient leaders recover from these instances to direct the organization to better outcomes in the future. Carmeli, Tishler, and Edmondson (2012) stated that learning from failure can even boost trust between leaders and followers. In that sense, resilience is



about overcoming obstacles as a team and finding an alternative together.

Another important aspect of leading change is devotion. People tend to gravitate toward the skills they do the best and the jobs they enjoy the most. Loyalty, enthusiasm, and passion are all part of being devoted to something bigger than the individual. Before leading others to believe in the organizational vision, leaders must believe in that vision and all that it represents. This step produces confident and passionate leaders who are willing to embrace the values of the organization to achieve its goals. When followers do not trust in the vision, they may at least believe in leaders due to the devotion and passion being shown. When Steve Jobs was building the Macintosh in 1984 with a team of engineers, senior members of the team trusted in Jobs' vision for the project, despite the overwhelming competition at the time (Isaacson, 2011). Devotion to the job is helpful, but devotion to a team and its members is even more powerful.

In time, change occurs whether or not leadership is prepared for it. In order to provide others with the means to embrace change, leaders first look at personal actions and behaviors. Focusing on this introspection is key to supporting a culture of change in an organization. To that end, reflection can be extremely valuable for leaders, and it can guide each individual team member as well. For example, a supervisor who reviews the interactions and feedback from team members after an important meeting can recognize who is struggling and who is not. Feedback from team members also supports reflection and the process of change (Bolden & Gosling, 2006).

Finding a method for positive change is one of the many challenges in leadership. To maintain a responsibility to an organization and to all followers, leaders accept failure and learn from it. Even against overwhelming odds, it is helpful for leadership to remain devoted to the plan and passionate about the cause, promoting healthy change for the organization. Individually, leaders look inward and identify why leading is important, which causes individuals to follow that lead. Communicating honestly with team members creates a safe

environment for feedback, improvement, and growth. Change starts at the personal level and then grows to impact teams, organizations, and even the community. Strong preparation today produces positive change in the world tomorrow.

Many of these qualities guide leaders toward a meaningful leadership style. As leaders move on to the next step, some of the core considerations include carrying out the vision of the company and guiding teams to reach various goals toward that vision. To be more effective, many leaders find it necessary to adjust their leadership style to fit a particular situation more appropriately. Certain events or scenarios sometimes require leaders to grow and to adapt. To do this, leaders assess their own skills as well as influence and direct individuals on a team to do the same. This two-step process of development, both on a personal level and on a team, is the foundation of growing as leaders.

At times, certain events may change the way an organization and its leaders conduct business. For example, mandated policy changes for a school may force leaders to modify their academic plans or schedules. Occasionally, organizations also need to update technology to stay current or remain competitive. In these instances, leaders learn to utilize newer, sometimes even unfamiliar, technology or devices. It is often a responsibility to pass this experience down to team members who will use it most. Another motivating factor for leaders to grow is in the form of challenges and competitions. These activities are common ways to stay ahead of direct competitors or to overcome new challenges on the job that have not yet been confronted or documented.

Before looking anywhere else, many leaders choose to improve personal weaknesses and hone existing skills. This is often in the form of learning an advanced technical skill or acquiring more knowledge in a particular field, but some other leadership qualities such as communication and decision-making skills are also important. Holt, Hall, and Gilley (2018) found that communicating properly and inspiring others are highly valued behaviors from leaders. In order to lead followers toward specific goals, and ultimately toward the vision of the organization, leaders should remain confident, adaptable, and self-aware. With

enough time, leaders who learn from their experience, whether good or bad, can improve their leadership development and promote a learning opportunity for others (McGall, 2004).

Once individual growth is achieved, leaders can focus on supporting the growth of teams. As a team, it is important to communicate effectively and to work toward common goals. Leaders can increase team effectiveness by monitoring individuals and providing the means for members to help each other with various tasks. In addition, leaders can provide team members with appropriate tasks that will help them grow personally and professionally. Gavin (2018) stated that coaching followers supports emotional intelligence, resulting in more valuable insight into personal skills and more impactful interactions with others. Even if the team is functioning successfully—communicating well, handling issues productively, and improving themselves—leaders may choose to authorize members to make meaningful decisions without constant approval. This empowerment allows team members to feel more included, valuable, and motivated.

Leaders cannot afford to remain stagnant. Since leaders carry so much responsibility, changing and growing is expected. Events and challenges such as policy changes, technology updates, and new competitors require leaders to act in a way that benefits the organization and those it serves. To ensure that followers will trust in company decisions and strategies, leaders constantly improve leadership styles and hone personal skills. Just as important as individual growth is team growth. This can be supported by encouraging teamwork, communication, and coaching. Leaders have much to consider in the way of growth and development, and those who adapt to new and challenging situations support growth for all involved individuals.

Much like leaders change and grow personally, leadership styles fluctuate as well. Leadership is not rigid. As time progresses, leaders change the way they approach particular situations. More information and new experiences allow leaders to find better ways to approach leadership needs at the time. In the past, some leaders stepped outside of normal leadership methods

to bring change. This call for action showed their beliefs and desires for change was more important than following prescribed techniques for leadership. At the same time, there are often common behaviors from great leaders across generations. For this reason, it is useful to consider the similarities and differences from impactful leaders in world history. Before looking ahead with leadership, eager leaders take a look back and learn from those who came before.

One of the most influential leaders in history was Mohandas Karamchand Gandhi, an Indian activist who lived a simple lifestyle and promoted human-rights disputes with nonviolence. His peaceful stance toward facing injustice was present in many of his decisions. Living his life according to his beliefs was an important factor in his leadership style, and leading by example showcased his genuine passion for bringing change to those being treated unfairly (Barnabas and Clifford, 2012). Over the years, Gandhi was steadfast and persistent in his goals to help others. Today, his actions have set an incredible precedent for leaders to follow: be accountable to followers and those they serve. This particular leadership lesson continues to stand true; leaders are obligated to remain accountable and responsible for their behaviors and decisions.

In terms of leading a business to success, few were more effective than Steve Jobs. As co-founder of Apple in 1976, Steve Jobs faced many challenges marketing and promoting his line of personal computers in a world already dominated by companies such as IBM. Some of his most impactful attributes were his meticulous craftsmanship and his unwavering business mindset. At the same time, many co-workers found Jobs' leadership style to be harsh and self-centered (Finkle and Mallin, 2010). Even so, his overall knowledge and thoroughness ultimately drove the company to early success (Finkle and Mallin, 2010). A lesson to be learned from studying the leadership of Steve Jobs is to have confidence and to be persistent, all while assembling a team of the best people to do the job.

In 1972, chemist and educator Tu Youyou (屠呦呦) led a team that discovered the substance artemisinin, which was used

to save the lives of millions suffering from malaria across several different countries (Neill, 2011). Working together with her colleagues, Tu experimented with hundreds of herbs in order to find a cure. Once the team discovered the most effective herb to fight against the parasite in animals, it was time to test it on humans. Tu and a couple more of her team members volunteered to test the effects on themselves, speeding up evaluation processing and allowing it to be applied to awaiting patients. In 2015, Tu Youyou was awarded the Nobel Prize in Medicine for her work. This act of selflessness and compassion is a great lesson for current and aspiring leaders.

Reflecting on these incredible leaders indicates some of the similarities and differences in styles and behaviors. Gandhi focused on leading by example, serving others first, and remaining accountable. Jobs believed in simplicity, and he demonstrated confidence, intellect, and persistence. Tu showed compassion for others and displayed incredibly hard work and undying courage. Some of the differences included how they interacted with followers and whether or not those followers felt empowered and valued. Together, these leaders in their respective fields revealed the importance of persistence, confidence, and knowledge. Learning from the past can be a great way to prepare for the future.

Equally as important as reflecting on the past is looking ahead. Some areas of leadership may begin to evolve over time. To stay ahead of any significant changes, leaders should focus on three key areas: generational differences of employees, how technology impacts the process of reaching goals, and how business or industry standards shift over the years.

Among currently employed individuals, some workers may want different things as they advance their careers. In these cases, leaders must recognize changes quickly and support the needs of these individuals. Salahuddin (2010) stated that experienced employees prefer compliance more than freedom or self-reliance. As time goes on and younger employees enter the workforce, there may be different expectations between leaders and followers. If these new employees learn and work in different ways, leaders

can choose to adjust their style in order to accommodate those differences or clearly demonstrate acceptable behavior for a particular position. Keeping the goal and task in mind is important for leaders handling different groups of people with various needs and desires.

Just as people change over time, technology also transforms. As the latest technology enters the field, leaders should consider the implications it may have on their leadership and how it may influence followers as they seek to handle tasks in new ways. Some employees might consider recently developed technology to be unnecessary or distracting, but flexible leaders often find ways to use these tools to increase efficiency and to lower stress for followers. For example, a company that backs up customer information on old tapes requires several employees to handle hundreds of tapes manually, whereas a company that backs up information on a server or digital drive requires only one employee to check on the automatic process occasionally. At the same time, new technology may complicate employees' understanding of a goal and how they are expected to complete it, so it is useful for leaders to find areas that support this change (Venkatesh et al., 2016). Over time, leaders who understand and embrace practical changes or updates in technology can provide additional ways for teams to reach shared goals and to complete group tasks.

Another external change to consider when looking ahead is industry standards. As businesses improve and utilize the most efficient methods available, the overall quality in the field may begin to rise. For leaders, this measurement is extremely important. Members of the organization and their effectiveness are compared and evaluated by the changing industry standards. Some leaders might consider it enough to stay within acceptable parameters and do no more. Lutz, Lyon, and Maxwell (2000) found that making small changes and enhancements in quality over time allowed leadership to be more prepared for standard shifts in the future. Leaders who wish to provide further opportunities for their company and their team may find that setting the standard is preferable. One example of setting the standard is when Apple released the iPhone during the

summer of 2007 and helped popularize and spread the usage of smartphones, along with completely changing the way consumers interacted with the new technology. Being able to recognize how standards might change and being able to go beyond those standards is one way for leaders to navigate decisions.

Even though the future is unpredictable and change may bring unexpected results, there are still several areas for leaders to consider when looking ahead with leadership. First, different generations of employees may expect to do things differently. Second, technology is constantly evolving—and leaders who can manage these changes may find unique opportunities for their team to reach goals in new ways. Third, industry standards tend to rise the longer a business exists, which means leadership is relentlessly trying to maintain overall quality. Leaders can make small adjustments to these changing standards or even set the business standards themselves. A changing world is unlikely to stop prepared and adaptable leaders.

Learning new skills, adapting and improving leadership styles, and preparing for future changes is all part of leadership development. As many great leaders have demonstrated, certain skills are useful at different times during leadership. This flexibility reinforces healthy growth of leaders, who can then focus on assisting followers. Being open to change and adjusting goals when appropriate is also necessary. One style or one skill is not enough to cover all the various situations of leadership; discovering new qualities and constantly developing a leadership mindset is what makes a leader memorable and valuable for followers, organizations, and the entire community.

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### 3.

## Change, Growth, and Leadership Made Personal

T.L. Endrizzi

Life is a constantly evolving, ever-changing series of experiences and circumstances. This is the essence of being human and of being alive. Change is inescapable at every turn, by every person. Volumes have been written on how to change, the need for change and the good that can come from embracing change. So why then does personal change often come with such angst, denial, and resistance? Real change is difficult, and accountability and attitude remain the driving forces.

Personal change is often viewed as a difficult process, rife with trials and tribulations. As is said these days, the struggle is real. One major reason for this is that change, and the effects thereof, are inexplicitly personal. Change that comes easy to some may challenge others. It is easy to see why real change is so difficult when presented with the idea that people are fairly unaware of their own behavior, especially why they do the things they do. Combine this with the constant internal battle between the want for change driven by reason – “I really should change” – versus the status quo driven by emotion – “but I really don’t feel like it” – (Kottler, 2018). So, what then makes the difference that ultimately drives one to be the change they want to see in themselves?

“If it is to be, it is up to me” goes the famous quote by William H. Johnson. (Popik, 20-15) At its very essence, it is a call to action; a statement that speaks to the power of personal responsibility and accountability in one’s life and one’s actions in an effort to make the most of the circumstances around. Taking initiative means

recognizing our responsibility and accountability to make things happen (Covey, 1998) and is a powerful step that every person can take to start to be the change within them. It is further testament to the fact that while one cannot control many of life's circumstances, one can control action or inaction in the face of them. Act or be acted upon, there are only two options.

There is an even more powerful choice that is made by every person, every day, about every situation and every circumstance. That choice is attitude: how to think about and respond to any given situation in that instant. It is a choice that is repeated countless times a day, with each passing moment and turn of events. "Everything can be taken from a man but one thing: the last of human freedoms—to choose one's own attitude in any given set of circumstances—to choose one's own way" (Frankl, 1992). It is a mindset that can be traced back to many failures and successes if one is willing to look honestly and deep enough. It is a conscious choice that can be changed in an instant or be set for a lifetime. It is up to the individual and is as personal as the effects or desire for change itself. Furthermore, countless people great and small have pointed to it as the differentiator between a life worth celebrating or one that is squandered and filled with regret.

Change is ubiquitous with life. It is happening all the time, to all things, whether realized or not. And, the reality of it is, there is very little that one can do to influence the circumstances that play both major and minor roles in life. One thing is abundantly clear, however: with each circumstance that is encountered, there are choices that can be made. Will it be the path of action or of inaction? Will it be with a zest for life and positive approach and point of view or with a feeling of self-pity or negativity that leads to dread and despair? One's ability to understand and accept the accountability for one's own life and the attitude in which it is approached starts inside and these are the keys to be the change and to lead a life worth living.

While accountability and attitude allow one to better control and deal with change, they also provide a fantastic base from which to start any growth opportunities being considered. Recognizing

the need to continue to work on one's own development is one trait that differentiates good leaders from great ones. (Galvin, 2019). Any meaningful growth in life is set in motion by a desire of the individual seeking to grow. The source of that desire is as varied as the individual, which is why it is imperative the growth initiative is deeply personal to yield the greatest results. Driving growth through a combination of understanding why one feels development is needed or desired, feedback from trusted sources and honest deep reflection and inquiry on beliefs provide a wealth of personalized information to help focus development efforts in the quest to continually grow.

Understanding “why” is a powerful starting point for any meaningful growth journey. Why is change needed? Why is growing important? Why now? Why sounds like an easy question on the surface, but keep asking the question; Challenge the initial answers that come too easily. Be honest. Strip away the façade and get to the root why. Once the motivation, the “why”, is discovered behind the desire to be a better person, that understanding will help drive the growth and provide better the chances for success. (Daskal, 2018)

A greater understanding of personal limitations can come in any number of ways, but looking to those that know you best – peers, co-workers, mentors, partners and family – can yield a wealth of information and help pinpoint areas needing improvement if allowed to be honest and candid. As powerful a tool as feedback like this can be, it will do no good unless one is truly willing to listen to the answers, to be open to the process and not be defensive or judgmental. (Goldsmith & Reiter, 2007)

In order to gain further insight into one's personal development journey, reflection and inquiry are two tools that can yield even further insight into areas for development and even aid in prioritizing where to start. Reflection is simply slowing down our thinking processes to become more aware of how we form our mental models where an inquiry is holding a conversation where views are openly shared and knowledge is developed about assumptions. (Singe, et.al, 2009) These tools help to get to the very root of understanding the

thinking that leads to the decisions that are made on a daily basis. It is only through this understanding that work can be done in changing the mental models that drive thinking and don't allow for the growth desired.

Creating a roadmap to help drive personal development will come from many different sources, but should always start with an in-depth awareness and acute understanding of self. This is not only understanding the strengths that helped build a reputation as a trusted person but more so the areas that have the potential to continue to hold one back and one's biggest failures. Once intimately familiar with these limitations, definitive steps can be taken to customize a plan to achieve the desired results (Kottler, 2018). Furthermore, understanding the "why" driving the development, a willingness to listen to tough feedback and criticism from trusted sources, and a brutally honest look at the mental models that drive decisions will all help set the stage for real growth potential personally adapted for maximum impact and benefit.

Continuing to build on the personal effects of change and the growth process, it makes sense then that the act of leadership is also a deeply personal endeavor, both to those that lead and to those that are led. With this basic understanding, it is more important than ever that aspiring leaders recognize that "speaking one's own voice as a leader—rather than echoing the words of others—is necessary for credibility in the eyes of followers." (Sparrowe, 2005) Building on that credibility, leaders that take a truly authentic approach to leadership and leadership development greatly enhance their lives and the lives of those that they lead.

Being true to one's self, or being authentic, seems like an obvious approach to leadership until the idea is put into practical terms. Leadership is, at times, an arduous and complex undertaking with challenging situations to navigate and difficult decisions to make. Furthermore, all leaders are human with the same flaws and shortcomings as those that follow them. So what constitutes being an authentic leader? Bill George (2015) articulates that authentic leaders demonstrate an understanding of purpose, practice solid values, lead with heart, establish connected

relationships and demonstrate self-discipline. “Being authentic as a leader is hard work and takes years of experience in leadership roles.” (George & Simms, 2007)

Breaking that down into practical terms, authentic leaders demonstrate an understanding of purpose and values in their words and actions. In other words, they walk the walk and talk the talk. This comes through in everything that is done. The difficult work of self-exploration and reflection on the life events and circumstances that have led them here has been done. And in doing so, it instills a sense of passion, inspiration and intrinsic drive that comes through in the work they do. (Northouse, 2016)

Another aspect of authentic leadership that deserves further exploration is leading from the heart. The idea of leading from the heart really builds on both purpose and values, but takes it a step further. “It is where will and intellect and feeling and intuition and the capacity to hold a vision all converge. It’s about the integrity of the human self.” (Palmer, 2001) In other words, it is a personification of the leader in the way that all things are treated and valued that comes from a place of compassion, understanding, strength, and vulnerability all converge. It means striving to connect and build relationships with those whom one associates with and a willingness to express one’s self honestly.

Demonstrating self-discipline is the final characteristic of the realized authentic leader. This is really wrapping it all up, day after day, producing and creating a consistency that others can rely on even when faced with what seems like insurmountable tasks or beyond stressful circumstances. It is the resolve and determination to show up every day, put heart into the task at hand, admit to mistakes as needed, allowing oneself to not have all the answers, and commit to growing and developing as a leader. Furthermore, it is not getting caught up in the successes that may result through one’s actions but having the understanding and humility that it is never about you. (Clement, 2015)

Being an authentic leader is difficult. If it wasn’t, every leader would take this approach. It takes commitment, honesty, bravery, humility, and perseverance. It requires a leader to look inward and then match outward actions to the very best that is within them.

Being an authentic leader is a process that takes time and one that, by its very nature, will never be fully complete. And, the authentic leader is comfortable with that fact.

Experienced authentic leaders also have an acute awareness that each person has preferences in the way they would like to be led. These differences are shaped through life experiences, personal value systems, generational idiosyncrasies, and career trajectory to name a few. In every situation, a leader should always be prepared to adapt based on the context of the situation and the people one is leading. (Boyle, et.al, 2018)

Current research suggests that leaders with the best results do not rely on only one leadership style. In a given week they seamlessly allow the situation to help drive the style best suited to meet the unique needs. (Goleman, 2000) This dynamic leadership approach allows leaders to not only read the situation and react accordingly, but also rewards the development of a strong relationship between leader and follower that ultimately benefits both over time. The results can be dramatic including increases in motivation, job satisfaction, productivity and discretionary effort from those involved. Increases in these areas can ultimately have a multitude of additional tangible downstream and upstream effects throughout an organization (Northouse, 2016).

Generational groups are one of many group identities that shape who we are in the world. For all practical purposes, this refers to Baby Boomers, Generation X, and millennials in most work environments. When attempting to lead people representing multiple generations, it is important to remember each is unique and can contribute to success through different strengths and weaknesses. (Currans, 2018) By seeing the different skill sets that each group brings to the table as group strengths, leaders can utilize the skill variations in positive ways to augment any deficits within the team. Doing so correctly has the potential added benefits of building team cohesion, creating generational appreciation, improving creative problem solving, and increased skill development.

What brings joy to one person does not to another. This goes to the very heart of being able to adapt leadership style in an

effort to better motivate and engage an ever-increasingly age and culturally diverse workforce. (Bolton, 2019) These statements were followed by the real-time creation of a word cloud created by some 700+ employee participants to the question “what brings you joy at work”. Responses included words like flexibility, collaboration, laughter, appreciation, colleagues, co-workers, and purpose. This example perfectly highlights the reality that a diverse workforce has a wide variety of wants, needs, and expectations as unique as they are many. Every aspiring leader needs to be acutely aware of this fact and be willing and able to make both dynamic and subtle adjustments in style and approach to meet the varied needs of the people who follow as one size of leadership does not fit all.

In conclusion, whether discussing change, growth, or leadership (both from the standpoint of the leader or those being led) each benefit when internalized, processed and made personal. What works or is successful for one is not necessarily replicated in another. That is why when looking at any of these endeavors it is critical that the reasons and motivations are that of the person undertaking the journey at every turn and at every level. In doing so, one can expect to have the end results tailored to the wants, needs, and goals of the individual involved.

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## 4.

# Leaders' Ledger

M. Erickson

The definition of change is “to make or become different” (Annual Review of Psychology, 72). Change is inevitable and comes in all different shapes and sizes. From a young age, we see constant change happening all around us. As adults we see change happen in our personal and professional lives. Some of these changes are good, and some of them are bad. Some of the changes are within our control, some are not.

Change can bring a plethora of emotions. They make us feel many different ways depending on our view of good or bad change. We can feel excited and happy or nervous and anxious. Naturally, everyone reacts differently to change, although human psychological and social emotion studies show most reactions begin with fear, and that fear turns into excitement with numerous emotions in between. The reaction of fear derives from uncertainty or the fear of losing control. Humans thrive off being in control. Past experiences and one's current psychological and or emotional state can trigger these emotions as well as the change itself.

There are many ways we can reply to change. We can embrace change, or we can respond with resistance. Change happens; deciding how we react to change is up to each of us as individuals. Should we decide to embrace change as it comes and enjoy the ride is entirely up to each one of us individually, as change is going to happen with or without our permission.

Tackling change from an organizational leadership perspective requires good communication skills. The Journal of Multidisciplinary Evaluation states “Even with a shared vision, if an organization does not have a clear and concise communication

plan for managing change, it will stagnate”. Even if an organization and its constituents have a clear vision of a goal that they’re working towards, change will not happen if communication is not constant within the organization. Change and communication are not interchangeable, you cannot successfully have one without the other.

As individuals, we need to decide how we will be the change within our personal and professional lives, our organization, and our communities. Will we embrace change and push forward or cringe and fear it?

This popular quote by Mahatma Gandhi has always resonated with a time of change; “Be the change you want to see in this world”

## **Growing as a Leader**

Depending on the one giving the definition, to grow as a leader can be defined from many different perspectives. Everyone has a different starting point in their leadership journey. To grow as a leader, we must make it our job to teach those around us. First, teach them your job. There is a stigma among many employees in professional organizations. They fear that if they teach someone else what they know, they will no longer be needed. When in reality the more you teach others, the more valuable you become. Train front line staff as well as those in leadership positions. In some organizations, leadership training is only provided to leaders. We are missing a very important mark if we are only teaching leaders how to be leaders. In theory, leaders should already possess the core leadership competencies, so it really does not make sense to reserve this training only for the people who already possess this knowledge. To have an effective succession plan and program, front line staff should be trained up as leaders. When you train front line staff you are not only giving them the tools and resources to one day become leaders, you are helping them see the bigger picture within the organization, which help them see why their position is of importance. They get to see the whole puzzle, rather than a mere piece. Many managers and organizations hesitate to

do this for the fear of making employees more marketable to move up and out of your department or organization; When in fact it is a direct reflection on their leadership.

The 5 Levels of Leadership, written by John Maxwell, considers this the 4th level of leadership. To be a 5th level leader you need to develop leaders who are developing other leaders. These leaders are the ones who make a difference in organizations, leadership, and even in the personal lives of their followers. When employees leave the unit because they have outgrown their position and you were a part of their development, it is not a time for frustration, but rather a moment to celebrate. Identify and mentor your potential replacement. Again, this tends to make people a bit nervous because they feel they may no longer be needed. We all need to get to a point where we have several people ready to step into our position at any given moment. In order to ensure continuity to a unit and organization, succession planning is a must have. When succession planning is done correctly, there is less disruption when the leader leaves. It should not be feared, it should be embraced. In closing, our goal as leaders should be to develop those around us. If you are not yet a leader, your goal should be to soak up as much leadership knowledge, tools, and resources as possible so you can confidently accept a leadership role rather than just being thrown into one. Remember, leadership is not for the faint of heart.

### **Change Leadership Across Generations**

In today's fast-moving society, organizational change has become essential for organizations to stay successful. The millennial generation, also known as Generation Y, is the latest group of emerging employees. Generation Y are identified as individuals born between the years 1980 to the year 2000. They are said to be achievement-oriented.

As the Baby Boomers (born 1946-1964) begin to retire, Millennials are almost entirely integrated into the workforce. Although the Baby Boomers were a big part of The Great Recession, which did have a massive impact on business and technology and has grown exponentially (Hobart & Sendek,

2014); Millennials differ from that of those that preceded them in many ways. One way that they differ from their predecessor is with their familiarity with technology. Growing up in the cyber generation has had its advantages. Because millennials grew up with computers, smartphones, and the Internet, they embrace the latest technologies as they emerge. Their ability to work well with technology, allows them to stay well connected with many social media channels. They spend a lot of time online texting, tweeting, and posting on their networks, collaborating without fear of having to ask for assistance; they are seldom alone. Millennials can be described as a group of individuals, who have a wide variety of information or who can get this information in a very short amount of time (Schulenburg, 2016). Another trait that millennials possess is the ability to think critically. Van Rooi (2011) says that the millennials are extremely critical of anything made into an absolute truth which lets them look at things from different perspectives. Everything that's fixed into categories is to be seen as critical in their eyes. The reason for that is that they are well educated, tolerant, and free to think in many different and new ways. This attitude makes millennials a perfect fit for participating in change projects. Many of these changes involve that of technology, as its changes emerge rapidly.

Vakola (2014) emphasize that millennials can deal with a wide variety and a high volume of information at the same time and organizations know about the importance of a constant flow of information (Schulenburg, 2016). Millennials are also able to communicate as well as receive and give feedback with very quick turnaround time; therefore, these skills are essential to the success of any organization. Many organizations are beginning to realize what assets millennials are and are creating employee-centered structured environments to attract this generation and retain their skills and talents.

In short, millennials are the next generation of tech-savvy, thrill-seeking, fresh idea-having, risk-taking, goal crushing generation in the workforce. Organizations have begun to value them as great employees and resources within their organizations and are making accommodations to fit their learning and training styles

which significantly differs from that of their predecessors, the Baby Boomers.

## **Two Opposite Leadership Styles**

The term leader is defined as “The person who leads or commands a group, organization, or country” (Journal of Applied Psychology, 2008); it’s said to be of the most observed and least understood phenomena on earth, (The Extraordinary Leader, 2002). Warren Bennis states” the more that is written about leadership, the less we seem to know.”

Leadership is often interpreted by the results achieved under the specific person in charge. A leader is tasked to bring out the best in individuals and of the group as a whole to achieve the task and goals set before them. Effective leaders are to drive innovation, and they encourage their people to think strategically and creatively, while also reaching for new limits. In the world of business, an effective leader drives higher profits, and ultimately, increases the value and bottom line of the business or organization as a whole. Leaders always have the bottom line in mind.

There are multiple leadership styles, however, this paper will be touching on only two of those styles. The first style, autocratic leadership, is that of one who gives orders and expects prompt execution with little to no feedback from the employees. This type of leadership works best in a production type of setting where creativity has the potential to flourish. The autocratic leader pushes their employees hard and often. This type of leadership makes for high employee turnover and low satisfaction rate. There are times, however, when this type of leadership style is effective; one instance being the military setting. Each individual is encouraged to perform under extremely strict, autocratic leadership because their roles have life or death consequences. In the military setting, if workers perform well, they are rewarded with promotions to higher ranking positions.

On the complete opposite spectrum, you have the *laissez-faire* leadership style. The term comes from the French language and holds the following meaning “a doctrine opposing governmental



interference in economic affairs beyond the minimum necessary for the maintenance of peace and property rights,” (The Academy for Leadership Development, 2017). In other words, laissez-faire is an economic environment in which private party transactions are free from government restrictions. While this type of leadership can be very creative, it tends to lack discipline and structure that is often required in a business environment.

Another downside of the laissez-faire style is the unstructured approach to learning. It relies heavily on talent, existing experience and creativity to drive results. If hard deadlines, production, and bottom-line profits are not necessarily a major factor, laissez-faire is a laid back, easy approach to running a shop. However, if you were in a setting like the military, this type of style would not work well if at all. The laissez-faire style also works well for times that an employee already has a motive to put in the effort. For example, a commission-based sales role is structured to reward performance. Using a laissez-faire leadership style makes it possible for the employee to find creative means of accomplishing a higher sales rate. A more controlling leadership style that uses proven processes is typical in a sale role but increasing the freedom to explore creative strategies drives innovation and may yield major results.

In short, of the many styles of leadership, every organization will require a different style to accomplish its set goals. Some organizations will thrive using the laissez-faire style and some thrive using the autocratic leadership style. Each style works differently depending on the organization.

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## 5.

# Leadership to Me: Development, Change, and Collaboration

R.A. Fricker

Developing a personal approach to leadership must occur to be an effective leader. Leaders are often known as the suppliers of vision to followers, but to get to the point of adequately supplying that vision, hopeful leaders must apply some introversion. In other words, in order to expect, a person must inspect. There are infinite numbers of ways a leader can lead and not all leaders must be alike. This is a very subjective endeavor a leader must go through to identify and develop a personal approach to leadership. First and foremost, a future leader must define a personal philosophy surrounding leadership. This philosophy represents the foundation on which a leader becomes effective.

Dr. Dale Benson (2015) articulates three reasons why it's critical that aspiring leaders create a personal philosophy:

1. A leader's actions and reactions filter through personal philosophy, which provides context and consistency.
2. Personal philosophy maintains effectiveness by guiding a leader on the proper course while staying on-task.
3. Philosophy brings about self-clarity and personal mission.

The point is that philosophy, on a personal scale, drives the internal vision. To define a philosophy, would-be leaders go through the complex exercise of identifying the traits deemed important. Should a leader be more authoritative in approach

and dictate everything to subordinates? Maybe a leader should be more hands-off and allow followers to manage personal workload? Perhaps a leader ought to take on more of a teaching approach in order to focus on the education of staff? These are just a few minuscule examples of the sort of discovery a person with aspirations of becoming a leader must examine internally. Ultimately, the goal is for a new leader to have perspective, based on reflection and practice, which promotes effectiveness not only for the leader but for the followers.

Leadership development is summarized into three factors: first, vision is shaped by early-age development through challenging experiences; second, education and training is structured into functional organizational values and business strategy; third, real-life work opportunities and experiences challenge status quo (Holt, Hall, & Gilley, 2018). Leadership growth starts in youth. Personal adversity, challenges, and successes aid in the early stages of development and provide a meaningful background for future situations. To build upon the foundation, future leaders must engage in furthering education about leadership and begin to advance personal experience by way of meaningful practice. Education and training broaden mental models and allow for expansion of preconceived notions, thus develop opportunities to engage in strategic vision.

Leaders are often expected to be educated, trained, and experienced. Leadership growth presents an opportunity to reflect on personal experience and engage in defining individual advancement in the subject of leadership in order to comprehend implicit and explicit responses to the challenges therein (Hibbert, Beech, & Siedlok, 2017). Experience provides a meaningful and deliberate background for a wide range of use; in other words, experience is a tool to aid in the construction of the contextual landscape. It allows leaders to see more objectively while also provide strategic vision.

Vision is the insight a leader lends to followers to provide direction and significance to an initiative. According to Griffin, Parker, and Mason (2010), “leaders are most effective when they play an enabling role by setting a compelling direction and

building a supportive context.” The authors go on to state, however, “vision is unlikely to be sufficient on its own in prompting adaptivity and proactivity.” Vision, invariably, is a critical element to provide meaningful guidance to followers and is needed to grow as a leader. Vision alone, though, is lacking breadth when it comes to enabling adherents to act.

Spisak et al. took a more biological approach to development and evolution in leadership by introducing the notion of niche construction – “the process whereby individuals, through their activities, interactions, and choices, modify their own and each other’s environments” (2015). They observed that leadership itself is a biologically and culturally adaptive process: “The ability to form cohesive groups that effectively coordinate to achieve mutual goals can ultimately enhance fitness.” In this sense, the term fitness means to thrive in a certain situation. Leaders emerge naturally to fulfill a need and, in turn, affect the environment around them. This concept is interesting because it portrays leadership as an organic construct that evolves not because it must, but because the environment around the construct and the construct itself feed off one another. This system creates an ever-changing process which constantly adapts and evolves.

Developing a personal philosophy and growing as a leader results in a constant weighing of experience and vision. Leaders develop personal experience through introspection, education, training, and real-life interaction. The development of experience provides context to decision-making and insight into a strategic vision. Experience feeds vision. Effective leaders leverage personal experience while defining vision based on the circumstance of the situation. Every situation requires its own unique action plan and effective leaders are able to make sound decisions based on the blend of experience and vision.

In a world full of change, new experiences, new people, new successes, and new struggles are constant. Be the change. Instead of resisting change, embrace it, because bravely navigating the sea of change makes the difference between expert and novice. Although it may be daunting, accepting change can take people to places they never imagined possible. By accepting that change

is constant, driving the change instead of simply reacting to it becomes a realistic task. “Be the change” means to be the driver of transformation; to challenge oneself to be different and bold. The role of the actors (i.e., change agent and recipient) involved, the actors’ respective perspectives about change, and how a change or transformational leader may lead people to a new paradigm.

There are two types of people involved in the delivery and reception of change, known as “actors”. In this context, actors play the parts of “change agent” and “recipient”. A change agent is a term to describe people who are, “vehicles for the momentum of change and stimulate organizational transformation” (Dupoux-Couturier, Quasnik, Redelsperger, & De Vulpian, 2011). Conversely, a recipient is the person or group of people who receives the message from the change agent and are directly affected by the changing philosophy or implementation. The actors involved in change play significant roles in the change process. While the change agent, at least on the surface, would seem to be the ultimate driver of the change, one could argue that the recipient is equally, if not more, important to the success of change. The key distinction, however, is that the change agent is the proponent of the change while the recipient inherits the change by some means. Although these actors have different, unique roles in the change process, they are intricately linked. It is important to understand the comparison and contrast of these actors because it ultimately lends itself to either the acceptance or the resistance of change.

As actors in the change process, change agents and recipients represent two distinct populations. As such, these actors have different motivations and perspectives on change. Vos and Rupert profess that research has kept change agents and recipients mutually exclusive and, as a result, have sought the opportunity to focus on the give and take of both perceptions and focused primarily on the resistance to change from each actor’s perspectives. The findings, “indicate that agents and recipients do experience resistance differently and also have different interpretations of which and when the various leadership behaviors increase or decrease resistance to change” (Vos & Rupert, 2017).

The general consensus of this study suggests that change agents often feel greater resistance from recipients than recipients observe from agents. This would seem to submit that an agent's self-confidence in promoting change is lacking. The recipient tends to resist less than perceived by the agent, which further emphasizes an opportunity for the change agent to be the change. Conversely, recipients still have a significant stake in the interaction in that their willingness to accept change comes into account. This presents a chance for recipients to be more daring and entrust change agents to execute effective change. In this sense, the recipient may also be the change by means of acceptance.

In order to change or transform, a change agent must recognize that they are taking current state and shifting it in a way that modifies it. As Benson explains, this modification from the current state is changing the way the actors think about something; in other words, a shift in the paradigm. The change agent, in essence, is a transformational leader. A successful agent leads the shift in mindset, or paradigm, for the recipient. Benson goes on to explain three things a transformational leader must do to be successful:

1. Choose the correct next paradigm in order to thrive in the future.
2. Motivate the recipient to make the paradigm leap by creating a belief that it is the right, and likely the only, thing to do.
3. Inspire unity of recipients during the uncertain transition period from one paradigm to the other.

Confidence, again, plays a significant part in a change agent's, or a transformational leader's, ability to successfully implement change. "One of the most important things [change agents] can do to become effective leaders and managers is to think about, define and then articulate [one's] own personal leadership philosophy" (Benson, 2015). In other words, in order to bring the change, one needs to be the change.



By understanding the actors involved, actors' respective perspectives, and the ultimate leadership the change agent must possess in the change process, being the change becomes possible. Whether a change agent or a recipient, all involved in the paradigm shift has the potential to be the change. While a modification to the current state may be a scary venture, a change agent can ease that tension with vision, belief, and a sense of unity. A recipient aids in the process by trusting a leader and buying into the vision presented. Hand-in-hand, effective change is possible if the change agent and recipient are the change.

Taking into account the adaptation and evolution the developing leader goes through and the place that leader holds in the change leadership realm, it is important to also factor in the various iterations of leadership which has been present for generations. For something to sustain over the eons, it must adapt to the present and evolve for the future. The study of leadership has certainly not been immune to this process. Vast is the breadth and depth of leadership evolution; so much so that to encapsulate is a challenge. The topic of leadership evolution, however, is important for the sake of evolution. Global and servant leadership stand out as examples of how leadership has adapted and evolved to form completely different, yet vehemently important examples of leadership.

From a system thinking perspective, global leadership is a prime example of the evolution of leadership from more "local" roots. The importance of this evolution cannot be understated for it represents the changes necessary for the advancement of the leadership field and promotes community. While global leadership paints a wider brush stroke than traditional forms of leadership found in organizations as it relates to the interconnections between various countries and cultures. Bird and Mendenhall state that cross-cultural management has adapted and evolved into global leadership in that managers, in this context, have taken on more strategic roles due to globalization and advancements in technology. "The exhortation to 'Think global, act local' also encouraged system-wide strategic thinking. International managers currently find themselves tasked with

developing and implementing a corporate vision, building organizational culture, fostering diverse stakeholder relations, and leading significant change efforts” (Bird & Mendenhall, 2015). Global leadership is the embodiment of leadership adaptation, evolution, and collaboration; the latter of which is an element of leadership sometimes lost.

For a leader to be effective and promote collaboration it's important to identify what Madrazo and Senge (2011) identify as three imbalances in perception, circumstance, and interaction, in a systemic sense, in order to create an environment rich with opportunities to collaborate:

1. Fragmentation, which is to take complicated issues and bust them up into smaller pieces to work on individually.
2. Reactiveness is to focus on surface issues rather than the root cause, which causes a reaction to something instead of digging deeper for the better change.
3. Destructive Competition is creating an environment where someone or something must win for the sake of winning, which prevents harmonizing collaboration and opposition.

“Failing to see fragmentation, reactivity and destructive competition as deep cultural problems, we try to overcome their consequences by a management system that ends up reinforcing them all. Dr. W. Edwards Deming, famous as a pioneer of total quality management, was an incisive critic of ‘the prevailing system of management,’ which he saw as promoting non-systemic thinking and extrinsic motivation rather than cultivating ‘joy in work,’ pride, and collaboration” (Madrazo & Senge, 2011).

Another example, the concept of servant leadership, is one which focuses on the leader's efforts heavily on that of followers. The notion is that a leader placing focus on the follower will enable the follower to be effective and succeed, which serves the overall vision of the organization. “Servant leadership is increasingly

being seen as the most interactive style of leadership when it comes to leader-follower engagement. This is due to the fact that the primary emphasis for attaining organizational goals is based on serving the followers tasked with achieving those” (Gandolfi & Stone, 2018). This form of leadership is effective because it concentrates on those doing the work of the organization, which promotes a more systemic approach.

In the healthcare industry, Mayo Clinic is one of the leading providers in the world. Founded in 1889, Mayo Clinic was established on some very basic leadership values: inspiring values, engaging colleagues, bold and forward-thinking, and driving results. “Since its inception, Mayo Clinic has been physician-led. In addition, Mayo uses a unique partnership between physicians and administrative staff in which they jointly lead an effort, initiative or committee. The physician brings the perspective of the patient to the decision-making process, and the administrator leverages business acumen. Each perspective is required and dependent on the other” (Peters, et al, 2014). This collaborative, servant leadership approach has been in place since the early 1900s. Although Mayo Clinic has held steadfast to the core values of the organization – the needs of the patient come first – leadership has evolved over time. Peters, et al, reference many factors in today’s healthcare industry that weren’t factors at the establishment of Mayo Clinic, including situations such as healthcare and prescription drug costs on the rise, insurance coverages, and life expectancy issues amid rising healthcare costs. As time passes and environmental, political, and technological changes occur, it is important that leadership evolves, so long as leadership holds true to its vision and core values.

Developing a personal philosophy, being a change agent, and building an adaptive, evolutionary environment of collaboration are three keys to being an effective leader. It starts with introspection. Aspiring leaders must take time and concerted effort to look internally to identify key elements deemed important to creating a leadership philosophy. Once a philosophy is realized, leaders should aim to be servants to their followers. The examples of niche construction, global leadership, and the evolution of

servant leadership in healthcare provide meaningful insight into the importance leadership evolution holds. To evolve, there must be a foundation from which to build. Leaders must provide a vision to followers in order to set forth a common purpose. As learned from these examples, leaders must adapt and advance beyond the here and now to inspire meaningful contribution from their followers. While it may seem counterintuitive, research has shown that a servant leader's attention to their followers makes for an effective leader and supports the vision of the organization. Lastly, to be effective, it takes collaboration. Even deeper than that, though, is the realization that it's not just about the relationship between leader and follower, but about the larger system surrounding that relationship. The effect the "part" can have on the "whole" should not be understated.

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## 6.

# Requirements of an Effective Leader

Maria Fruechte

Change does not happen passively. Change requires action and work. Many organizations make plans and strategies in order to make changes and improvements. They reorganize, restructure, reallocate, and retrench in response to shortfalls (Baer, Hill Duin, & Bushway, 2015). Changes do not occur solely from these plans and strategies. Plans and strategies are only ideas, that means nothing when they are on paper. Leaders are required to be committed and accountable to these plans in order to make change happen. As new goals are created, leaders must become change agents (Baer, Hill Duin, & Bushway, 2015). Leaders have an obligation to be the change.

In order to be prepared to make a change, leaders must have a number of characteristics that define them as an effective leader. For starters, leaders must be knowledgeable in the change they are trying to create. Understanding the ultimate goal and the strategy in place to reach that goal is important. They must also understand it well enough to appropriately communicate that information to their followers. Leaders shift their view and develop their knowledge to appreciate the new goal, understanding that change does not happen overnight (Lesaux, Marietta, & Galloway, 2014).

Leaders must be the change, but they must also include followers that will be the change with them. Creating a community for this change allows participants to be strategists, analysts, leaders, and designers to achieve the goal (Lesaux, Marietta, & Galloway, 2014). When participants understand material and how different roles create collaboration, increase knowledge, and provide a sense of purpose with their job, they are

more committed to achieving the change they are set out to make (Lesaux, Marietta, & Galloway, 2014). All of these interactions with team members allow different expertise, experience, and viewpoints to emerge, hopefully for the betterment of the group and goal (Baer, Hill Duin, & Bushway, 2015).

Change leaders are expected to be accountable and transparent (Baer, Hill Duin, & Bushway, 2015). They are expected to use the information they have to build and grow organizations in a beneficial way. As stated before, they must have other individuals to lead and carry through change. This is most successful when leaders of change are authentic. Authentic leaders are passionate and practice open-communication. They take time to create real relationships with their followers and allow their commitment to the goal to shine through (Baer, Hill Duin, & Bushway, 2015). Authentic leaders grow through their own life experiences, which allow them to lead with their heart and practice what they preach (Baer, Hill Duin, & Bushway, 2015). Creating mutual respect, collaborating and encouraging followers, creates an environment that supports this change and innovation (Baer, Hill Duin, & Bushway, 2015).

In order to make a change, a leader must actively create this change. Actions must align with the strategy to reach the goal of the change. In order to grow in a profession, leaders must be committed to growing in knowledge and ability (Smith, 2018). Leaders must be able to create an open environment and encouraging and trusting culture, committed to the change. It cannot be a scattered practice but stimulated and sustained practices to create change (Ward, 2013). Leaders must be authentic and be able to articulate the vision for change with passion and boldness (Baer, Hill Duin & Bushway, 2015). Baer, Hill Duin & Bushway (2015) say that change agent leaders cannot be stuck in planning but must be willing to take action and begin the work. Leaders must be the change; it is the only option.

All leaders must grow in order to be effective. The best leaders are not complacent. No matter the situation, the audience, and the goal, leaders must be fluid and complex to get the job done. Organizations are always searching for great leaders, and because

they are hard to find, organizations hold seminars and classes to develop leaders in their own company. Great leaders are in high demand, so instead of searching, companies are developing their leadership pipeline (Spreitzer, 2006). In the past, growth has started with closing gaps in performance, but other groups suggest you should strengthen areas you are strong, energize groups, and provide support (Spreitzer, 2006). Whenever a leader is developing, they must collaborate with all members of the team. Calvert suggests that this can only be done through “creating a compelling vision, enabling effective communication, and building trust among participants” (2018, p. 79). No matter the area of expertise or organization, leadership development is key to group success.

No matter the field, a great leader is often described as being a good communicator, enthusiastic, confident, having strong morals, and creating good work environments (Richtermeyer, 2010). A good leader can have many different qualities and traits, but overall, they must be able to work well with people. This is because nothing in business is achieved in isolation. Leaders must collaborate with team members. Collaboration starts with creating a vision that everyone is committed to. It is a leader’s job to sell the vision because the team members attitude ultimately decides how quickly and how well the job gets done (Calvert, 2018). Attempting to get people to do things that are in addition to what they normally do, or something they don’t enjoy, or in an area they do not feel valued, makes goals extremely difficult to accomplish. Therefore, you must create buy-in, and buy-in starts with effective communication.

Effective communication is key in developing understanding and commitment to the growing vision. Leaders must be able to communicate and make decisions differently, depending on the size of the group and the needs of the group. The more people there are, the more effective the communication must be (Calvert, 2018). Team members feel a different connection and involvement in the goal when they are a part of the developing process. Leaders must be able to establish a relationship that shows value in each member. Leaders can use face-to-face



communication and active listening. When participants know that their thoughts and concerns are understood and valued, they are more likely to provide ideas and feedback. Sharing knowledge between leaders and team members allows all members to grow, see the bigger picture, and create better solutions (Spreitzer, 2006).

Leaders are always required to collaborate and communicate well with their team. Leaders develop a guiding vision to create the purpose of their time and goal. They also create positive relationships, add value to the project and share knowledge amongst the team members allowing everyone to grow, not just the leaders. Organizations create seminars to develop and grow leaders they already have. Leaders motivate and create an atmosphere that is beneficial and aids in all members growth.

Leaders have been forced to adapt as generations have aged and worked their way through the workforce. Currently, the majority of the workforce includes 3 generations – Baby Boomers, Generation X, and Generation Y. Baby Boomers were born 1946-1964, Generation Xers born 1965-1980, and Generation Yers (also known as Millennials) born 1981-1997. These generations are molded by the economy, significant events, technology and education they grew up during (Boyle et al., 2018). These different periods of history shape their values, interests, communication styles, and more. These different beliefs and perspectives add unique challenges (Martin & Kallmeyer, 2018). Therefore, leadership styles must cater to the needs of the individuals depending on their generation.

Each generation has different focuses and motivations and requires different leadership styles because of it. Understanding what makes a generation unique allows individuals to better understand how they appreciate being led. Baby Boomers followed a time of prosperity after World War II but also dealt with a lot of change and heartache with the Korean and Vietnam War. They dealt with the Kennedy and King assassinations, Woodstock and the sexual revolution and Watergate scandal (Cates, Cojanu & Pettite, 2013). This rough time put a lot of pressure on providers, and therefore, Baby Boomers typically find a lot of fulfillment from their jobs (Cates et al., 2013). Baby Boomers like to feel

that everyone matters and opinions and efforts are valued. They come from an age where information started to come faster so they value input and knowledge to grow their base and are beneficial as a mentor (Cates et al., 2013). They like to feel like they are providing input and value to the team, but they want to be acknowledged for their hard work, especially by monetary rewards. Baby Boomers want to participate in a conversation, and prefer face-to-face communication but will do fine with telephone or online communication. This generation does not want a lot of feedback, and if they do they want it to be a message that means they are valued, as this motivates them. Lastly, Boomers “work to live” and do not look for work-life balance (Cates et al., 2013).

Generation X individuals grew up as America’s power dominated and the Soviet Union fell. They were surrounded by an increase in technology, like to do things their way, and are skeptical of others around them (Cates et al., 2013). Generation X sees work as an obligation and a challenge. Even as leaders, Generation X likes to be a part of a team and are respectful to everyone. Growing up as technology did, they embrace and are at ease with technology (Cates et al., 2013). They appreciate straightforward and organized conversations and have no preference for communication. They like direct and immediate feedback that allows them to continue to be free and productive as they see fit (Cates et al., 2013). Generation X also hold value in work-life balance.

Lastly, Generation Y (Millennials) have only known power, wealth, and prosperity and act as such (Cates et al., 2013). They expect respect and accommodation from others but are also more aware of global activities than ever. Generation Y has grown up only knowing technology and therefore thrive with it. They prefer communication through technology, are good multitaskers, and expect immediate answers and feedback. Work to Generation Y is seen as one piece of the puzzle, and they need a work-life balance (Cates et al., 2013). Communication with Generation Y needs to be nurturing, and negative comments need to be buffered with positive comments first. They expect to be energized by work and

want to collaborate with others that are bright and creative (Cates et al., 2013).

With all the differences between generations, it is easy to see why different leadership styles are necessary. But with that, all generations value honesty, knowledge, listening, development and core organizational values (Boyle et al., 2018). They all prefer timely and accurate feedback, want to work in a peaceful environment and want to be challenged to grow (Martin & Kallmeyer, 2018). Different life experiences in each generation allow for different strengths and perceptions to grow and develop the workforce. Leaders must be able to understand what motivates, satisfies and builds team members to choose the appropriate leadership style. In coaching, one may have to work with any generation, but they are most likely coaching Generation Y and younger.

Great leadership within coaching is of utmost importance. It is the purpose of the coach to be the best and most effective leader on a team. A coach must be able to effectively communicate purpose, goals, and reason for what the team is aiming to achieve. This effective communication must be learned and developed as an individual grows as a leader. It is important for a leader to understand the needs and preferences of a team to effectively lead and get the most out of the athletes. Growth and development of leadership require a coach to be intentional with their efforts (Duguay, Loughhead, & Munroe-Chandler, 2016). Great leadership and coaching always start with a positive influence on athletes.

Leadership styles must change along with the group one is working with. Each group of individuals and each person within a group needs and prefers a different style of leadership. Oftentimes, different individuals on teams will take on different pieces of leadership roles (Duguay et al., 2016). One person does not need to fill every leadership role. Building leaders on a team is an important role for a coach. This can start by the coach setting good examples, but the coach must also teach athletes how to lead. This could be by using leadership workshops and clinics, or by placing responsibilities on athletes for improving practice, performance, and communication. Athletes become better leaders

by figuring out what helps teammates improve most effectively. When teammates understand the goal of leaders and coaches, they are more communicative with them (Duguay et al., 2016).

Athletes respond very well to positive feedback (Kao, Watson II, Chen, & Halbrook, 2015). This feedback recognizes, rewards and encourages good performance. Individuals love to be encouraged and complimented no matter who they are. Positive feedback may enhance communication, collaboration, enjoyment, and make other positive impacts on the team. It is shown that when coaches lead in a manner that matches the athletic director's expectations, athletes are more satisfied and prefer this style of coaching, as it was usually positive, democratic, and supportive (Kao et al., 2015). Therefore, it is important for coaches to communicate with their athletes and their bosses, to better understand what athletes need and appreciate.

Servant leadership is a form of leadership in which the leader's main goal is to serve the team members they are with. Servant leaders are kind, encouraging, humble, trustworthy, hardworking, and selfless. Servant leaders put the team before themselves and compliment or give credit to others first. Cho and Kim (2014) found that student-athletes are positively impacted by servant leaders. They have improved exercise flow and athletic performance compared to other types of leaders (Cho & Kim, 2014). Servant leadership is especially beneficial when the coach allows the student-athletes to be creative and offers encouragement and faith in the athlete's abilities (Cho & Kim, 2014).

It is so important to allow athletes to flourish by building them up and serving them. Coaches can effectively communicate with athletes to find what they feel they need to be successful. Teaching athletes how to lead is important in team success and building leaders of tomorrow. Improved communication, understanding reason, and knowing what athletes allows coaches to be better leaders. Athletes may perceive leadership differently than the coach or athletic director, so it is important for everyone to be on the same page. Lastly, servant leadership shows compassion for athletes that allows them to train and compete at high levels. In

the end, leadership is never about oneself, but about those that are being helped.

Leading is not for the selfish, as it requires hard work, dedication, intentionality, and compassion. Leaders must take charge of initiating change and effectively communicating goals and processes to team members. Leadership does not come easy, there must be a constant effort in growing and developing leadership styles and abilities. Leaders need to understand the preferences and needs of team members, considering their generation and then working with members to grow and develop the leadership of their own. This is especially important when working with younger generations. Leadership is a choice which requires hard work; but in the end, it is beneficial for the team as a whole, and that is what's most important.

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## 7.

# Leadership: Past, Present, and Future Trends

Ashley N. Greig

Throughout human history, leaders have been titled anything from kings to CEOs. While leaders have been around for centuries, the concept of leadership has only somewhat recently been explored and researched. In the relatively short time it has been researched, there have been various proposed models on leadership and developed theories on what makes a leader successful and effective. While past research on leadership has been useful in developing additional leadership models, there has been a shift in current research trends due to today's constantly evolving workforce.

The origins of leadership began from the early days of humankind when people had to live in groups in order to survive (Van Vugt, Hogan, & Kaiser, 2008). Leaders arose when disagreements had to be solved within the group and strategies had to be devised in order to tackle issues and establish peace within and outside of the group (Van Vugt, Hogan, & Kaiser, 2008). Society has changed greatly since those times, but leaders still exist and are still needed today. However, leadership has become much more structured and defined since those times (Van Vugt, Hogan, & Kaiser, 2008). Self-awareness through 360-degree feedback, formal reviews, formal training, workshops, mentoring programs, and formal education are all new additions that add structure towards the development of leaders (Day, Fleenor, Atwater, Sturm, & McKee, 2014).

Another positive trend in leadership is that leaders are becoming more diverse. In the past, the individuals that were considered leaders were typically men. Today, more women have risen the



ranks to become middle managers (Furst & Reeves, 2008). Despite this, there is still room for improvement when it comes to the percentage of women in executive management positions (Furst & Reeves, 2008). It is believed that gender-based stereotypes may play a part in that gap. Gender-based stereotyping includes viewing women as having more supporting traits instead of leadership traits and viewing women as needing to take care of their family more than their career (Furst & Reeves, 2008). However, it has been suggested that women can use the gender-based stereotyping to their advantage. For example, women are often perceived as more customer-driven, self-sacrificing, and better at cultivating positive relationships with customers and employees, which are all important traits for a business leader to have (Furst & Reeves, 2008). In addition to gender-based stereotyping, hiring committees typically hire people who look like them, thus the cycle of hiring men in executive leadership positions continued (Furst & Reeves, 2008). To help combat this, women should not be afraid to sharpen their leadership skills through experiences, mentorships, and formal training in order to provide clear evidence of their skills when applying for leadership positions (Furst & Reeves, 2008).

While the perception of the ideal leader is changing, so is the workforce itself. As the workforce is constantly evolving due to the world constantly changing, so must leadership styles and theories. The constant change in the workforce leads to additional potential issues involving leadership. Those issues must be addressed and handled appropriately in order for an organization to succeed. The future of leadership involves exploring new leadership types, developing new leadership theories, and handling the issues that an ever-changing workforce brings. For example, today's workforce wants more of a work-life balance. Workers want flexibility from their organizations on how to do the job and from where the job is done. It has been noted that today's workforce tends to not want to work together, but would rather complete tasks individually. Workers also expect frequent communication and feedback from leaders (Anderson, Baur, Griffith, & Buckley, 2017). These recent desires of the workforce

require leaders to reshape their pre-conceived notions of leadership and adapt their leadership style to give the workforce what they want.

Due to new innovations and technological advances, nearly every industry is evolving at a faster rate than ever before (Witzeman, Henderson, Welling, & Cosner, 2018). This constant state of change requires leaders to always be multiple steps ahead of the changes in order to be successful, as solely keeping up with the changes is no longer enough (Witzeman, Henderson, Welling, & Cosner, 2018). In order to be ahead of the changes, leaders must constantly be thinking of the future and what it may bring. Leaders then must use that knowledge to develop a clear vision of what they want their organization to be and where they want it to go. Lastly, leaders must devise and take action on the steps needed to accomplish that vision (Witzeman, Henderson, Welling, & Cosner, 2018).

In response to the ever-changing workforce, researchers have attempted to define leadership and develop theories regarding what makes a leader effective and successful. Leadership theories used to focus on personality traits, and then later on behavioral traits, both of which could be taught in short training sessions (Day, Fleenor, Atwater, Sturm, & McKee, 2014). Today, researchers are focusing on understanding leadership development and how to best develop effective long-term programs, as researchers have found that the most skilled leaders had more applicable experiences in leadership. Research on leadership typically used to focus on the leader, not the followers, until the theory of Authentic Leadership was developed. Authentic Leadership promoted real relationships between the leader and follower (Day et al., 2014).

In addition to Authentic Leadership, several other leadership models have been developed. One popular developed leadership model, called transformational leadership, focuses on behavior, values, vision, and emotions (Avolio, Walumbwa, & Weber, 2009). Another recent leadership trend is called shared leadership, which is when a group, not an individual, moves towards the organization's goals by extending influence on other group members (Avolio et al, 2009). This leadership style measures the

group's outcome instead of the individual leader's outcome. Going along with the trend of not just focusing on the leader, servant leadership is where the leader focuses on the follower and is service oriented, along with many other positive attributes (Avolio et al., 2009). Cross-cultural leadership developed due to the advancement of technology and globalization, and its main focus is on how to lead people from various cultures (Avolio, Walumbwa, & Weber, 2009). Lastly, e-leadership is when a leader must lead virtually. This theory was developed due to the increasing amount of people working from different locations with no leader present. Another growing leadership theory is called complexity leadership. Complexity leadership looks at the various interactions and thrives on the notion that leadership cannot be defined by simple transactions. Complexity theory explains how to achieve success and advocates for looking to the past in order to see what could bring future harm. This theory states that not everything is complex and that there is more than one answer to complicated problems if you break the problem down. Lastly, the theory calls for allocating time to focus on advancing the organization's culture (Gonnering, 2010).

In addition to researching leadership theories, another trend in leadership research is focusing on how individuals became leaders. Individuals take time to grow into becoming a truly effective leader, as leaders must first obtain the required knowledge and skills that allow a leader to become effective. That knowledge and skillset often derive from personal experiences and formal education. It is important to explore what growing as a leader means, ways to grow as a leader, and how becoming an effective leader will benefit all involved.

In order to grow as a leader, the individual must first identify themselves as a leader (Miscenko, Guenter, & Day, 2017). If an individual does not identify as a leader or does not want to be a leader, it would be extremely difficult for that person to grow as a leader. An individual's identity develops through meaning, strength, integration, and level (Hammond, Clapp-Smith, & Palanski, 2017). Growing as a leader involves self-reflection, learning about leadership skills and styles, and then actively

practicing those skills and different leadership styles. Experiences in work, community, friends, and family are all a part of learning about leadership. Formal leadership education can also help leaders grow as it encourages students to reflect on their experiences and leadership styles while giving them a supportive place to challenge their thoughts and practice new ways of thinking about leadership (Hammond et al., 2017).

One way to grow as a leader would be through formal education, such as participating in leadership seminars or enrolling in leadership courses at a university (Miscenko, Guenter, & Day, 2017). A leadership program can be beneficial because it would allow participants to reflect on what being a leader means and what type of leader they want to become. A leadership program also educates participants on leadership skills and provides the opportunity for participants to practice those leadership skills with other leaders. The experience and support other leaders bring to the program may shed a more positive light on the journey to become a leader. If an individual thinks of themselves as a leader in a positive way, they are more likely to practice their leadership skills more than an individual that does not think of themselves as a leader. This additional practice and positivity allow the individual to grow even more as a leader (Miscenko, Guenter, & Day, 2017).

While leaders have always been expected to acquire several skills, one of the skills that a leader must have in today's world is the ability to be a global leader. A global leader must understand a plethora of cultures and be able to effectively lead from all over the world. Transformational leadership, where leaders effectively influence team members and hold their opinions in regard, has been shown to produce positive results within a team (Ramsey, Rutti, Lorenz, Barakat, & Sant'anna, 2017). Transformational leadership is useful in how it prioritizes social skills and emphasizes that positive relationships among team members matter. In order to establish positive relationships, it is important to have cultural intelligence (CQ) as a leader (Ramsey, Rutti, Lorenz, Barakat, & Sant'anna, 2017). Cultural intelligence can be developed by experiencing many cultures and working with people from all over the world (Ramsey et al., 2017).

Growing as a leader also consists of realizing that leadership consists of several responsibilities, one of which is dealing with changes that arise from within the organization and outside of the organization. It is important to examine why it is critical for leaders to be the change within their organization and not just embrace and prepare for inevitable changes. For a leader to be the change within the organization, they must be the driving force and foremost encourager of new innovations within the organization.

Determining items to be accomplished in order to meet a leader's vision is one task, but implementing and accomplishing those items is another task completely. A leader cannot be the only person that believes in the organization's vision and wants the organization to change and succeed. It is therefore critical that all employees become involved in implementing the proposed changes throughout the organization. Middle managers are in the best position to get employees involved in implementing those changes and ensuring those changes continue past the implementation date (Gutberg & Berta, 2017). Middle managers are in the perfect position to view how the implementation process is going and if there are any potential barriers or issues to the success of the proposed change. This would allow middle managers to better communicate those potential barriers or issues to higher management and subsequently work with team members to remove those barriers or issues (Gutberg & Berta, 2017).

While external factors, such as technological advances, may cause a leader to bring changes to an organization, there are also situations where a leader should direct the team to bring internal changes to the organization. It may be easy for teams to continue to do the same work the same way time after time, but the processes being used may not be the most efficient or productive. Therefore, leaders should have their team reflect on what they are doing and if it is the best way to do it (Kalmanovich-Cohen, Pearsall, & Christian, 2018). Team members are typically the best individuals to reflect on their processes because they understand their work processes better than their leaders. Team members would also feel more connected to their work once had a part in the decision-making process. Having team members be a part of the decision-

making process also gives the team members a sense of ownership over their work and a sense of pride when the work is done efficiently and done well (Kalmanovich-Cohen et al., 2018).

In conclusion, there have been many new leadership theories developed, but it is important to note that no specific leadership style encompasses everything a leader must be in order to be effective. As the workforce is constantly evolving, so must leadership styles and theories in order to combat the issues brought on by the changes. Organizations do not have to suffer because of inevitable rapid changes in the workforce, as long as the leader uses the changes as a way to change the organization for the better. Leaders can initiate and encourage change in an intelligent way by developing a vision and creating action plans on how to make that vision a reality. The future of successful leadership is a global leader with cultural intelligence that is consistently growing in their skills by learning from their experiences. Leaders can grow their leadership skills through life experiences, practicing leadership styles and skills, and formal education. The future of leadership also consists of utilizing different leadership types such as E-leadership and Complexity Leadership, while also continuing to develop new leadership theories, and handling the issues that an ever-changing workforce brings, such as technological changes and new attitudes towards working. Future leadership styles will continue to examine the role of followers more closely and will continue to contemplate how to lead effectively from afar. The theory of leadership being shared will most likely be researched more, and leadership being viewed as complex will continue and hopefully become more defined with additional research. It is important for researchers to look at past trends in leadership while continuing to research best leadership practices and leader development, as effective leaders will always be needed in order for organizations and communities to succeed.

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8.

## Change, Growth, and Management for Today's Leadership

Lynn Hagmann

“Progress is impossible without change, and those who cannot change their minds, cannot change anything”  
– George Bernard Shaw

In order to “be the change,” one must be willing to change. In order to grow and improve, change must occur. It begins with the individual and comes from within. It’s a risky proposition, rife with uncertainty. What if I make mistakes? What if people don’t like me? What if I fail? Thoughts like these are threatening and imply that something is fundamentally wrong with a person and needs to be fixed. Rather than focus on self, the concept of change should be that actions and decisions are changeable. Identify what needs change. Investigate where to start. Understand that change occurs from making mistakes. “The most courageous persuadable leaders are eager to find out the truth—whether it’s good or bad for them personally,” (Pittampalli). Having the ability and willingness to change one’s own mind puts today’s leaders on course to inspire change within others and within organizations.

Change is hard for many. People are creatures of habit who like routine and procedure. To help change minds of others, leaders need to do more than just state a vision and expect others to follow. Clear communication is required to define what needs

to be changed within an organization. To persuade followers, processes must consist of involving them in how the change will progress and what roles they can fulfill. Minds change when more diverse opinions are considered. Leaders who embrace change, inspire change in others. They must be active, reassuring, and patient, and when a leader values other's viewpoints, everyone can be a part of the change.

The results of change are dependent upon visualizing outcomes and figuring out how to get there. Leaders see the big picture and engage others to assist in creating the roadmap. This requires balance. Leaders can't succeed without focusing on their constituents, and the constituents won't succeed unless the leader is focused on results. Long-term goals are accomplished by managing short term objectives. Throughout the process of being the change, leaders need to determine what is working and isn't working. Sustainable results occur when leaders maintain commitment, adapt to failures, and focus equally on results and people.

Choosing to lead is an intensely personal experience. Leaders are motivated to want to improve what's right, change what's wrong, inspire others, and/or protect what's established. They have a stake in something bigger than themselves and move people to share their vision and help accomplish change. It's not easy to change, but it's impossible not to. It's an opportunity to be better, to expect more. It can start with a simple decision to reorganize one's desktop. It can grow into initiating a conversation with a colleague about a better location for the copy machine. Redesign a company form. Initiate wellness activities. Come up with the next great idea and share it with your supervisor. Create a vision, engage constituents, delegate, adapt, adjust, fail, and succeed. Be the change.

“Leaders are-by definition-change makers. When you are called to lead, you are called to advance, move forward, and improve the situation”  
– Johnathan Bowman

Many people believe that leadership is a way to improve their personal, social, and professional lives. Personal reflection on one's life and experiences can help to define what makes you unique. Continuous contemplation builds confidence and competence and creates growth. Identifying one's own values, skills, and strengths influences personal successes which enhances effectiveness. When people find meaning and purpose within themselves, they can utilize those qualities to grow as a leader.

Growing as a leader requires a willingness to change one's own mind. A combination of traits, skills, and behaviors are leadership factors that can influence change in the minds of others. People follow leaders who inspire them to have a stake in the outcome of whatever needs changing. Leaders aren't born but traits can enhance their ability to lead. Traits such as intelligence, motivation, confidence, and risk-taking can set leaders apart from non-leaders.

Improving one's knowledge and skills greatly affects becoming a better leader. Northouse states that “...learned skills are at the center of effective leadership performance...the skills approach describes leadership in such a way that is makes it available to everyone,” (p. 69). Problem-solving is a skill that involves reflecting on past experiences to figure out how to handle current difficulties. Communication is another skill that can be improved to help one grow as a leader. It's a two-way process that involves both how we send and receive messages. Many jobs require strong communication skills and doing so effectively is key to interpersonal relationships in all aspects of one's life. Finally, the

skill of discipline is needed to carry out goals and to keep others on track. Discipline exercises involve identifying weaknesses, removing temptations, finding strategies, and setting goals. Disciplined leaders instill respect and motivation from others to move the process forward.

What leaders do and how they act is another impactful factor in growing as a leader. Behaviors that are task oriented and relationship building create an optimum balance for productivity and buy-in from others. The behavioral approach gives leaders two ways to look at their behavior. “Some followers need leaders who provide a lot of direction, whereas others need leaders who can show them a great deal of nurturance and support,” (Northouse, p. 79).

Leadership growth means taking stock of common situations one will encounter. Being uncomfortable and/or making others uncomfortable can derail progress. It’s a leader’s job to ensure that things stay on track despite push-back. Preparing ahead of time for difficult conversations and/or decisions will eliminate distraction and help to restore confidence in the process. Developing experiences, a clear vision, and communication help leaders develop ways to face adverse situations and move forward. Criticism surrounds those in leadership positions. Growing a tough skin aids in remaining true to the vision and oneself. Self-criticism can be the loudest voice one encounters. Learning to self-reflect will allow leaders to give themselves a break and re-group. Self-compassion is important because failures will occur. Trust, forgiveness, and giving oneself credit are valuable self-care practices that will help with leadership growth.

Opportunities for growing as a leader present themselves continuously. When a leader’s performance improves, people around them will improve. Leadership is a lifelong learning process, and mistakes are opportunities to be better.

“If you focus on results, you will never change. If you  
focus on change, you will get results”  
– Jack Dixon

The words leader and manager are often used interchangeably. While there are distinctions between leading people and managing them, leadership and management are not mutually exclusive. Leadership is an important function of management which helps to maximize efficiency and achieve organizational goals. There are, however, some stark differences between how leaders and managers motivate people toward common goals.

Managers build systems and processes through which they focus on the structures necessary to set and achieve goals (Murray, p. 36). Controlling situations to reach their objectives sets them apart from leaders in that they tend to maintain the status quo rather than attempt change. Management is about getting things done day-to-day. They set short-term goals, delegate tasks, resolve issues, and enforce policy. Managers have the responsibility of controlling four important functions:

1. Plan-Set objectives, make decisions, awareness of environmental conditions
2. Organize-Develop framework for organization to function and reach objectives
3. Lead-Understand employee's values, attitudes, and personalities to inspire action and effort to attain objectives
4. Control-Establish performance standards, compare performance against standards, take necessary corrective action

Managers fulfill a role. Their primary focus is to meet organizational goals and objectives, however, managers can lead by promoting new ways of getting things done that are convincing to others. For a manager to be a leader it is a matter of focusing on what can be changed to improve things, as well as communicate with and motivate employees. While it is important to define the differences between management and leadership it's vital to understand that a good manager is also a leader.

Leaders have purpose and vision for the organization and tend to challenge the status quo. They come up with new ideas which are forward thinking, creating a shift in how things operate. Leaders influence and inspire people to action through their personality, behavior, and beliefs. While employees are required to follow directives by managers, following a leader is optional. Those who no longer trust or find inspiration in the leader can choose to no longer follow. Leaders have the responsibility to:

1. Create Vision-Establish what is important to achieve end results in an organization
2. Build Relationships-Spend time with stakeholders to cement loyalty and trust by consistently delivering on promises
3. Be an Agent of Change-Innovate and embrace systemic change through communication, collaboration, and commitment
4. Take Risks-Willingness to try new things knowing that failure gives direction on how to succeed
5. Be Unique-Authenticity, self-awareness, self-confidence, and being comfortable and willing to be oneself

A leader can be anyone. Leadership doesn't have to mean being an authority figure in an organization. Conversely, management is something everyone does every day. People manage priorities,

career and finances, and daily planning. While leadership and management are different things, organizations need people who can both inspire and control, have both vision and focus on detail, and accomplish both short and long-term goals.

“Be the change that you want to see in the world” –  
Mahatma Gandhi

In today's world people are sensing the divide with what leaders say about their reasons to lead and what their actions indicate. Consequentially, followers become disillusioned and aren't engaged. One needs only look to politics to recognize that leaders elected to create positive change for others, demonstrate they are in it for themselves. Inability to communicate and work together, and out-and-out lying has become normal. What's needed for today's leaders to be successful? In order to effectively engage others and create change, leaders must honestly answer why they lead and how that optimally inspires others to want to follow.

Leaders should expect the best from themselves and help others be their best as well. Having high standards helps leaders reflect if they're performing their most effectively. Leaders who demonstrate high standards through their own actions create positive changes. “Perhaps a little less obvious, people are drawn to high standards. More subtly, a culture of high standards is protective of all the ‘invisible’ but crucial work that goes on in every company. I'm talking about the work that no one sees. The work that gets done when no one is watching. In a high standards culture, doing that work well is its own reward – it's part of what it means to be a professional,” (Stevens, p. 117). When leaders hold themselves to high-standards they challenge others to do better and be better.

Staying motivated and motivating others is the engine that



drives leadership and change. Workplace dynamics are consistently evolving and changing. Leaders who empower others to share in decision making create environments where followers want to solve their own problems and work harder. Involving others in outcome planning motivates them to be enthusiastic, involved, and committed. They know their role is part of something bigger, and that by achieving their goals they contribute to the success of their organization.

A leader's ability to motivate and inspire is based on trust. Interpersonal behaviors are key to building trust. Leaders must be involved with followers and develop a high level of self-awareness, self-regulation, empathy, and social skills. Leaders who reflect on how they respond to changing circumstances, and to others, helps them grow in awareness. "A leader knows the way, goes the way, and shows the way," (Maxwell, p. 88). Awareness of other's efforts, lives, and feelings builds respect and trust. Followers want to know that they are valued, equally important, and cared about. Often leaders need to make decisions to take risks and face failure. When followers see their leader's willingness to step outside their comfort zone and to learn something new it humanizes them and cements trust.

Ultimately, leaders share accomplishments with followers. Success stories motivate change in others and strengthens the organization. Followers are more likely to be motivated when the successes come from people they know and whose work they value. Recognize accomplishments big and small, and often and consistently. Recognize both the group and the individual. Being noticed helps build unity and a sense of identity for everyone. Everyone shares in all successes.

Successful leaders in today's world need to be collaborative. They need to take a vision and make it into a reality by getting others to believe in them. The combination of traits, behavior, and skills are what leaders use to create their style(s). They then apply varied leadership styles to different situations. But ultimately, today's effective leadership depends on the inclusion of others.

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## 9.

# Leadership Skills Approach

Grace Huang

Leadership can be modified in several ways. “The leadership skills approach is mainly a descriptive model. This approach allows students of leadership to comprehend what it takes to be an effective leader rather than offering prescriptive ways to be an effective leader.” (Rowe, 2011, p. 88) Based on personal talents and hobbies, people are able to discover their own leadership skills. By following a timeline, skills can be studied, copied, and upgraded.

The first chapter of Northouse’s examination of leadership focuses on defining leadership and synthesizing all past descriptions of this field. The interesting thing about the study of leadership is that the way in which researchers have attempted to define it has constantly changed throughout the past several decades. With each new decade, many new classification systems and definitions were introduced, which is why there are now as many as 65 recognized classification systems that explain the different dimensions of leadership. Focusing on every one of these definitions can be cumbersome and time-consuming, so it is best to view leadership from a more integrated perspective. Rather than examine all past classification systems, one should instead focus on leadership as a process, the role of influence in leadership, how leadership occurs in groups, and how leadership involves common goals.

The first part of understanding leadership is understanding that leadership is a process. There is a difference between leadership and management. “Management is essentially the stewardship of resources, and concern is making the organization work effectively

and efficiently” (Marshall, 2013, p. 7). Northouse explains that “Process implies that a leader affects and is affected by followers. It emphasizes that leadership is not a linear, one-way event, but rather an interactive event” (Northouse, 2010, p. 3). For instance, imagine the platoon leader of a group of U.S. Marines leading the Marines into battle. The leader must interact with their troops by coordinating their movements, planning and predicting enemy movements, deciding which resources to bring into battle, and planning when to strike. They may use one of the six bases of power to do this, such as coercive power to punish deserters or legitimate power to assert their authority (Northouse, 2010, p. 10). No matter which base of power they use, their decision to lead is an interactive event because the platoon leader is constantly receiving feedback from their troops before, during, and after the battle. Imagine a leader in or outside of the military who did not listen to the feedback of their subordinates. They would not be able to make any adjustments to their plans and their ability to complete a task would be severely hindered. Therefore, leadership should be viewed as a cooperative and interactive process in which there is a push and pull between the leader and their followers.

The next part of understanding leadership is understanding the fact that it involves influence. Northouse argues that “Influence is the sine qua non of leadership. Without influence, leadership does not exist” (Northouse, 2010, p. 6). This is important because leaders need influencing to be able to give commands and have their plans carried out. If a leader is trying to give directions to their employees but their employees have no respect for their leader and are not at all influenced by them, the effectiveness of this leader’s abilities is greatly diminished. This may occur for several reasons. The subordinates may have a lack of faith in the leader’s abilities, they may believe that one of them could serve as a better leader, or they may find the leader’s character to be weak and lacking. Therefore, a good leader has to be able to exert their influence onto their followers or else the followers will lose all desire to carry out the will of the leader.

Leadership also occurs in groups and is not an isolated process. Northouse describes that “Groups are the context in which

leadership takes place. Leadership involves influencing a group of individuals who have a common purpose. This can be a small task group, a community group, or a large group encompassing an entire organization” (Northouse, 2010, p. 6). What is interesting about this is the point Northouse makes about leadership existing on all levels of an organization. In an organization such as Wendy’s, there exists leaders in the form of managers who make sure the daily operations of their fast food restaurant run smoothly. Above the managers are district managers that are in control of several restaurants and report back to executives of their company on how these restaurants are doing. At the top of the corporate food chain is the CEO, who is in charge of all the district managers and the subsequent employees they control. This chain does not exist in all organizations, but in the organizations in which it does exist, there is essentially a chain of command. The lower level managers may have power over their subordinates, but they must ultimately cede power to their district managers, which do the same for company executives. Therefore, an effective leader in this sense must distribute power and give commands while also being humble and have the ability to follow commands.

Finally, one of the most important aspects of leadership is that it involves common goals. Northouse describes this by mentioning that “Leaders direct their energies toward individuals who are trying to achieve something together. By common, we mean that the leaders and followers have a mutual purpose” (Northouse, 2010, p. 6). This mutual purpose is especially relevant in large corporations which work hard to establish a corporate culture based around their mission statement. A company like Apple tries to achieve the common goal of innovating in the technology sector and staying competitive. In order to achieve those common goals, all subordinates must buy into the company’s plan, which is facilitated by the leader.

Leadership may be an abstract concept, but these four parts of its definition help mold it into a more concrete set of ideas. Leadership can be viewed as a process in which effective leaders try to influence their followers in groups to accomplish a common goal. This may be a simplified view of leadership, but it succeeds

at encompassing just about every aspect of it. Great leaders are ones who are able to succeed in all four dimensions of this definition and exert their will to accomplish something they could not do alone. Doing so is easier said than done, but it is still crucial to have a working knowledge of leadership before attempting to lead.

Throughout the 20th century, scholars wanted to know what traits were shared by those widely considered to be great leaders. From this curiosity came the trait approach, one of the first systematic attempts to study leadership. The trait approach has developed extensively throughout the years, but time and time again it has proven to be a good framework for providing insight into how great leaders come to be. Many were convinced that the great people of history were born with certain traits which made them exceptional. Stogdill, writing in 1948, was one of the first to challenge the aforementioned view, and his assertion was that no consistent set of traits distinguishes leaders from non-leaders. Instead, Stogdill says that leadership is more so a relationship between people in a particular social situation. While individual traits may be important, their applicability, says Stogdill, is dependent on the specific situation at hand. But for many, the trait approach is still an interesting lens used to explain how traits explain leadership. Bryman also made this point in 1992.

Other researchers have used the trait approach to launch their own hypotheses about leadership qualities. For example, Lord, DeVader, and Alliger found in 1986 that an individual's perception of leadership played a significant role in their ability to develop leadership qualities within themselves. Later, Kirkpatrick and Locke found that effective leaders belong to a certain class of people distinct in several essential respects. Today, interest in the trait approach has led researchers to new conclusions. For example, in a study conducted to determine what sets charismatic leaders apart from the rest of society, Jung and Sosik (2006) concluded that a large number of charismatic leaders possess certain traits, like self-monitoring, engagement in impression management, motivation to attain social power, and motivation to attain self-actualization. Northouse states "the trait approach is

alive and well,” (p. 16) and he relates what has happened to the trait approach to a typical cycle: “It began with an emphasis on identifying the qualities of great persons, shifted to include the impact of situations on leadership, and, currently, has shifted back to reemphasize the critical role of traits in effective leadership.”

In a survey conducted by Stogdill in 1948, it was found that there were important leadership traits relating to how individuals in different groups grew to be leaders. Stogdill’s results showed that an average individual in a leadership role is different from an average group member based on the following eight traits: intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, and sociability. These differences are relevant today, especially when studies, indicating that a large number of management positions in both the private and public sectors are filled with incompetent individuals, are being published one after the other. Not only do these managers possess knowledge gaps and deficiencies, but many also lack the emotional capacity that is necessary for leading people (Misun, 2013). In other words, there are a lot of managers and other leaders operating without the traits traditionally found in successful leaders. Researchers seem to have come to the general consensus that possession of particular traits is important in the context of leadership; however, such a possession is not the end all be all, for most situations require an individual to exhibit different traits in order to be great.

Mann, writing in 1959, conducted research similar to Stogdill’s, except Mann found that leaders exhibit the following six traits strongly: intelligence, masculinity, adjustment, dominance, extraversion, and conservatism. In a business environment in particular, Mann says that coaching is an effective way in which leaders supplement formal training and on-the-job experience that their subordinates get, and coaching is an even more effective way to give remedial, worthwhile instruction when performance deficiencies arise. In the end, the trait approach and the research being conducted around it is still relevant today for individuals trying to understand what makes a great leader.

Within the third chapter of Northouse’s book on leadership, the author chooses to focus on the skills approach to leadership,



which is one that is considered to be a leader-centered perspective. Rather than thinking about innate aspects of personality that are difficult to change, this chapter focuses on the importance of skill development, which is something that every leader can actively work on. The focus on skills is a recent development coming out of the 1990s when a series of studies were published arguing that leaders could make use of their skills to solve organizational problems that are complex in nature. One can ultimately make the argument that the most important skills a leader should have involve technical, human, and conceptual skills.

Starting with technical skill, this is something that gives a leader knowledge in the specific field they are working in. For instance, the CEO of Tesla, Elon Musk, would have technical skills in the form of the engineering skills that he regularly utilizes in designing the parts and functions of Tesla vehicles. Although Northouse argues that “technical skill is most important at lower and middle levels of management and less important in upper management,” it is still necessary for those in leadership positions to have the minimum required amount of technical skill (p. 16). If an upper manager is working at a software company and is tasked with leading the network coding aspect of their company’s hit video game, they should at least understand what they are looking at when they go to review the code. A leader who is not technically proficient will quickly prove to be incompetent and will serve as a barrier to their team’s success.

Besides technical skill, it is also important that leaders have human skill. Human skill is the ability that leaders demonstrate when effectively working with people. For example, someone like the general manager of an NBA team needs to have a great deal of human skill in order to build connections and execute beneficial trades for their team. The same is true of leaders in lesser positions because leaders with good human skills are going to be more likely to be successful in leading a team of people to accomplish a given task. Human skill is also important because those who demonstrate good human skill end up creating more comfortable environments for their employees in which they feel encouraged to excel (Northouse, 2010, p. 45).

The final set of skills a leader needs to have involves concept skills. Conceptual skills involve the ability to work with ideas. This means that someone who is conceptually skilled can both create visionary ideas and understands what it takes to execute them. Not only this, but leaders with conceptual skill should be able to translate their company's goals into words and should understand how to work with the abstraction (Northouse, 2010, p. 45). Conceptual skill is especially important in product development in areas like the tech and auto industries.

In conclusion, a good leader needs to have three types of skills including technical, human, and conceptual skills. A leader who is only skilled in one of these areas is going to lag behind a leader who is competent in all three. Not only this, but leaders who can regularly show mastery of all three skills are going to be more likely to be promoted into executive positions. Companies understand that skilled leaders are going to accomplish more and get more value out of employees than unskilled leaders, which is why any aspiring leader needs to focus on improving their skill set within these three areas.

Leadership is by no means an easy task. First comes the identification of the qualities of the leader. Then, you must be able to figure out how to incorporate those qualities into your own personality so that you can successfully lead a group of people. Lastly, you must be able to successfully execute and make those who are looking up to you see you as a leader and act based on your own actions. While it may be hard to become a leader, I have most certainly seen myself in a leadership position several times, albeit in the same position over a number of years (which helped me to build my overall experience and be more effective in my leadership role) and I would best describe this leadership example as following the adaptive model provided in the Leadership textbook.

My journey as a leader began in a music class. Each winter, my teacher would put on a holiday production that would cater to the parents and other supporters of the program by allowing them to partake in a dinner and performance that was part play, part feast, part improv, and part concert. As the production was rather

large, all of those who performed in the music class were also given a role in the production. Most would start out as a server for their first year. Those who had been in the program longer could choose to move to drink server or quadrant leader (there were four quadrants in the area that we were hosting the show in and each quadrant consisted of several tables of people that needed to be cared for and looked after) or, if you chose to audition, could be part of the group that walked around and talked to the people in attendance or you could be part of the main cast who put on a play for the guests.

After starting out as a server, I moved onto drink server my second year and then quadrant leader for my third and fourth year. Quadrant leader was by far the most difficult job as you not only had to learn your position and teach it to others who had not yet worked as a quadrant leader but you also had to lead the servers to their positions and make sure your quadrant was taken care of. While the first year was rather scary, I quickly caught on and I was able to teach those around me who were new to the job. Due to their faith and trust in me, I was easily able to handle the servants and keep my quadrant satisfied.

I closely associate my ability to lead and its effectiveness to the adaptive leadership model discussed in the Leadership textbook. After all, “adaptive leadership is about how leaders encourage people to adapt—to face and deal with problems, challenges, and changes. Adaptive leadership focuses on the adaptations required of people in response to changing environments. Simply stated, adaptive leaders prepare and encourage people to deal with change.” (Northouse, 2010, p. 257) Despite not being the main head of the operation, people looked up to me since I had the most experience and I was successfully able to show other quadrant leaders as well as servers how to effectively do their jobs and deal with any issues that may come their way.

Leadership is a quality that requires one to rise up to the occasion and I certainly believe that the situation described above demonstrated my ability to do so. Through adaptive leadership, I was able to better guide others and to prepare them for the challenges of their jobs so that they could make sure that the

performance ran smoothly. Overall, the adaptive leadership model has shown me that anyone can be a leader and that it is one of the most effective ways to lead a group of people to success.

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## 10.

# Championship Leadership

T.J. Lake

Being the change you want to see in the world is sometimes easier said than done. We live in a state of constant change, and having the ability to adapt to that change is something that separates one from another. Leaders have a more difficult role than their employees. A leader must be the change agent and the driving force of change, and then help everyone else adapt to that change.

To be an effective leader, it is important to have the proper set of skills, so that you are leading in the right direction and in the right manner. The skills model helps us break down and understand the skills needed. This illustrates how career experiences and environmental influences affect one's leadership skill set (Northouse, 2016).

Leaders must be the ones to initiate change. Change leadership is about the phases of change. Therefore, before the implementing, executing, and monitoring of the plan for change can happen there must first be a strategy put in place by the leader to organize a clear game plan for the intended change. This should include the necessary changes in priorities, behaviors, and tasks, as well as what is going to stay the same (Bendixen, Campbell, Criswell, and Smith, 2017). This set plan is the operational definition of change.

To put this into place, a leader must first evaluate the organization and have a great understanding of the reasoning for the necessary change. After understanding the reason for a change, it is important to come up with a vision for change. A plan needs to be set, and an end goal needs to be in sight (Bendixen et al., 2017). From there, it is important to set up common goals with the input of all parties involved so that everyone in the organization

is on the same page, as the leader, to ensure that the organization is headed in the right direction. The leaders and organizations that see successful change can take the strategy, see the vision set forth, and go out and perform that change (Bendixen et al., 2017).

If all parties involved are on the same page, it will make it easier for everyone to hold one another accountable. Accountability plays a large role in successful change. If roles are not clearly defined, people tend to get upset and start to question their purpose. Being able to understand and then identify each one's role and responsibility will make it easy when a leader is holding them accountable because they have a clear vision of what they are doing. Micromanaging is the worst thing that a leader can do at certain times, but it is sometimes necessary to ensure that expectations are being carried out.

Two of the biggest killers of change are negativity and disengagement. When employees start to feel or act this way, it is like hitting a brick wall. The organization cannot move forward with change if everyone involved does not have a positive mindset. Resistance caused by disengagement only moves the organization farther away from the change. It is a leader's role to try and ensure this does not happen, and if it does, do everything to get the organization turned back around and moving in the positive direction (Smollan, 2011).

Sometimes resistance to change within employees cannot be avoided, so a leader needs to be the one to manage it, instead of trying to overcome it. According to research by Roy Smollan, ways that they can do this are by making sure they think about the impact that the change is having at all levels, understand that everyone might not benefit from the change, remember that not everyone reacts to change the same way, be caring when handling the resistance, and be open in communication. A leader is the face of change and may take the brunt of the resistance and negativity, but if they handle it in this manner, they can hopefully best manage the situation and keep the pattern of change going in the right direction (Smollan, 2011).

The change process is not an easy one. A leader has the most difficult role in the process, but they must act as the change they

wish to see. They need to ensure that they have a set plan in place and that all involved in the organization are on the same page when implementing the change. Resistance to change is inevitable, but with the proper management skills, a leader can be the one able to keep an organization moving forward in the change process.

It is important that if a leader wants to be the best version of themselves, they cannot stay the same and must be better than the day before. All leaders, especially in the coaching field, need to not be complacent and need to drive to get better every single day. They need to continue to stay motivated to do this and keep their team motivated as well. If a problem arises, leaders need to look for advice in solving it so that it does not become a reoccurring issue. While doing all of this, leaders need to stick to their roots and their true self so that their team stays on board and on the track of success.

Thinking of success from a coaches' standpoint, if the coach tries to be at least 1% better at leading their team than the previous day, then that is 365% better over the course of a year. Not getting at least 1% better every single day is settling for mediocrity. Excellence is not easy and not attainable for all. Instead, it takes hard work and often means adapting, and growing to become that new and improved leader.

Becoming the best all starts with motivation and being able to identify that motivation within oneself. If there is no self-motivation and a vision in place of where a leader is looking to take their organization, there is no way to get the rest of the team or employees on board. Northouse states that leaders must be willing to tackle complex problems, willing to show dominance, and leaders must be worried about the social good of the organization (2016). The leader must show dominance by exerting his influence on his employees, and that influence is directly tied into dominance. Northouse refers to social good as being the welfare of the company and its employees (2016).

Leaders must be able to solve complex problems. One of the biggest things a leader can do is learn from their mistakes and failures in the past (Daskal, 2018). There is a good chance that most leaders have previously faced a problem like the one they are



faced with now. Being able to recall that experience and remember what they may have done to try and fix the problem is a vital tool all leaders should be able to use. Leaders should do everything in their power to not make the same mistake twice because if it happens a second time, it is becoming a choice to do so. Another idea that leaders can use to help solve problems would be to listen to people with more experience than they do (Daskal, 2018). Paying attention to what others have been through can give leaders great insight on what to do and when to do it. They may not always be right, but they have experienced many different types of situations that may shed light on a problem your organization is facing. Listening to the wisdom of others is a great way for a leader to become even better.

It is important to listen to others' advice, but it is even more important for them to also stick to their roots. When a leader is authentic, it has been proven that they will become even more successful than they already are. It has also been proven that leaders will have even more engaged teams and followers if they keep true to themselves (Wei, Li, Zhang & Liu, 2016). This is an important aspect of leadership for a coach to encompass. If they do not have their team on board with their ideas and morals, there will be no success.

There are so many aspects to becoming a successful leader, but the most important is that they cannot settle for staying the same. Leaders, especially coaches, need to get better each and every day. 1% better every day equals 365% better in a year. If they strive for this, look for advice from other successful leaders, and continue to keep their team happy, they will be successful and be able to keep a job. The most important thing is that leaders need to remember to stay true to themselves throughout their growth process.

Being in a leadership position can be a very difficult task to handle and to balance. When things are going well for an organization, the leader gets a lot of the credit. When things are going bad, the leader also gets a lot of recognition, but this time it is negative. To avoid negative feedback, a leader needs to focus on leading and treating each employee as an individual. Leaders may also find themselves working with those that grew up in different

generations than them. This is an interesting situation, but a leader should look at it as a positive and a way to differentiate the work that is being done.

A leader of an organization is a lot like the quarterback of a football team. The quarterback must know the strengths and weaknesses of each individual and he must know that each guy is different in terms of their personality and in terms of the way they respond to adversity and success. He is the guy who is supposed to get each one in the right position for the team to be successful.

Chapter six of *Leadership: Theory and Practice* discusses the path-goal theory. Path-goal theory is how leaders motivate followers to accomplish goals (Northouse, 2016). The goal of this leadership theory is to be able to understand how to enhance the follower's participation, motivations, and satisfaction. This is not an easy task, but an effective leader will know to do this with a variety of people.

Leaders need to know which employees need more support and a pat on the back to help them get their task done. Either way, the leader of the organization is put under the microscope to understand these very specific nuances that can make or break a leader and organization. According to Tishma, many millennials like to work in groups and prefer constant feedback on their performance to know that they are doing the quality of work that is expected (2018). People take direction in many different ways, depending on many factors including age and personality. This idea is very important to note if you are a leader of an organization that has a variety of employees.

A leader never knows who they are going to be leading. Generations are a product of the times that they grow up in. The Silent Generation was shaped by the great depression and WWII, Baby Boomers were shaped by Civil Rights movements and assassinations, and Generation X was shaped by single-parent homes and the computer boom (Salahuddin, 2010). The Generation to follow Generation X would be millennials. Millennials were shaped by a whole lot of things such as video games, the internet, social media, and even events such as the 9/11 attacks or the stock market crash of 2008. Each of these

generations also has different core values than one another as well. For the Silent Generation, they believed in working hard and waiting for good things to happen because of their hard work. Baby Boomers rely on the values of optimism, and teamwork. (Salahuddin, 2010). The values of Generation X are more self-reliant based. All generations have different core values, that is important to note as a leader of an organization that has a diverse workforce in age.

Confidence plays an important role in being able to lead across generations. If a leader is a lot younger than their employees they must be confident and truly know the topic and subject they are using in their organization so that everyone buys into what the leader is saying. The leader must build relationships with its employees and be able to know which employees need a goal to work towards such as a bonus, promotion, or something as simple as having a day off. An employee's level of motivation might be affected by the generation they grew up in so a leader needs to get to know their employees and make decisions on what is best for each individual when it is possible to do so.

Leadership is being able to have a vision and can share that vision with others involved in the organization. Along with having a vision another important element involved with leadership is the ability to motivate. A good leader can recognize that every employee is different and the leader must act in an appropriate way to motivate that employee to work to their full potential. Knowing that everyone is different takes a lot of self-awareness and emotional intelligence. Being able to combine your EQ (emotional intelligence) and IQ is vital for any leader. It can often be the difference between success and failure.

From a young age, I always tried to lead by example. Dennis Geraghty was my inspiration to become the best basketball player I could be. I dedicated my life towards the game since sixth grade. Through my freshman year of high school, I would spend three to four hours in the gym a day in the winter months and 8 hours a day during the summer. Every kid in my class wanted to be a good basketball player. I was not the best, but I worked my butt off while all my friends were at the pool or playing games. This

continued as I got into high school and I tried to be the first one in the gym before school and challenged my buddies to try and beat me as well. We had a lot of fun, but when I was younger I would try to lead by example for my teammates and my younger brother.

Leading as a captain of my collegiate teams was a similar experience. I try to lead by example and will also drag my teammates into the gym with me so that we all can get better together. Basketball is a team sport. If you think of a person throwing a punch, their hand is made up of a fist. A fist is all 5 of the fingers clenching together and delivering a powerful blow of force. Trying to throw a punch with 3 or 4 fingers making a fist and not the whole collective 5, your punching force is not going to be as strong. Just like in basketball you need all 5 players on the court to be committed to executing the game plan.

As a graduate assistant, I have a lot of responsibility. Most of the time that responsibility is very little things that make the program run smoothly, most of which our players probably take for granted. As a former player, I know from experience that I took advantage of all of the responsibility our graduate assistant had. Whether it is doing laundry at 2:00 AM after a long road trip so our jerseys are fresh and clean, getting Gatorade for road trips, doing individual workouts with players, loading up the bus for road trips, uploading film after games, setting up film for our film sessions as a team, or setting up and picking up for practice, a lot goes into being a graduate assistant. Basically, anything they ask of me I can get done. The last graduate assistant was a great worker, and he was all the rave when I first joined the program, so I have been trying my best to fill the big shoes he left behind.

A lot goes into being a good leader. There are also many different leadership approaches one can take. Being able to adapt and grow with your surrounding environment is a key ingredient in being a successful leader. Being able to understand EQ and IQ for a leader is also an important trait to have. Empathy can help you build relationships and understand the people you are trying to lead a little bit better due to the fact you understand how they feel just based off of how they are perceiving themselves that day. I know that I have high emotional intelligence because I am always

trying to work on being able to read how our freshman's morale is at practice. I am able to tell when a player has a low energy level and I try and pick them up. I think that is another important role of mine, to be as positive as I can to try and boost the morale of our group.

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# 11.

## Follow My Lead: Perspectives on Leadership Change, Growth, and Development

Danielle Magdzas

### Personal Experiences in Leading

Competitive edge is a term that encompasses an understanding of what it takes to be a competent and contributive member of any team or organization. This edge transfers leadership skills that are intangibly essential for successes. Athletes and those with a team-based approach to leadership acquire this goal-based mentality at work instead of a 9-5 mentality, which is a leadership trait that is highly sought after. How does one effectively transform and grow their leadership? Through personal experiences and team-based collaboration.

These personal experience matter as leaders are made, not born. Valuable experiences that shape one's leadership style include shying away from one's comfort zone, challenging individual and peer skills, and elevating skills. While not many individuals relish the thought of residing outside of their comfort zone, some of the most worthwhile individual development may be recognized by straying from the familiar. While not all experiences are the same, different individuals have different experiences. These differences teach different things. While these differences are essential to individual development and growth, the quality and diversity of these experiences is critically important. Experience reads beyond the contents of one's resume; Familial interactions, personal life

experience, and other non-professional experiences also shape and develop strong leadership skills.

Experience is not a single event; Past experiences with leadership may be revisited and reflected upon to uncover new insights. Past experiences may assist in the navigation of present qualms and may be re-examined for new lessons. Future experiences don't simply happen, it is the role of the individual to shape them, seeking out the opportunity to grow as a leader.

To become an effective leader today, one must acquire many diverse skills rather than just deliver desired results. The effectiveness of leadership requires a breadth of experience that ensures the clarity of thoughts, along with an ability to navigate differences and broaden horizons of other leadership styles. Individuals within positions of leadership may no longer reside in a highly-structured rubric of leadership qualities, but rather must belong within a leadership ecosystem of diverse minds and ideas. Through these unique and diverse experiences, individuals within leadership positions may fully adapt and appreciate a strategic focused, forward-thinking mindset required for growth and opportunity.

Most effective leaders provide unique experiences for leadership growth by taking calculated risks. These experiences provide situations that challenge thinking, expand perspectives, and create opportunities for vulnerability, which can stimulate individual growth. Through personal experiences, leaders need to become both inclusive, and decisive when recognizing the value that others have to offer in each situation. These capabilities are developed and strengthened through experiences of anticipating unexpected challenges, and maximizing potential in others, which can elevate productivity, collaboration, and successes.

Through collaborative leadership, the engagement of collective insight and intelligence can assist in delivering results. While individual leadership styles and expectations differ, belief in the cooperative abilities of leaders and their constituents can allow ideas, opinions, and growth to flourish. The call for leadership is not one that can simply fall on deaf ears. It is a continuous process of expanding one's circle, residing outside one's comfort zone, and

sustaining performance and momentum through collaboration. Success depends on creating an environment of trust, respect, and mutual aspiration where everyone can contribute openly and confidently to achieve goals. Relationships within leadership matter as much as results do, therefore it is personal experiences and interactions with those around us that determine leadership success.

## **Growing as a Leader**

From the moment we enter the world, our brains are learning, developing, and growing. Discovering likes, and that which one dislikes. Favorable characteristics from peers are sought out, while undesirable characteristics are avoided. Friends are made, and enemies are made as well. Lessons concerning leadership and the role it plays in everyday life remain constant throughout individual development. Leadership shapes one's individual makeup, how one acts, and their interactions between persons. Watching others lead allows individuals to develop personal leadership styles and beliefs. As the shape and format of one's leadership style are evolving, the actions and inactions of others influence that development. By stitching together bits and pieces of leadership characteristics, a leadership mosaic begins to emerge. The positive and negative experiences that are garnered through one's exposure to leadership, create a lens through which the world is viewed.

How does one achieve leadership growth and change? A learning mindset helps to establish an attitude where an individual is open to new experiences and a belief that if a willingness to learn exists within that individual, they will grow and develop from any experience that they may encounter. Assumptions exist with this mindset, including beliefs that govern how one thinks about and approaches new experiences and opportunities, and whether those instances are opportunities to learn and develop, or with an effective stance towards learning. A learning mindset may be referenced as a set of new eyeglasses through which the world is



viewed. If an individual enters projects and tasks with a mindset of fulfilling responsibilities for success, most likely, the focus will be placed on producing desired results. However, if that individual chooses to operate with a learning mindset, those projects are more likely to become opportunities to learn something new, instead of monotonous tasks required for completion of a task and will focus on expanding current knowledge and skills as creative action is taken to produce the desired results. The conceptual lens of a learning mindset leads to a view of every experience as an opportunity to learn, grow, and develop.

Leaders who utilize a learning mindset seek opportunities for growth in all aspects of life and work. Additionally, they tend to learn more than individuals who are opposed to learning. How does one work to consistently see experiences as an opportunity for growth? Every leader may experience the passage of significant or even transformational personal and professional experiences. Some may be positive, others unsettling. In an organizational role, learning how to develop leaders will help deliver lasting benefits that span beyond the individual measure. Leaders who have a learning mindset see opportunities to learn in all aspects of their work life and tend to learn more than those who are closed to learning.

While leaders are praised for successes, what makes a leader 'great' are the trials and tribulations in the face of failure. Confronting uncertainties, facing fears, and surpassing frustration allow good leaders, to become great. Growth from adversity allows today's leaders to become resilient and reliable individuals. When addressing career fields and leadership success, most assume that great leaders rise to the top in a tiered progression. However, real-life experiences rarely occur in that way. Public praise of leadership often praises great success and denies failure, rarely noting significant setbacks and mistakes. The fact is, successful leadership growth and experiences are anything but continuously successful. Many twists and turns create a vast and vibrant journey with detours and digressions, some that are triggered by an experience, others through our interactions with others. Regardless of the publicity garnered, leadership may be

hesitant to discuss failures along the journey, yet those tumultuous moments may be when the most is learned.

## **Gender Differences in Leadership**

Leaders utilize a combination of traits within their management toolkit which assist in growing and shaping their leadership style. Whether managing a corporation, coaching a team, or serving as an elected official, public opinion of essential and non-essential leadership traits plays a role in determining acceptance, or regression of growth and change. Regardless of gender, most leaders retain common traits. For example, ambition, organization, and intelligence grace the agenda of many successful leaders. Oppositionally, there are several ways that each of these characteristics are displayed. Successful leaders are organized, ambitious, and intelligent. On the other hand, there are different ways of portraying these personal qualities, which results in different strategies of management and varying leadership styles.

While many debates exist regarding male and female leadership characteristics, studies show that when employees describe effective leadership, most picture males (Heilman, 2001). According to Heilman, this type of pattern depicts a clear gender stereotype, with most people associating leadership with the male gender, and this instance has been evident in several studies.

Physical, psychological, and emotional factors are the main reasons why men and women demonstrate different leadership styles. Men are associated with leadership qualities, and many employees think of men as those who can be in charge. Therefore, women often face a dilemma: they can either demonstrate stereotypically masculine behavior and be criticized for not meeting gendered expectations or agree with the fact that others don't see them as leaders.

Statistically, female leadership skills are developed based on encouragement and support, while males consider decision making and problem-solving key concepts in their leadership development. Men are known to stick to a transactional approach to leadership. Males tend to desire achievement of goals, and

view performance as an operational absolute that is rewarded or disciplined depending on outcomes (Karau, 2002). Females primarily utilize the transformational style of leadership (Avolio, 2010). Like their male counterparts, women within leadership positions work to accomplish goals. However, transformational approaches to leadership pay attention to how goals are achieved, rather than the outcome of accomplishment. Female leaders work to provide teams with increased productivity, exploring effective ways to motivate others while also working on individual development.

While there are certain individuals who deem gender a determining factor of effective leadership, capability, ability, and the right attitude are gender neutral. What leadership characteristics overlook gender differences, and define effective leadership? Various studies postulate how the attributes that implicate well-rounded leadership include humility, a clear understanding of group goals and values, honesty, commitment, and effective communication (Eagly, 1995). Inclusive collaboration regarding overall group goals, innovative work ethics, and an ability to embrace and encourage change allow leaders of any gender to develop meaningful and effective relationships.

To this end, then, while neither men nor women hold every single characteristic for perfect, all-encompassing leadership, the qualities for becoming an effective leader can be developed by anyone. Rather than dividing leaders based on gender, it is more important to focus on developing skills that encourage behaviors prominent in great leadership.

## **Be the Change**

Leadership is an element of teamwork that often can determine successes or failures (Zaccaro, Rittman, & Marks, 2001). When addressing change, commitment to progress occurs well beyond the basic choices of positive or negative attitudes (Herold, Fedor, Caldwell, & Liu, 2008). Intentions to support change, as well as a willingness to work towards the successful implementation of that

change may exist on a deeper level than simple individual thoughts or feelings. Making a deep change is not easy. Organizations become structured and stagnant, and so do individuals (Herold et al., 2008). The knowledge, values, assumptions, and competencies that define individuals, influence change (Zaccaro, Rittman, & Marks, 2001).

Kellerman asserts that the characteristics of leadership have shifted over the past 40 years. Cultural changes have propelled followers to demand more of those who lead, and vice versa. This shift in leadership expectations propels leaders to adapt and transform tactics to elicit change, and garner support of those being led (Kellerman, 2012). Bass postulates how certain definitions of leadership focus on group processes and success when proposing a change. While managing change has evolved into a much greater, interwoven part of the fabric of leadership, inspiring change is an essential asset that plays into all aspects of leadership, and in the end, every leader must be an agent of change (Bass, 1990).

Dent and Goldberg (2013) state that where there is change, resistance is to be expected. Leaders function as mediators for change and facilitate the resolution of change-related conflicts. This perspective provides that the leader is vital in the initiation of the group change. Conflict resolution represents an important aspect of change leadership, and this social aspect of change requires leaders to teach followers, and for followers to teach leaders as both works towards common goals (Dent & Goldberg, 2013). Kreitner (1992) likens change to tossing a stone into a pond. The ripples of this stone reach every direction, with the consequences of its wake, unpredictable. Kreitner (1992) states that resistance may arise from individuals directly affected by this change. Rational and irrational reasons for resistance may be blamed for a hiccup in the change process, but successful change requires leaders to head the search for change (Kreitner, 1992).

Achieving deep personal change is like creating a new archetype, one that is aligned with the happenings of today's realities (Quinn, 1996). This only happens with a willingness to journey into the unknown, and to confront problems as they occur (Quinn, 1996). This journey of change doesn't always follow

irrational planning, and the objective may not always be apparent, with the path to change being riddled with unfamiliar procedures (Quinn, 1996). Quinn (1996) posits how the winding journey to change requires an abandonment of one's comfort zone, and in doing so, a paradoxical lesson is clarified, that desired changes may occur in the world by first changing ourselves.

An organization whose culture is one of trust, and transparent communication, empower employees to create diverse and positive relationships with change (Heathfield, 2018). Open and honest communication networks engage employee responses to change (Heathfield, 2018). With the introduction of change into a leadership environment, in the presence of employee collaboration, communication, and honesty, resistance to change is minimized (Heathfield, 2018). Change leaders proactively encourage change, by becoming that change.

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## 12.

# Leading from Within

Lawren McKinney

The definition of change can be interpreted in many forms, but the most basic being to make or become different. Change is a reoccurring event, knowing how to deal with it makes the difference. Change is the moment when leaders emerge along with the traits they were born with and the skills they have learned. Learning about the different leadership skills and traits that a person can develop or have naturally can lead to the characteristics that leaders need to bring a solution to a problem. Acquiring this knowledge can bring upon the person who can lead the change.

Everyone is born with personality traits, but only a few are born with the traits to make a leader. With these traits leading change comes from inside. The way to find out which traits are processed by an individual is through using the trait approach, this approach gives a long list of many traits that an individual could possess (Northouse, 2016). Out of that list, there is said to be five centralized traits, these five traits are intelligence, self-confidence, determination, integrity, and sociability (Northouse, 2016). These traits all together are just a few that can prepare a great leader for anything that comes up in an organization, making these traits a stepping stone to building a powerful leader of change.

With the fact that change is always happening, a leader can't just get by with the traits genetically given; One must now learn skills to grow upon. These skills are taught to someone through experiences that one has had in a changing situation. Most change comes from a problem happening in the organization resulting in the leader to bring out problem-solving skills. According to Northouse, the skills that make a leader a good problem-solver are



technical skills, human skills, and concept skills (2016). A leader with these skills in a situation with change will continue to learn to use each skill. Problem-solving skills are the same for every situation but how you use each one varies. Change leaders know to fix the problem and change it to be better using the skills learned while also changing to each experience.

The world changes every day making the work environment proceed to change and expand. In today's workplace, leaders are beginning to rely on teams over individual work (Devin, Augustine-Shaw, & Hachiya, 2016). With these changes, the leader must adjust the leadership style using the traits and skills already in tack. Now that the environment of change is expanding leaders must proceed to grow and bring in a greater array of skills (Devin, Augustine-Shaw, & Hachiya, 2016). A leader of change learns the new skills needed to keep up with the everyday environmental change. With all the change happening the leader knows that there needs to be a strong presence to make the transition go smoothly.

Steve Jobs once said, "people who are crazy enough to think they can change the world, are the ones who do." These people are the leaders that step up and use the traits and skills learned in this paper to make the changes for the organization. Continuing to grow and learn can make the difference between a day to day leader and the leader who thrives in changing situations. A change leader is someone who works on the skills to become the change. With change never settling, the leader never settles. Some leaders emerge from situations, some come from experiences. Learning from these experiences makes a leader great. This makes the leader someone who can change and make the change the best thing to happen. To be the change, there must be someone to lead the change.

One person cannot stay the same and continue to lead change. As a leader, you must be able to handle the changes that are thrown a leader's way. The best place to start growing as a leader is from within and adjusting to the situation at hand. Learning as a leader is growing as a leader. To grow from within, a leader must be open to change by learning continuously. Most leaders have

intelligence, making them a person who achieves from learning. There are many ways to grow as a leader; Now it's time to learn a few ways to help with that process.

The first part of the process is learning different types of leadership styles based off of the situations the leader's followers are in. According to Northouse, there are two styles that can help the followers work with their leader (2016). The styles are directive and supportive; directive is the leader focusing on the goals of the group by giving direction and supportive is the leader focusing on making the followers feel comfortable (Northouse, 2016). A leader doesn't have to be one or the other. The leader must learn about the followers and what style works best for the group. The style will change based on the situations and knowing if the followers will tell the leader what style to use. Growing as a leader means taking these styles and learning when to exert the right amount of each style into certain situations.

After learning about two different styles, a growing leader must learn behaviors that can help propel them to new heights. A leader's mission is to complete goals set, while also means managing and leading followers (Peterson & Peterson, 2015). These behaviors are closely related to the styles. The two major behaviors are task-oriented behavior and relationship-oriented behavior (Northouse, 2016). Working with these behaviors gives the leaders more room to grow and expand on their abilities. When a leader can only work with one of these skills, the leader is likely to fail (Peterson & Peterson, 2015). Working many behaviors comes from within the leader, it also comes from experience. A leader learns from experience, allowing them to use these skills and hopefully prevent failure. A leader needs to learn how to use these new skills, which will allow the leader to grow.

Leaders in all organizations come together to complete new and old tasks. Inside these tasks, individual leaders are selected for having certain personality traits. According to Voigt and Lent, these core traits include personality, optimism, risk-taking, and flexibility (2014). These traits are going to shine differently in each individual. Just like leadership styles and behaviors, not all of the traits will be present in every individual. These traits can foster

growth for a leader in different situations. In all situations, there is a collaboration that positively affects the group, which allows leaders to grow and support others (Voigt & Lent, 2014). While organizational change is the overall goal, the important change is within each individual (Voigt & Lent, 2014). The change is the growth of the individual leader. The more there is this growth the more chance to meet that overall goal of the organization.

After learning about different ways to grow as a leader, the idea is not the only thing. A leader is going to have many different styles, behaviors, and traits that make them unique. How a leader uses and learns from those items will be what helps them grow continuously. A growing leader must keep in mind what style will work best in certain situations. As a leader, you are guiding followers to the overall goal. Using different leadership styles will help everyone achieve the designated goal. To grow as a leader the individual must continue to learn about what skills are strong and which ones need to be improved on. Seeing that there is room for improvement is what makes a leader able to grow.

As leaders grow, there will be different generations that come along that need to be led. There are currently three generations; Baby Boomers, Generation X, and millennials. Each generation responds to leadership differently. Knowledge of leadership spans from self-led to constant reassurance. To work with each generation as a leader one must find the follower's motivation. To find this, there must be communication with each generation that is grown from the experiences in life (Jadhav, 2018). Through communication the leader must learn about each generation's characteristics; then they must use those characteristics to learn what leadership style will work best for that generation. This knowledge is what will help leadership across generations.

The characteristics of each generation can help decide which leadership style is best suited for that generation. Baby boomers, who were born between 1946 and 1964, grew up witnessing social movements (Salahuddin, 2010). The characteristics show that baby boomers are positive towards authority, team-oriented, and want their opinions to be heard (Jadhav, 2018). The generation to follow the baby boomers is generation X. This generation, born

between the years of 1965 and 1980, has characteristics of being more individually motivated, self-reliant, and unimpressed with authority (Jadhav, 2018). The last generation is millennials, born between 1981 and 2000, these characteristics are more relaxed and in need of constant feedback (Jadhav, 2018). Learning about these characteristics can help leaders decide which leadership style to use in the workplace.

These leadership styles can help build a leader who can work with different generations. According to Northouse, there are four leadership styles that can work with each generation. These four leadership styles include directive, supportive, participative, and achievement-oriented (2016). Directive leadership is when someone gives direction and instruction of the task. Supportive leadership is when someone is people-oriented. Participative leadership is when someone gets followers involved in decision making. Finally, achievement-oriented leadership is when a leader challenges their followers (Northouse, 2016). Asserting these leadership styles on to the generations can help a leader learn how to work with each one successfully.

As a leader, you don't want to change your leadership style for each generation. There needs to be a combination of all of them in order to be able to lead across generations. According to Jadhav, there is another leadership style called transactional leadership (2018). This leadership style involves what Northouse talks about, but also involves motivating followers to complete each task. A transactional leader is someone who follows the company's rules and goals and brings this concept to the followers, while also bringing rewards to the group (Jadhav, 2018). This is not an ideal leadership style, but it's one way to help lead different types of generations. A leader that is going to lead across generations needs to have the ability to use different leadership types to make the followers complete tasks successfully.

As a leader, one needs to be knowledgeable about the employees and establish trust, learn about the life experiences that have shaped each employee, and figure out the best way to communicate with each employee (Jadhav, 2018). Learning about the different characteristics of each generation will add another

advantage to a leader. The leader is someone who will lead change, continue to grow, and lead across generations. Continuing to work on these skills is what can build a great leader. Knowledge is the key element. When a leader has knowledge of the followers and the best leadership styles to use, they will be able to bring generation together to work as a team. Working with different styles and finding what works best for the team will make the leader have the knowledge to be successful.

Leading from within comes from learning from past experiences. Experiences are everyday events that help a leader grow. A leader who can lead the change will continue to grow and will adapt to be able to lead across generations. There are going to be barriers that come up along the way, and every barrier is different. These barriers can have a big impact on the leader (McNae & Vali, 2015). Barriers will help leaders grow from their experiences. What is learned from each experience will be different, but by learning from the past a leader will be able to change and adapt. These experiences are the only thing that can help a leader learn where they need to grow and will push them to succeed.

What can be learned from the experiences? According to Laurs, there are many different skills to take from the experiences leaders go through (2018). These skills are communication, adaptability, confidence, learning from others, and thinking critically (Laurs, 2018). As learned before, these skills are all important but how a leader obtains these skills comes at different times. If a leader does not obtain these skills, that doesn't make them a bad leader. From experiences a leader will come in content with these skills, making them important in the leadership learning process. While one learns from experiences, it's also important to learn from reflecting on them. Reflecting on the experiences will bring an impact on the performance of the leader (Laurs, 2018). Looking at what can be learned is a huge addition to learning as a leader.

Effective leading transforms the experiences into knowledge through the idea of reflection (Martens, 1997). This idea is something a leader in any situation can use to build up the group dynamic. Reflection might be the most important concept when it

comes to experience. When you go through a situation as a leader it's important to reflect on the outcome. If the outcome is good, reflection will help the leader learn and repeat it. If the outcome is bad or didn't go as planned, reflection will give the leader an idea of what needs to change to improve it for next time. As learned from Laurs, the main skill is communication. As a leader, taking these reflections from different situations and bringing them to the followers will allow for a reflective conversation. These conversations need to happen with the followers to allow the leader to learn from their experiences as well. Any time a leader can learn from someone else, they will grow to be a better leader overall.

As a leader, there will be times when things are not going the way that was planned. It comes down to learning how to learn. Continuing to grow as a leader will help the lessons learned from experiences more beneficial. The skills that were presented that a leader will learn from the experiences are something that comes from within an individual. Those skills will be obtained from reflections that the leader will make about the situation. The more a leader reflects on the outcomes and styles used will help bring them and their organization success. As learned throughout this chapter, a leader is someone who leads change, continues to grow, leads across generations, and leads from experiences. It's time to learn from within and become the leader everyone is bound to be.

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## 13.

# Leadership Development: Introspective Foundations

Elizabeth Moldenhauer

Growth as a leader is a continual process. Leadership development emerges from the definition of personal truth, the readiness to be vulnerable, and the refinement of inquiry and communication skills (Ashkenas & Manville, 2019). Experience will provide the opportunity for self-reflection and adaptation of skills to assist the leader to meet new challenges and situations head-on while identifying areas for development (Anderson & Anderson, 2017).

Leadership development begins internally; transformation occurs when the individual can define character and consistently demonstrate these traits to others. McCaskey (2017) describes character as the ability to balance decisions and reactions, even in emotional situations. Anderson and Anderson (2017) state character is the combination of a leader's thoughts, words, actions, and habits; the reason why people follow certain individuals. Confidence in one's character provides the strength to complete steps that may go against one's typical response in a situation. Anderson and Anderson compare the process of character growth to self-defense when an assaulter grabs an individual; the instinct is to pull away. With the proper training, the victim moves closer to the perpetrator, to break the powerful grip and to use momentum to escape. Similarly, growing in character is grounding one's self to look at every situation with gratitude, a focus on people, courage, and humility when the innate instinct is to focus on one's self, fear, and pride. (Anderson & Anderson, 2017).

To grow as a leader is to become comfortable with

vulnerability. Openness is a foundational component in building an optimal, thriving relationship between a superior and followers (Deb & Chavali, 2010). Brown (2018) posits vulnerability does not mean being frail or passive but suggests administrators have the nerve to be themselves while dealing with doubt, risk, and emotions. Deb and Chavali (2010) indicate that vulnerability builds trust and loyalty between leaders and subordinates. If a manager can show vulnerability and put the fear of judgment aside, employees will find safety to do the same (Brown, 2018). Brown argues that the skills of vulnerability, courage, and transparency require practice. Growth in leadership is to learn and reflect from each interaction, project, and as opportunities present.

Communication during difficult times is an essential skill that leaders must continue to develop. Stavros, Torres, and Cooperrider state a conversation is made up of internal dialogue that is impacted by the individual's character and interactions with others. The use of appreciative intelligence can be the differentiating factor between success and failure in a leadership role (Stavros, Torres, & Cooperrider, 2018). Lehtimaki, Kuhala, and Thatchenkery add appreciative intelligence is the ability to perceive positive, growth potential and to act on it to make a change occur. They also indicate the ability to find positive in a challenging situation takes time, and development in leadership roles and the development of this skill will impact communication (2013). Managers need continuous development of appreciative intelligence to facilitate communication with followers (Stavros, Torres, & Cooperrider, 2018).

Developing a firm foundation in one's self to lead with character, expansion of vulnerability and risk-taking along with skills in appreciative intelligence are core components, that over a lifetime will lead to leadership growth (Ashkenas & Manville, 2019). Internal transformation grounds the individual in character and consistent behavior (Anderson & Anderson, 2017). Confidence in one's self, coupled with trust and loyalty from subordinates enhances the performance of the leader and will improve team outcomes (Deb & Chavali, 2010). Increasing appreciative intelligence will increase the success of a leader and

should be continually developed through reflection and experiences (Stavros, Torres, & Cooperrider, 2018). Once a leader has self-reflected, what other factors in the workplace can impact leadership strategies?

Research conducted by Clark (2017) suggests when leading teams consisting of various generations, it is necessary to remember the uniqueness and similarities along with contributions of each generation represented. Leaders are responsible for the examination of generations represented and to balance people and processes for the overall good (Ahmed Al-Asfour and Larry Lettau, 2014). A crucial skill in leading change is to understand the varying preferences of individuals on the team (Gentry, Griggs, Deal, Mondore, & Cox, 2011). Age is one factor that can impact an employee's preferences. Three generations are visible in the workforce today: Baby Boomers, Generation X, and millennials. Each generation requires multigenerational leadership expertise. Gentry et al. conclude generational aspects impact leadership preferences and how individuals respond to change.

The Baby Boomer cohort consists of individuals born between 1946 and 1965 (Ahmed Al-Asfour and Larry Lettau in 2014). Gentry, Griggs, Deal, Mondore, and Cox support that from a management stance, participative leadership strategies and techniques can be useful when working with Baby Boomers due to the generation's preference to work in a team (Gentry et al., 2011). Methods that create a sense of inclusion during decision-making are approaching boomers with admiration for accomplishments, stimulation to contribute to solving organizational problems and involvement in corporate change initiatives (Ahmed Al-Asfour and Larry Lettau in 2014).

Generation X, born between 1965 and 1980, tends to be more independently motivated (Al-Asfour and Lettau, 2014). Often described as careful, cynical, or unimpressed with leadership, Generation X tends to be reasonable, knowledgeable, frank, and brutally honest (Whitehouse & Steele-Flippin, 2017). Holden and Raffo posit Generation X does not value achievement as highly as other generations and point out that Generation X may not fit into one set traditional leadership style. To gain trust, leaders must

be truthful, offer professional development, and show respect for differing values (2014).

Millennials, born between 1981 and 2000, like all generations, are shaped by life-events. (Gentry, Griggs, Deal, Mondore, & Cox, 2011). Whitehouse and Steele-Flippin (2017) explain many individuals under the age of thirty value the quality of life outside of work and will go to great lengths to achieve balance. This group exhibits strong values and prefer fast and immediate processing as well as working in teams. A relaxed environment is a preference over a hierarchical structure (Whitehouse & Steele-Flippin, 2017). Many millennials prefer to receive honest, continuous, and instant feedback (Al-Asfour and Lettau, 2014). Al-Asfour and Lettau (2014), suggest millennials like to know that what they do matters and prefer praise in public for their accomplishments.

Executives are responsible for determining the best way to lead and develop people using a style that builds trust in the process (Clark 2017). Each generation prefers leadership methods shaped through life experiences (Whitehouse & Steele-Flippin, 2017). It is critical to avoid discrimination in communication and remember that what works for one person of a certain generation may not work for another person of the same age (Gentry, Griggs, Deal, Mondore, & Cox, 2011). Leaders should analyze the values that each generation brings and understand that while there are differences, there are also many similarities between the groups (Gentry, Griggs, Deal, Mondore, & Cox, 2011). While leadership styles will have a significant impact on the culture of a team, boundaries are an additional area to consider when developing a leadership strategy.

Boundaries set by leaders create climate and vision, drive the organizational goals (Anderson & Anderson 2017). Interprofessional boundaries are the ability to know where one role ends, and another begins (Hirschhorn & Gilmore, 1993). Creating restrictions on work and personal life is critical to successful leadership (Koch & Binnewies, 2015). Management of time, health, performance expectations, and personal relationships are areas where managers must set clear boundaries (Tartakovsky, 2018). Koch and Binnewies describe the leader's impact on the

relationships established in the organization and how the manager sets the standard for employee expectations of work-life balance (2015).

Koch and Binnewies emphasize the importance of leadership work-life balance and employee work-life balance (2015). Burnout significantly impacts physical health and well-being (Ochoa, 2018). Measurement of burnout occurs in three dimensions, purposelessness, lack of motivation, and fatigue (Kanwar, Singh, & Kodwani, 2009). Kanwar, Singh, and Kodwani reveal work-life balance, and job satisfaction impact both leaders and subordinates. This data supports the need for managers to have precise time limitations. Employees also look to managers as role models (Anderson & Anderson, 2017). Therefore if a leader is not setting reasonable time boundaries, the employees may feel that long-hours and lack of time balance are a performance expectation.

Leaders who fail to manage interactions and do not balance friendliness with a proper reserve can fail in several ways (Jordan & Lindebaum, 2015). *The Messy World of Personal Relationships at Work* (2007) posits managers can seem partial to individuals involved in personal friendships and may be drawn to share confidential information about team members with selected “friends” who are also direct reports. Executives often engaged in personal relationships with subordinates will over-compensate and become harder and less accepting of those they are close to; making it difficult to give appropriate feedback to individuals they see as friends (Jordan & Lindebaum, 2015).

When developing boundaries, managers must set clear performance expectations and direction of the values and ethics of the team, regularly review and agree upon deliverables, outline the consequences of underperformance and hold all individuals accountable with recognition of success (Macnaughton, Chreim, & Bourgeault, 2013). Leaders remain neutral and develop trust, avoid allegiances when facing difficult situations, and coach employees to resolve interpersonal problems together (Macnaughton, Chreim, & Bourgeault, 2013). Research conducted by Macnaughton, Chreim, and Bourgeault posits that managers should share

problems with peers or an executive coach rather than individuals on the team.

Ownership is the central principle of boundaries; leaders define and create the limits that drive the behaviors and form the identity of the team and culture (Anderson & Anderson 2017). Along with creating boundaries comes the need for systems that ensure accountability (Koch & Binnewies, 2015). By applying essential limits, leaders provide progress, prevent other difficulties, and keep the momentum of the organization moving forward (Hirschhorn & Gilmore, 1993). Leaders must become comfortable with personal restrictions and help employees develop healthy limits to ensure trust and engagement. The leadership style will greatly impact the team's ability to adapt to change. Employees look toward the leader to set an example, provide clear communication and remove barriers during the change process.

Being the change emerges from the identification of personal improvement. First, leaders must take an internal, in-depth look at themselves and develop a strategy that sets an example for followers. Second, leaders must take care of the people impacted by the change through guidance and support. Thirdly, leaders need to develop and implement processes affecting change (Onderick-Harvey, 2018). The leader's example will set the stage for the needs of the team and the execution of the change process. To be the change means to be the best version of oneself and to inspire passion in others and create shared value for accomplishing the work. Establishing a clear understanding of who the leader is as a person, is the foundation of leadership. Self-reflection allows the leader to set an example for the group.

Successful leaders set an example that comes from within and display traits that are perceived as trustworthy by followers. The top five leadership traits are identified by Northouse (2016) as "intelligence, self-confidence, determination, integrity and sociability" (p. 23). Palanski and Yammarino define integrity as consistency in words and actions. Palanski and Yammarino also state that essential performance outcomes are impacted by the level of integrity of the leader during the change process. The personification of change occurs in daily practices such as

recognizing the opportunity for improvement, finding comfort with strategic risk-taking, and continuous search for collaboration and innovation (Onderick-Harvey, 2018). The example set by a leader is the behavioral standard for the rest of the team and will influence everyone involved.

To be the change means to recognize that change affects people. The way a leader cares for followers will define the change process. Caring for followers begins early with communication. Well-spoken leaders share a clear vision for change with recognition of tensions and gaps and connect employees work to the goals of the organization. Leaders need to communicate in a way to move people in a shared direction to align people and resources. To be the change is about how leaders create buy-in to making the change effort successful. (Bendixen, Campbell, Criswell, & Smith, 2017). Leaders have a duty to provide appropriate training, opportunities for input and, hold people accountable for performance measures.

For a leader facing change, the development of implementation strategies is another way that the leader becomes the change. Implementation planning cannot occur in a silo. Leaders complete a critical analysis of the stakeholders involved in change and facilitate discussions with followers to design tactics for implementation. Not only will collaboration create buy-in with employees, but it will generate more efficient strategies to complete tasks. This process will also aid in the discussion of potential barriers while developing trust between team members and leaders. Morris, Tassone, Groot, Camilleri, and Moncada state that including participants in the change process will boost the value, trustworthiness, and acceptability of the leader (2011).

Leaders are the driving force behind change management and are expected to remain steps ahead of followers in the change process. Setting an example begins with an internal process of self-reflection, confidence, and fearlessness. The human aspect of change is also essential for leaders; without this perspective, the operation will fail. Leaders must create buy-in, set expectations, remove barriers and measure outcomes. Long-term planning, communication of a clear vision and transparency of upcoming



challenges are core components of transformation within an organization. Successful executives understand how the change anchors in the strategic vision of the organization, impacts employees while supporting the implementation of well-designed processes.

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## 14.

# Leadership is a Lifelong Learning Process

Cassie R. Ohnstad

The famous quote by Mahatma Gandhi, “Be the change that you wish to see in the world,” directly impacts how growing leaders strive to be. Effective leaders have the ability to initiate change in a whole group setting as long as leaders understand how to be the change and how to implement change within an organization (Komives, Wagener, & Associates, 2017). Strategies of change leadership correlate directly to servant leadership, which include the ability to demonstrate active listening, build relationships by developing trust and communicate effectively (Crippen, 2010). Educational leaders must establish a vision and mission statement, generate goals and objectives, create an action plan, delegate tasks, and execute the tasks to provide opportunities for the advancement of the organization and the people in it (Center for Creative Leadership, 2019).

Effective leaders have the ability to initiate change in a group setting as long as leaders understand how to be the change and how to implement change within an organization. Leaders must talk the talk and walk the walk to be trusted. It’s easy to say, “I am a change leader.” However, actually being a change leader is extremely difficult. It requires perseverance, courage, strength, and consistency. Not all change leaders are well-liked, and it is vitally important for change leaders to advocate for what’s best for the organization and for their team. It is also easy to only listen to members of the organization, but only listening is not enough to implement change. Listening may be the first step in developing change, however, action is required to be the change.

Strategies of change leadership correlate directly to servant

leadership, which include the ability to demonstrate active listening, build relationships, develop trust, and communicate effectively (Crippen, 2010). Effective educational leaders know how to successfully communicate. Communication requires the ability to listen to others and the inner voice of the leader. The first step in becoming a change leader is listening. Crippen (2010) declares leaders must practice silence, reflection, meditation, and active listening. An educational leader must build strong relationships with all members of the organization, the population served, and all of the stakeholders involved. A change leader is someone with the ability to develop trust by exhibiting empathy and compassion for others while creating an environment for success.

In addition to encompassing servant leadership characteristics, educational leaders must have the knowledge to establish a vision and mission statement, generate goals and objectives, create action plans, delegate tasks, and execute the tasks to provide opportunities for the advancement of the organization and the people in it (Center for Creative Leadership, 2019). Before creating the vision and mission statements, change leaders must have a strong understanding of the purpose and direction of the organization. All members of the organization should be on board with the vision and mission to ensure the success of the goals and objectives. Change leaders need to have a strong ability to persuade, not coerce, others in the organization to build a sharing of power among members (Crippen, 2010). These aspects must be deeply rooted in all the decisions made by the change leader.

Understanding change leadership and actually becoming a change leader are completely different things. A change leader has the ability to implement change within the organization for the sole purpose of alignment to the mission, vision and organizational goals to advance the organization. Change leaders exhibit strong active listening, communication and collaboration skills, and most importantly, always strive for growth.

Mahatma Gandhi also proclaimed, “Live as if you were to die tomorrow and learn as if you were to live forever.” Growth in educational leadership aligns to this quote. Educational leaders

should learn as if they were to live forever. Education has a reputation for stagnation. Leaders in education should never stop growing, improving, and learning. Learning is a continuous and lifelong process. Leaders need to focus on gaining and improving personal leadership skills, growing the organization and programs, and cultivating employees to be leaders within the organization.

Aspiring for personal growth is a quality all leaders in education should exhibit. Leaders need to focus on professional development regularly to improve leadership skills and to become effective. Leaders need to build strong networks of colleagues and partnerships between successful leaders and themselves. It is also critical for leaders to understand different leadership theories, styles and best practices for different situations that arise. Leaders should consistently attend conferences, workshops, seminars, read articles, and collaborate with others to ensure best practices are followed.

Growing as a leader also means encompassing the skills to grow the program. It is essential to the success of the organization to do the research before beginning new initiatives. Knight encourages all leaders to observe other successful programs that already implement similar programs and systems and ask questions (2011). When contemplating change within a program, it is important to begin the changes with a well-thought-out plan. Therwanger (2018) has an entire chapter designated to the theme, “Stop Winging It.” Without a clear plan, leaders are often paralyzed and unable to move the organization in the right direction. “Like a car that won’t start, a leader without a plan remains motionless and silent.” (Therwanger, 2018).

Planning increases employee buy-in, opens new opportunities, and moves the future closer. When developing a plan, it is important to create an overview of the organization, describe the leadership team’s style and interests, develop the organization’s dream goals and priority objectives, select the key enhancements to focus on, develop strategies for growth, align the budget and anticipate costs and then discuss how the plan will be evaluated for effectiveness (Therwanger, 2018).

After developing a plan, it is the responsibility of the leader



to empower the team members to achieve personal growth by providing them with opportunities to think for themselves and to make decisions confidently. As an educational leader, it is vital that employees feel empowered, trusted, and competent. Therwanger claims when people feel empowered in the workplace they take more initiative, are more creative, become more independent, and are more effective (2018).

Many points made by Therwanger describe transformational leadership, which is the leadership style that inspires people to achieve results by raising the followers' level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes. A transformational leader also has the ability to increase employee's self-interest and intrinsic motivation for the organization (Allen McCleskey, 2014). Transformational leadership also turns employees from reactive to proactive (Therwenger, 2018).

Growing as a leader is a lifelong process. Personal growth is the foundation of organizational growth. Success can often be traced back to the leader's original plan. Leaders that have the skills to cultivate leaders from within the company out of their own employees are successful.

History shows the modern workplace is changing and organizations are seeking innovative solutions to the new work environments by improving leadership styles (Hui-Chun & Miller, 2005). Traditional leadership styles with the sense of "top-down" are not working for new-age businesses anymore. Employees' needs are changing as the baby boomers are retiring and the workforce is being replaced with younger employees. These new employees have different skills, new aspirations, different dreams, as well as additional needs. Business models and leadership structures need to change with the new influx of employees if businesses want to survive.

Traditional leaders focus on the title of supervisor or manager and demand respect based on their position of authority. Traditional leaders often complete tasks while adhering to specific roles and responsibilities based on what has always been done. There is very little room for creativity in a traditional leadership

role. This leadership style is becoming less successful in organizations because the future is becoming more collaborative (Zemke, Raines, & Filipczak, 2000). Traditional leadership was a valued leadership style since the industrial revolution and has been successful up until the information age (Hui-Chun & Miller, 2005).

Collaborative leaders focus on creating a collective team of employees where information and knowledge are shared openly. Collaborative leaders allow flexible roles and responsibilities and encourage these roles to evolve and fluctuate. Collaboration's foundation focuses on trust and teamwork. In contrast to traditional leadership, collaborative leadership encourages a solution-centered, group problem-solving approach. This innovative leadership style supports the new age of millennials in the workplace.

To maximize the performance of millennials in the workplace, leaders need to take on a style that supports millennials in the workplace (Chou, 2012). Millennials are rumored to encompass fairly unflattering characteristics, such as self-important, impatient, and disloyal (Kowske, Rasch, Wiley, 2010); however, they also withhold ambition and values for the organization, prefer meaningful work, and seek personal fulfillment in their jobs.

Leaders that work with millennials in the workplace should be aware that millennials demonstrate high levels of individualism over collectivism (Chou, 2018). This shows leaders that millennials need more individual tasks and projects to maximize performance rather than group projects or group work. Leaders also need to recognize the flawless effort millennials take in incorporating technology into their everyday lives without question (Myers & Sadaghiani, 2010). Leaders need to utilize effective forms of technology when employing millennials at the workplace and need to implement digital systems to stay on pace with millennial's knowledge in the areas of technology. Millennials also exhibit different workplace expectations, communication styles, and relationships with team members which need to be reflected in new leadership styles.

Leadership needs to change when employees' needs change

in order for businesses to succeed. Traditional leaders need to improve in the areas of innovation and collaboration to create an environment where millennials want to be and want to stay. Collaborative leaders need to embrace traditional leaders and slowly encourage and help those leaders change. Millennials will grow to become leaders and organizations will continue to evolve in structure.

Leadership is a quality that develops over time and is shaped by personal experiences. The best leaders learn from their own diverse experiences and apply knowledge gained through new situations to future leadership experiences. Strong leadership traits such as self-awareness, communication, and influence are developed through personal experiences and leaders have the ability to analyze situations, learn from mistakes, problem solve, grow and develop.

Leaders are developed over time. Moments and experiences that push people out of comfort zones by stretching skills and challenging abilities develop leadership traits. Discomfort allows for growth and leadership (Hallenbeck, 2017). Educational leaders who desire to be principals must have three years of prior teaching experience to be eligible to be a K-12 principal (Kinkel & Millar, 2019). According to the Minnesota Board of Administrators licensure, principals must demonstrate experience and knowledge in curriculum, school organization, philosophy of education, early childhood, elementary, junior high, middle school, and senior high schools (Kinkel & Millar, 2019). Leaders are required to have various personal experience in leading before acquiring leadership roles.

Experiences enhance life and also teach people to lead. No two people will ever have the same experiences, thus, will not gain the same knowledge. Different experiences teach leaders different skills. Interests and passion drive personal experiences. The Center for Creative Leadership describes experiences that teach valuable leadership lessons; such as, bosses and supervisors, career setbacks, coursework, and training, crisis situations, cultural crossings, difficult people, ethical dilemmas, feedback, and coaching, mistakes, new job positions, new initiatives, and

personal experiences (2017). It should also be noted that the best training for new leaders entering leadership roles is on-the-job training. Leadership theory can be studied, but until the leader is immersed in the culture and environment, true leadership will not develop. Mentors are extremely important when developing leaders (Foltas, 2013). Bosses, supervisors, and managers all play an important role in developing new leaders. Leadership is molded based on past experiences and strong leadership mentors are important to have for leaders in training.

Experiences observed in the past directly affect the present and will impact the future all at once (Hallenbeck, 2017). Personal experiences have a way of forming values and developing an approach to challenges. Incidents experienced in youth leadership roles at school, in sports, at church, or during part-time jobs play a vital role in developing early leadership skills. Events experienced during young adult leadership roles in relationships, college, and careers also impact leadership skill development (Crippen, 2010). Every experience makes an impact on how a person will choose to act and if that person will choose to be a leader.

Past, present, and future experiences develop leadership styles, qualities, and traits. Leadership skills develop over time and are always changing and growing (Allen McCleskey, 2014). New experiences shape leaders in different ways depending on how leaders respond and understand certain situations. Leaders who encompass self-awareness, strong communication skills, and possess the power to influence others are the leaders who have the ability to create change and to lead.

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15.

## 21st Century: Change, Leadership, and Women

Melissa Osland

The ability to lead change successfully in a fast-paced, evolving world is characterized by globalization, digitalization, and an increasingly elusive and diverse workforce. In 1998, Kanungo anticipated that rapid change in “the economy, technology, culture, and social responsibility” would create a unique landscape for the future (p. 72). The way people do business in today’s world is vastly different from the past, and researches expect the 21st century to mark “the most significant transition in the history of business itself” (Conger, 1993 p. 46). Weathering these changes requires leaders equipped with the skills necessary to navigate uncertain environments and the ability to elicit trust and motivate and inspire followers (Dike, 2015 p. 150). Outdated leadership models cannot continue to focus on old-fashioned ways that are characteristic of leaders in recent decades.

In the past, leaders were the select few possessing the unique ability to influence the masses. Sandmann and Vandenberg (1995) reference that this comes from the presumption that people lack power and that only a select few great leaders can provide the remedy. These leaders exercised control and authority over others and provided directives on how to accomplish work. This thinking paved the way for top-down hierarchies, standard processes, and prescriptive controls. Autocratic or bureaucratic leadership styles were indicative of the times as leaders made the rules and expected employees to carry them out while providing little to no input (Dike, 2015). Essential aspects of leadership centered on providing



organizational stability, consistent performance, and adherence to rules and regulations.

Today's environment requires viewing leadership through a new lens and discarding past theories and styles. Conger (1993) anticipated that the rapidly changing world "requires not only more leadership but newer forms of leadership" (p. 46). Twenty-first-century organizations fighting for differentiation and competitive advantage must turn the focus inward to the employee. Employees are no longer satisfied working in a chain-of-command environment, blindly following directives from the executive group. According to Dike (2015), in order for leaders to be effective in the future, they need to listen and focus on building relationships with employees that will entice them to stay within the organization. Leaders need to embrace a decentralized decision-making process, allowing decision-making at all levels of the organization and encourage innovation. The 21st Century Organization white paper by Gap International (2011) describes the 21st-century leader as someone who inspires people, elicits a desire to produce extraordinary results, and bring people together in pursuit of a common goal.

Today's leader is operating in an uncharted territory characterized by constant change. The qualities a leader needs to possess have drastically evolved over the past century. The goal of maintaining the stability of the organization, creating rules and providing specific direction are outdated. Survival in the future depends on the leader's ability to unite people under a shared vision, demonstrate inclusiveness by allowing employees to have a voice, encourage collaboration, communication, engagement, and empower individuals at all levels of the organization to make decisions and engage in innovation (Gleeson, 2017). In order to succeed, Dike states that leadership development "should emphasize that humility, honesty, and integrity will translate into a positive work environment..." (p. 155). These changes in leadership need to start first with the leader.

Change is constant and has been throughout time. However, new developments in technology each century increase the speed at which the change occurs. The ability for leaders to keep pace

and create, adapt, and implement change becomes more difficult and results in many failed change initiatives. Failure often occurs because people focus on the external environment and neglect to evaluate and adjust internal beliefs and habits (Meurer, 2017). Anderson and Anderson-Ackerman (2001) indicate, “the need for change is driven from the outside in, but the outcomes of change are caused from the inside out” (p. 78). This statement describes the need for leaders to look externally and internally to inspire the change they wish to see.

Russian novelist Leo Tolstoy wrote, “Everyone thinks of changing the world, but no one thinks of changing himself.” In order to lead change successfully, leaders must begin by conducting a self-examination in order to increase self-awareness. Boaz and Fox (2014) surmise that leading oneself requires the ability to challenge core subjective beliefs and assumptions in order to align intentions with actions. Leaders that lack awareness of underlying beliefs and values that are not supportive of the change will fail to exercise consistency between words and behaviors (Baer, Duin, and Bushway, 2015). When a discrepancy exists between the words spoken and the actions taken by the leader, the ability to lead change successfully diminishes. Introspection by the leader will ensure awareness and understanding of the internal environment and allow the leader to commit to the change and give the leader the ability to be authentic when initiating the change.

Failures result from the leader’s inability to model the desired outcome and address the mindsets of those who will implement the change (Boaz and Fox, 2014). When the external environment is the only thing considered, this type of failure is inevitable. Most often leaders begin by focusing on the desired outcome of the change and quickly work to identify tasks and processes to ensure success. The human element is lost and leaders become unable to influence the success of the change, creating another reason for leaders to move through self-discovery first. Hahn (2001) indicates that it is essential to understand that everything and everyone is interdependent which points to the importance of relationships. As the leader gains self-awareness, insight into

how others may feel and act becomes apparent. The leaders understanding facilitates relationships and opens the door for transparency, communication, and trust (Baer, Duin and Bushway, 2015). When relationships start to emerge the leader will have a greater ability to influence how others embrace change.

For change to be successful, a leader must examine both the internal and external environment. A full understanding and commitment to the change must exist in order for words and actions to align. It is imperative for leaders to examine their internal environment as beliefs, values, and goals may need to change in order to be able to embrace the change. A disconnect can exist between what is said and done, which will diminish trust and inhibit a leader's ability to form relationships and influence others. Acknowledging issues within one's own beliefs can help identify difficulties that others might share in supporting a change initiative. In essence, the leader must be the change before others follow.

Men represent the leaders of the past with only a few women rising to the level of significance. Another change reflective of the 21st-century leader is the emergence women in top leadership positions, and according to Trigg (2006), a woman's approach to leadership brings a different perspective to traditional male leadership that is missing in the 21st century. For example, women viewed leadership as collaborative and based on relationships whereas men view leadership as based on position and hierarchy (Haber and Sulpizio, 2017). The continued diversification of the world offers a reason to focus on developing women leaders. Women offer new ways to view and solve emerging complex problems that plague society.

In many countries across the globe, women represent a minimum of 40% of the available workforce but remain underrepresented in organizations at top leadership levels (Fetterolf, 2017). The Missing Pieces Report: 2018 Board Diversity Census of Women and Minorities on Fortune 500 Boards (2019) identifies minimal progress, reporting a small increase in women-occupied seats on Fortune 500 Boards from 20.2% in 2016 to 22.5% in 2018. Educators and organizations are developing

means to encourage and enhance the ability of young girls and women to grow as leaders to influence the stagnant numbers of women in leadership

Various reasons exist in research that point to the lack of evolution of women as leaders. Haber and Sulpizio (2017) indicate that gender bias and stereotypes exist that cause impenetrable barriers to advancement. Awareness of these roadblocks is essential to building a foundation to educate young girls and women on leadership.

Developing programs that focus on individual voice, self-efficacy, and self-esteem provides a starting point for growth with young girls (Haber and Sulpizio, 2017). Akhtar (2008) describes self-efficacy as “the optimistic belief in our competence or chances of accomplishing a task and producing a favorable outcome” (para. 1). Self-efficacy speaks directly to the confidence young women display regarding inherent skills and the ability to achieve results and is a significant factor in predicting leadership success (Hoyt, 2005). Identifying opportunities for women to build self-esteem and communicate through an active voice helps to promote confidence and growth in demonstrating leadership capabilities (Haber and Sulpizio, 2017).

Mentoring and sponsorship programs create opportunities for growth as a leader for young girls and women (Helms, Arfken, and Bellar, 2016). Mentorship is a formal or informal relationship in which a mentor provides support and guidance to a mentee. This arrangement primarily focuses on the mentor building confidence, the identification of opportunities for development and is a longer-term, ongoing relationship (Helms et al., 2016). The responsibility of acting as a mentor requires the commitment of time and the ability to add value to the mentee. According to Helms et al. (2016), over 90% of mentors and mentees value the relationship and experience benefits. The focus of sponsorship is different from mentorship. Sponsorship consists of an influential leader “advocating for a protégé` in ways directly leading to career advancement” (Helms et al., 2016, p. 5). The sponsor acts as an advocate and recommends the individual for leadership opportunities both inside and outside the organization. Helms

et al. (2016) found that women leaders see quicker movement when supported by a high profile sponsor committed to successful outcomes.

The focus on women's equality over the past 30 years resulted in minimal progress according to Trigg (2006). Underrepresentation in decision-making positions continues to reflect the norm. There is an emergence of programs focusing on turning the tide by supporting growth and development for young women and girls as leaders. When women take advantage of these opportunities, it is possible to influence the slow increase in the number of women in high-level leadership positions. While gender bias and stereotypes exist and create barriers for women, the options for growth and development provide a way to minimize the effects. Trigg (2006) states that women are leaders "who will contribute their passion, vision, and commitment to improving the welfare of the community and the world" (p. 27). A commitment to the growth and development of women as leaders results in diverse views and new perspectives for the changing world.

The 21st century is ripe with examples of leaders in the predicament of navigating change and moving organizations through periods of disruption. This results in a limited number of success stories. Tales of successful female leaders in today's world are even more obscure. A few individuals do exist who provide inspiration to future women leaders and who have looked within to be the change they hope to see. One example is Mary Barra, the current CEO of General Motors.

Mary Barra assumed the role of chief executive officer of General Motors on January 15, 2014, and held various positions throughout the company including executive vice president of global product development and vice president of global human resources ("Mary T. Barra", 2018). Bankruptcy and automobile recalls are marks of her time as CEO, along with an organizational structure infused with silos and company-wide communication challenges.

Several aspects of Mary Barra's leadership style point to her success. According to Engelmeier (2014), the characteristics of her leadership style fit the definition of inclusive leadership.

Inclusive leadership “refers to leaders who exhibit openness, accessibility, and availability in their interactions with their followers” (Carmeli, Reiter-Palmon, & Ziv, 2010 p. 250). Barra is a proponent of bringing people together to discuss issues and creating an environment where employees feel free to bring their ideas into the mix (Hirsch, 2013). As a result, employees feel valued and motivated to engage in decision-making.

Edmonson (2014) indicates that Barra focuses on putting teams of people together to accomplish tasks, which is critical to “reviving innovation and employee engagement” (p. 3). Barra encourages collaboration across the organization and actively works to remove the silos that create barriers to departments working together. According to Engelmeier (2014), she creates highly successful work teams that identify innovation opportunities and efficiencies, for example creating new vehicles that can utilize the same parts. As Dike (2015) pointed out, leaders must listen, build relationships with employees, and include employees in decisions to foster innovation.

A decision Mary Barra made early in her career as CEO for General Motors to promote transparency amid an investigation into deaths caused by faulty ignition switches on GM cars proved to be the foundation for her leadership and ignited her subsequent success. During an all-employee address at a Global Town Hall meeting, Barra publicly communicated the results of the investigation and stated:

“Our job is clear: To build high quality, safe vehicles. In this case, with these vehicles, we didn’t do our job. We failed these customers. We must face up to it and learn from it.” (“Extremely Thorough, Brutally Tough and Deeply Troubling”, 2014, p. 287).

Some employees lost their positions due to negligence, and a handful received discipline. The decision to initiate a culture of integrity and honesty was the beginning of a new General Motors. Ellis (2017) indicated that Barra identified that the company behavior had to change and she would focus the organization on “customers, relationships, and excellence” (para. 8).

Navigating the changing landscape of today is challenging and fraught with difficult decisions. Successful leaders must utilize

skills including inclusivity, collaboration, transparent communication, and honesty to see growth and prosperity. Barra embraced change, beginning with herself and created an environment that provided inspiration and collaboration. Her leadership brought General Motors back from the brink of demise and positioned the company for the future. Leadership skills, such as those of Mary Barra, make the difference between success and failure.

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## 16.

### What It Takes To Be A Leader

Paul Preston Jr.

Are leaders born or are they made? This is an age-old discussion that many still debate on to this day. There is no clear answer that has been successfully proven. However, according to Dr. Ronald Riggio of Claremont Mckenna College, “the best estimates offered by research is that leadership is about one-third born and two-thirds made.” When one thinks of a leader, what comes to mind may be the President, a CEO, a head coach, or someone of high importance within an organization. Yes, all of these positions often times do require great high-quality leadership skills. However, there is much more to leadership than a certain title or position. Leaders are often present in all facets within an organization and come in all different shapes, sizes, and styles.

On a team, there are often many different leaders with different roles in order for a goal to be achieved and the team to be successful. Organizations and sports team are often very similar in that both have a goal, teams to achieve that goal, and leaders guiding those teams. In order to better understand this concept, it is easier to look into the structure of a sports team and how it operates in order to be successful. According to the Janssen Sports Leadership Center, there are five different types of leaders on every team. These consist of performance leaders, locker room leaders, social leaders, organizational leaders, and reserve leaders.

The performance leader on a team provides vocal leadership and takes charge of the team in a competitive setting (Janssen). This type of leader often has the edge and competitiveness it takes in order for the team to rally around them. This leader sets the standard and teammates will follow their lead and actions. In an

athletic setting, this is the type of leader who is viewed as a coach on the field. They are committed and extremely motivated to the task at hand. This type of leader is vital to a team. Another core part of a team is the locker room leader.

The locker room leader is the person who buys into the culture and through their actions reflect that culture on a daily basis. Culture is critical to a team's success and this leader determines what is right and wrong for the program. The locker room leader steps up when a teammate is not acting in accordance with the values and vision of the team. These leaders look to positively impact the mindset of the team no matter the situation. While the performance leader sets the standard and the locker room leader emphasizes the culture, the relationships of the team benefit from the social leader.

Social leaders are responsible for the relationships and chemistry of the team. They help bond the team through certain events and actions in order for the team to connect on a deeper level. According to Janssen, there are naturally going to be subgroups on teams that occur based on circumstance, situation, background, and environment. A social leader is able to navigate these different groups and is known as the glue that keeps the team together. The success of a team is often directly correlated with how tight the relationships and different groups are on the team.

The last of the leaders include organizational and reserve leaders. Organizational leaders are often involved in many different clubs or groups on campus. They are a direct representation of the team when they are present among other groups. The organizational leader must be accountable and provide a positive reflection of the team in order to maintain a good reputation. On the other hand, reserve leaders are the role players on a team that often don't receive much outside attention. Although this type of leader might not be as active and up front as the others, it is vital for them to take pride in their role and set a good example for others. On a team roster, the majority of players are often not the starters. For this reason, the reserve leaders play a critical role in emphasizing the important person on the team and not just the starters.

These leaders on a team all work together and play a role in the overall success of the team. Just like a sports team, a company has many of these types of leaders within the organization working together to achieve a goal. These leadership styles are prevalent across many different teams. It could be a performance leader providing vocal leadership to players or a manager setting the standards for subordinates. Regardless, any of the different types of leaders are critical to a team's success.

Regardless of the many different styles of leaders, all types can develop certain attributes in order to become a better leader. Qualities such as integrity, perseverance, and great communication are key to be an effective leader. A leader must be respected and trusted by peers and co-workers. Dwight. D. Eisenhower once said "The supreme quality of leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office." One can develop the quality of integrity in a number of ways. According to Hird and Robert, in order to develop integrity, one should always practice being honest, treating others well, and being quick to praise others. A leader with integrity holds themselves accountable and treats all peers the same despite a person's position within an organization. A leader with high integrity will be able to command more from others and peers will often be more willing to work for someone they respect and trust.

Perseverance is another key factor that can be developed as a leader. One must be willing to learn from mistakes and failures in order to be successful. Thomas Edison failed in inventing the light bulb many times. Edison famously said "I have not failed. I've just found 10,000 ways that won't work. Many of life's failures are people who did not realize how close they were to success when they gave up." A leader knows that no matter what the task, there will always be adversity. A good leader responds positively to adversity and sees failure as an opportunity. In order for a leader to develop perseverance, one must step out of their comfort zone, be disciplined, and learn from past mistakes.

There are many forms of communication that top leaders master. These include verbal, written, oral, face to face, and physical-

nonverbal, to name a few. A leader is always communicating with peers through different actions. NFL quarterback Tom Brady is a great example of how a leader's communication can be pivotal to the success of a team. As Brady's team was losing 28-3 at halftime teammates were looking to their leader for a response. Brady stood stoic and poised as if the team was winning and repeatedly echoed "no fear, no fear". Behind the leadership of Brady, the Patriots went on to complete the biggest comeback in Super Bowl history. When adversity strikes, a team will look to see how the leader responds. It is crucial for a leader to display all facets of great communication in order to be successful. According to the Center for Creative Leadership, a leader looking to develop communication will listen more than they speak, be authentic, know their audience, and be clear when communicating.

A leader who develops these qualities will likely have more success and continue to grow as a leader. Peers are more likely to respect and look to emulate this type of role model. A person looking to continue to grow as a leader should look to develop the qualities of perseverance, strong communication and integrity. However, leadership continues to change and evolve over time. What was once seen as leading a generation ago is very different from what is considered effective leadership today. Societal and cultural norms are ever changing; thus, leaders must continue to adapt their styles in order to be effective.

Leaders in today's workforce have the challenge of managing the personalities and styles of three different generations. The issue that arises is these three generations, more specifically Baby Boomers, Generation X, and millennials, often prefer different leadership styles. A leader must manage the different styles in a way that highlights the strengths across each generation.

Each generation was shaped by different life events and therefore have adapted to different leadership styles. According to Mecca M. Salahuddin in a paper published in the *Journal of Diversity Management*, "Baby Boomers have characteristics that were shaped by events like the Civil Rights movement, the war in Vietnam, and assassinations of political figures and leaders." Due to these events, Salahuddin writes that Baby Boomers look

at authority and hierarchy more positively and found to be more team-oriented and driven. Organizations in the 20th century implemented an authoritarian leadership style in which leaders had full control in dictating policies, procedures, activities, and goals. A leader today working with Baby Boomers then should challenge the team to work together and make them apart of the decision-making process. Generation X, in contrast, are often motivated by individual goals and are known to be more independent. In leadership studies done by Kathryn Holden and Deana Raffo of Middle Tennessee State, this generation values honesty and trust. A leader cannot use the same autocratic style that they would for Baby Boomers, but instead must trust the experience of this generation, be honest, and allow them opportunities to work independently.

Millennials tend to be very different from their predecessors and require a very different type of leadership. They value work-life balance and flexibility and are strong in their beliefs about happiness and mental health. Millennials are willing to leave and change jobs if the organization does not meet their standards. This has become a norm for this generation so much so that phrases such as job hopping have been known to describe them. A leader that is managing these views should allow for flexible working hours, focus on keeping the work environment relaxed, and if possible, offer remote working options. Millennials also prefer a lot of feedback and to be rewarded for their accomplishments. A leader in this situation will benefit from empowering the millennials and providing praise for their accomplishments.

As times continue to change and leaders adapt to certain styles, organizations continue to spend a vast amount of resources on change management. Research done by McKinsey & Company concluded, about 70% of all changes in all organizations fail. Effective leadership plays an integral role in successful change within an organization. In a study done by the Center for Creative Leadership, 275 top executives were surveyed about both successful and unsuccessful change they have been through in their experiences. The Center for Creative Leadership analyzed these responses and came up with the key factors that differed



among successful and unsuccessful change leaders. There were several competencies that successful change leaders had in common which included: how they communicated, collaborated, and committed.

Successful leaders communicate a clear plan of action and focus on the reasons behind the change. They are able to explain the advantages and relate them to the organization's goals. By doing this, it is easier for others to buy-in and understand the direction of the change. Another thing that effective leaders do well is collaborating with others to plan how to approach the change. These leaders often encourage employees to take on new responsibilities and be a part of the change process. The more employees that are involved in implementing the change, the more likely it is that the change is successful. A leader can be a great communicator and collaborator but if oneself is not embracing the change, it will likely fail.

Before a leader creates a plan, involves employees, and enforces a change they must embrace the change themselves. A leader must be confident in their beliefs and be a resilient role model in the face of adversity. There are many examples of leaders today approaching change with a positive mindset to change the culture of an organization. It could be a successful executive or CEO taking over a failing business and turning it around, or a coach accepting a job at a losing program and changing the culture to become a winning program. In these examples, both the executive and coach face tremendous challenges. In order to lead successful change, a leader must embrace the change, by changing their approach, mindset, and actions. The leaders that are successful in this position stick to their beliefs, maintain a positive attitude and are resilient in the face of adversity.

Leaders of all types and styles must be the change they are looking to see within an organization. By being committed and holding oneself accountable, the leader can expect the same accountability from other employees. By providing others the why behind a change, the benefits of the change and giving others new responsibilities in implementing the change it is much more likely it will be successful. This paired with developing qualities

of perseverance, integrity and effective communication and one will possess the qualities that make today's leaders successful. However, it isn't until a leader truly commits one's actions, beliefs, and approach to reflect the change that one will be successful.

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17.

## **Value-Based Leadership: Lead the Way You Want to be Led**

**Anthony T. Reisdorfer**

Over the years, leadership has changed in many different aspects. There are many different leadership theories that are used to address the changing leadership. The theories have evolved and built off of each other. The evolution of leadership states that in 1927 leadership was defined as “the ability to impress the will of the leader on those led and induce obedience, respect, loyalty, and cooperation” (Moore, 1927). This definition has evolved over the years and into the 21st century. 21st-century leadership researchers say a leader is an individual who influences groups of individuals to achieve a common goal (Northouse, 2006). After years of research, it has been agreed that a common definition of leadership cannot be created because of global factors and generational differences. (Northouse, 2006). According to, *The Nature of Leaders* by John Antonakis and David Day, leadership is different than power and management (2018). However, power and management play a role in leadership. Power is having the protentional to influence others, and management differs from leadership in one way. Leadership is purpose driven, and management is task driven (Antonakis and Day, 2018). With this in mind, in the past leaders have always made the decisions and told others what to do. This aligns with the management style of leadership. Leaders used their powers to tell their followers what to do with very little, if any, input from their followers. This was a negative approach to leadership. As you continue to read, you will become aware that it is necessary to have a positive

value-based leadership style. This control-oriented leadership style needs to change (Nahavandi, 2015). A leader's job is to create a change, but what should the leader change? According to *Leading Change: The Argument for Values-Based Leadership*, Leadership is not about style, but about ideas. Specifically, ideas that motivate followers and concepts powerful enough to energize people. (O'Toole, 1995) Creating a positive, value-based idea or concept will help the leader's followers "buy-in" to the leader and the organization, which makes the leader successful. This differs from leaders in the past because leaders were strictly control-oriented. Instead, leaders need to become result-orientated (Nahavandi, 2015). In order to see the best results for a company or organization, leaders need to create a positive value-based environment that focuses on the golden rule. As scholars continue to conduct leadership research, it becomes apparent that leaders have changed over the years. Traditional, or control-oriented leadership, follows a specific path: plan, organize, lead, control, do, results (Nahavandi, 2015). Whereas current leaders, follow the result-oriented path: lead positive direction control, plan and organize, do, results (Nahavandi, 2015). The result-oriented leader is taking into consideration the ideas of the followers and using them to benefit the company, which creates more "buy-in." This also means leaders are treating others the way they want to be treated. Ted Devine, CEO of a specialized online business insurance company, states: "No walls, no barriers, no hierarchy. Everybody can talk to everybody. Everybody can participate in a decision. We work together." (Nahavandi, 2015) Ted, a result-oriented leader, allows all of his followers to be heard and have input. Ted is creating a positive culture for his followers, which makes him a successful leader, and allows his company to be successful.

*The Art and Science of Leadership*, written by Afsaneh Nahavandi reads, "Despite the factors that fuel the need for change, few organizations and individuals have adopted new models for leadership painlessly" (Nahavandi, 2015). Leadership has changed and will continue to change from generation to generation, but it may not be as easy as it seems. As stated

previously, changing from a control-oriented leader to a result-oriented leader will ensure the organization is more successful. Taking into consideration the leader's followers is important to ensure everyone is "buying-in" to the organization.

Leaders need to initiate change to benefit the organization and its' followers. Some leaders are successful at initiating change, while others fail. In order to be a successful leader, one must create a positive culture for their followers. When a leader instills positive values into an organization, it turns into a common practice for the organization. (Hess, Cameron, 2006) Positive values along with strong leadership traits/characteristics will ensure the leader and their organization is successful. Growing into a successful value-based leader can be challenging, but it is do-able. Instilling values into an organization can affect the leader in 7 different ways: (1) values affect leaders' perceptions of situation, (2) leaders' values affect the solutions they generate regarding problems, (3) values play a role in interpersonal relationships, (4) values influence perceptions of individual and organizational successes, (5) values provide a basis for differentiating between ethical and unethical behavior, (6) values affect the extent to which leaders accept or reject organizational pressures and goals, (7) personal values may also affect managerial performance (England and Lee, 1974). If a leader has positive and uplifting values, these values will directly correlate into their leadership practices, which will enable them to grow into a successful leader. How do leaders gain the positive and uplifting values they need to lead? They gain their values from their family, friends, religion, education, media, geographic roots, technology, and current events (Massey, 1979). The leaders that put forth their personal values into an organization are practicing what they preach on a daily basis. They are modeling the behavior they wish their followers to practice. Modeling and living by their values are how successful leaders encourage and engage their followers.

To grow into a successful leader, leaders cannot just give given direction and tasks. Instead, as *Values-Based Leadership in Organizations: Balancing Values, Interests, and Power Among Citizens, Workers, and Leaders* reads, "Leaders are in a position

to promote values for personal, collective, and relational wellness” (Prilleltensky, 2000). Leaders cannot instill values that they themselves do not practice as it would not benefit themselves or the company. Followers need to be led with positivity and treated in such a way so that they “buy-in” to the benefits of the positive values.

*Modeling How to Grow: An Inductive Examination of Humble Leader Behaviors, Contingencies, and Outcomes* states that humble or value-based leaders are deliberate in communicating specific values that their followers has to a team, while non-humble leaders are threatened by intelligent or talented followers (Owens, Hekman, 2012). Humble, value-based leaders, are models of learning- they are open to new ideas and information. Owens and Hekman said humble leaders have a habit of listening to the ideas before speaking, and they are receptive to feedback (2012).

Growing into a humble, value-based leader, is truly important. Value-based leaders have “buy-in” from their followers. Followers must trust their leaders and live by the same values as their leader, which can make their place of employment and their community a better place to work and live. Leaders hold their organizations together. Ensuring the organization is lead with a humble and positive, value-based leader, will allow the leader to communicate well with their team and allow the leader to willing listen to his or her followers, and allow the leader to accept meaningful feedback (Owens, Hekman, 2012). In the end, this will make a company more successful overall.

Synovus, a financial organization, can be summed up into the “Golden Rule” (Hess, Cameron, 2006). Leading with the mindset of treating others the way you wish to be treated is not only a leadership style, but it is a way to live life as a whole. Leaders that are able to use their personal beliefs to lead their organization are able to be a role model of success. These leaders are able to instill their values within their followers and get “buy-in” from their followers because they are treated the way they want to be treated. Bad leaders are incompetent, bullies, crooks, know-it-alls, dodgers, and walking policy manuals (Abbasi, Hollman, Hayes, 2008). These leaders are not successful. Their followers do not see

eye-to-eye with their leaders, instead, they are simply following what their leader says to get a pay-check or to stay out of any confrontation. Bad leaders are able to hide their inability to lead, they put fear in their followers, they act as if they know everything, they avoid the challenging questions or concerns, and they push policy through and through, even if it's not the best policy. These leaders need to grow into good leaders.

On the other hand, to be a good leader one must demonstrate a high level of integrity, remove fear, fight for their employees, help save face, and overcome any lack of trust (Abbasi, Hollman, Hayes, 2008). A leader that puts forth these qualities is leading with the golden rule in mind. They are leading their followers the way they wish to be led. Good leaders must be open and honest with their followers. They must listen and support employees and stand up for what is best for them. Good leaders must be acceptable to change (Abbasi, Hollman, Hayes, 2008). Synovus, a financial organization is led by a good leader.

To grow as a successful leader, it is important to lead by the golden rule. According to *Values-Based Leadership: Energizing Employees to Pursue a Common Goal Using a Set of Shared Values*, Steve Jobs, former CEO of Apple, once remarked, "The only thing that works is management by values. Find people who are competent and really bright, but more importantly, people who care exactly about the same thing you care about" (Koteinikov quoting Jobs, 2008). When followers have the same values or beliefs as their leader, it is easy to ensure the organization is successful because they have the same end goal in mind. Value-based leadership helps followers become team players, create a meaningful relationship, and be result driven strictly because they believe in their leader and their values (Dean, 2008).

Leadership will continue to change on a daily basis. In years to come, there will be different leadership theories. However, to continue to grow as a leader, it is important to demonstrate a high level of integrity, remove fear, fight for their employees, help save face, and overcome lack of trust (Abbasi, Hollman, Hayes, 2008). In other words, it is important to lead as you would want to be led. This is a way to lead by the golden rule, and with positivity. All in



all, as Ralph Marston said, “Being positive in a negative situation is not naive. It’s leadership.” (Marston).

Leaders that lead using the value-based leadership theory need to have values and beliefs that benefit themselves and others to ensure their followers will “buy-in” to their beliefs and have the same view. If the values of a leader are negative and/or naive, their followers may not have the same end goal in mind. Whereas if a leader has positive and uplifting values, their followers will “buy-in” because they are doing what is right. They will notice this because doing what is right and treating others the way they want to be treated will make them feel great inside. It will also make them feel appreciated and noticed by their leader.

Change cannot be pushed aside by 21st-century leaders. A change will happen in any organization, and leaders need to embrace or initiate change to positively impact their organization or company. The ever-changing world will challenge leaders and require leaders to enhance their traits as a lead. “Be the change you wish to see in the world” a famous quote, by a well-known leader, Mahatma Gandhi, speaks the need for accepting and initiating change that leaders of different organizations and companies truly believe in (Meah, 2018). Leaders need to initiate a culture change within their organization to a more positive mindset. Moving away from the negativity within their organization will ensure their company is more successful. Philip Atkinson’s, *Creating Culture Change*, reads, “Be confident in knowing that a strong positive culture will deliver stronger performance figures than a culture that is indifferent, haphazard and not shared across key processes and boundaries, and it is quicker to install than common mythology suggests.” (Atkinson, 2012). Changing the culture within an organization starts with the leaders of the organization. *Leadership as Empowering Others*, written by W. Warner Burke, says “Change is the rule, not the expectation. They (leaders) usually have a clear change objective, some particular end state in mind.” (Burke, 1986). In connection with changing the culture, leaders need the vision to create a positive workplace. This does not only need to be a vision, but also a goal that can be planned and implemented into the workplace.

The question is, how can leaders be the change? To be the change, W. Warner Burke says leaders need to provide direction, stimulate followers, reward followers, and develop followers. As stated previously, Synovus, a Financial Corporation, created a culture based on positive values by building off of the golden rule. The golden rule requires followers to treat others the way they would like to be treated. (Hess, Cameron, 2006)

This rule applied to not only the employees but the leaders of the company as well. It also connected to the decision-making process of the company, which makes the culture of the workplace more positive. Drazin, Hess, and Mihoubi said “Even when doing what is “right” may not be the most profitable avenue, the most expedient, or even the most popular.” (Hess, Cameron, 2006).

This type of positive environment is valued by the company’s employees, leaders, and the community. Companies and organizations should strive to have positive values and mindset Synovus does simply because people truly want to work for the company and continue working for the company. *Leading with Values* written by Drazin, Hess, and Mihoubi reads, “senior leadership must live daily the values they want to be emulated and be the role models for leadership; you have to back up the word by rewarding good values and recognizing cultural deviations.” (Hess, Cameron, 2006).

Leaders are the backbone of an organization; therefore, they need to initiate a positive culture change. As Synovus leaders have done, they have embedded the values of the company into their daily lives, not only in the workplace but in their home lives as well. Living by these values makes them role models for the employees and co-workers. In turn, the employees who are also implementing the company’s positive values both inside and outside of the workplace should be rewarded.

As leaders continue to take on change and initiate change to not only challenge themselves but to improve their companies, remembering to change from a negative mindset to a positive mindset to ensure they are creating a positive culture within the organization is important to ensure the success and longevity of the company, and to ensure the happiness of its’ employees.

Implementing this practice of positivity in the workplace will not only ensure the success of the company, but the positive values will also carry into the homes of the employees and the community in which the employees work. As Mahatma Gandhi, said, “Be the change you wish to see in the world.” (Meah, 2018).

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**18.**

## **Leadership's Changing Characteristics**

**Tyler Vern Schoh**

Leaders need to create motivation and be a driving force to help people through change. Change intimidates most people, but leaders can act as a source to guide people through it and make it a manageable process. Leaders can also encourage change that will cause an overall improvement in an organization. Change is healthy for an organization and can be purposeful through great leadership. Leaders can be the change by delegating, adapting, and motivating.

Adapting to surroundings and organizational change is important for leaders to understand. Change is inevitable. Leaders need to be prepared for change to come and have the ability to adapt when it is required. Gerardi wrote about a fellowship program to help professionals manage change within a variety of different organizations. The participants noted the need for adaptability when dealing with change (Gerardi, 2016). Each situation in leadership is different. Leaders need to have the ability to adapt to others when change is approaching because it can be perceived uniquely. This ability to change can help leaders to overcome the resistance that others may have towards change. Effective leaders have self-knowledge and interpersonal skills that help them adapt to the change that is occurring within their organization (Gerardi, 2016). Leaders can be the change by adapting to situations that arise based on the unique personalities they work with.

Leaders should also take action toward change by delegating opportunities of change to organization members. Many organizations have experienced significant change over the last

few years with the increase in technology. The workplace is changing, which comes with new learning strategies and employee development (Ketter, 2010). Great leaders need to be the change by making these new technologies effective and useful for employees. Every employee is different, which is why leaders cannot take it entirely upon themselves to engage in change. Employees need to be the change as much as leaders. The best way is for leaders to create a culture that encourages productive ideas in the workplace (Ketter, 2010). The implementation of new ideas by all staff members can allow for all individuals to be the change within an organization.

Lastly, leaders can be the change by motivating others within an organization. As previously discussed, individuals in an organization should be the change as well as leaders; however, change is not easily accepted among most people. Leaders can use their goals and visions of the organization as a way to motivate employees about the change. The unique visions of a leader can urge employees to strive for greatness and accept changes to reach new goals (Dick et al., 2018). Change is difficult to understand and unappealing to follow without a clear idea of how the change can cause improvement. Finally, after implementing and watching change improve an organization, employees will be more inclined to be the change themselves. Leaders need to motivate and implement change among employees in order to create a culture of change (Dick et al., 2018). Leaders need to motivate others in order to be the change and create an easy process for others to also be the change.

Everyone has a responsibility to encourage and promote change. Change within an organization can lead it to new places and help accomplish otherwise impossible goals. Leaders must motivate others to be excited about changes in order to help the organization reach new heights.

Leaders must be the change to be exceptional, but great leadership is not a destination. The best leaders always look to improve individually throughout their journey. Continued growth as a leader increases longevity and success. Experiences, practices, and a desire for improvement will cause leaders to grow.

Experience is the most common way for leaders to grow. All leadership positions benefit from prior knowledge through personal experience, and each situation has a learning opportunity whether the result is success or failure. Great leaders analyze the process and results of situations to determine solutions. It is also important that leaders find new, challenging problems that are increasingly complex in their role. Problems that cause more critical thinking and new perspectives help to refine skills and develop knowledge (Northouse, 2015). Leaders need a wide base of knowledge because situations can be unpredictable. There are also learning opportunities outside of leadership roles. Many leaders reflect on experiences from non-leadership roles to apply knowledge to leadership situations (Pankow, Mosewich, Holt, 2018). Leaders can seek out critical thinking challenges in their roles and reflect on past experiences to grow as a leader.

Along with experience, leaders can use specific practices to create growth toward necessary abilities. Practices can be educational seminars, mock situations, or even studying leadership styles. Unlike personal leadership experiences, leadership practices are optional and geared toward building certain abilities or knowledge. According to Pankow, Mosewich, and Holt, leadership skills can grow through formal and informal education (2018). Participants in this study explained that leadership is broad and requires time (Pankow et al., 2018). Studying leadership can help leaders identify steps that improve leadership abilities. Aside from education, leaders can grow through collaboration. It is important for leaders to learn from the experiences of other leaders. Collaboration with other leaders can provide a form of experience when transitioning into a new leadership role or situation (Pankow et al., 2018). Each leader has a different situation and needs for skills. Leaders use a specific practice to grow in areas they know need improvement.

The desire for improvement is the driving force that makes leaders grow. Leadership experiences and practices are necessary but significantly less achievable without a desire to improve as a leader. There are many leadership skills and ways to develop those skills. Some leaders are passionate about the field they are leading



but do not have the desire to grow as a leader. This passion can improve job knowledge and working skills, but the desire to grow as a leader is what allows leaders to get the most production out of followers (Bronk & McLean, 2016). Experts in a given field typically have a passion for that related topic and are easy to follow because of their extensive knowledge and skills. Great leaders like the late Steve Jobs grow by using their passion towards their field of expertise and the value of improvement (Bronk & McLean, 2016). Leaders with a desire for improvement grow more from leadership experiences and practices.

Growing as a leader stems from leadership experiences and practices. Leaders grow from experience by reflecting on unique and challenging situations. Leadership practices allow leaders to improve on specific skills. The desire for improving as a leader is what makes growing as a leader through experience and practices possible.

Leadership growth is important, so leaders can lead a variety of followers. Each generation differs from the last, yet there is always a new wave of young people ready to step into leadership positions. A common thought is that people need to be led differently based on their generation. This brings the idea that leaders are most effective when leading people of their own generation, however, leaders often do not lead people from only one generation. Leaders need to have the ability to lead a wide range of ages because of the age diversity among most work environments. Leadership can be successful across generations through connectivity, analysis, and authenticity.

Generations are becoming more globally connected as time goes on. This is possible through the internet and social media. Many people from past generations see this connectivity as a distraction from what is important; however, these technological outlets help younger generations to understand more concepts and reach a broader following. For instance, the 2016 United States Presidential election was covered significantly on Twitter. Twitter and other social media are sources for new leaders to communicate to a larger audience (Webber & Foster, 2017). As technology grows, leaders will need to be proficient in social media in order

to continue to communicate with the newer generations. Along with the need for leaders to keep up with technology, leaders need to keep up with social interaction (Webber & Foster, 2017). There will always be people who prefer face-to-face interaction in each generation. This is why leaders need to continue working with technology and improving social skills to be more globally connected which results in affective leadership that reaches across generations.

Global connectivity helps leaders reach a broader audience and analyze how followers want to be led. Each person within a generation is unique, and they all prefer a certain type of leadership that will motivate them to accomplish a goal (Northouse, 2015). All leaders have characteristics and behaviors that help them motivate their followers. It is important for leaders to emphasize different leadership characteristics based on who they are interacting with. For example, a professor who teaches freshmen and graduate students will not use the same techniques to instruct both classes. The professor would likely show directive behaviors with the freshmen because they need to know what is expected of them and how tasks need to be completed. The graduate students should see signs of participative leadership, which involves everyone bringing forth ideas and improving as a whole (Northouse, 2015). Each generation will contain followers who want to see different leadership behaviors. Leaders need to analyze their followers, regardless of their generation, to motivate them in the most effective way.

Connectivity and analysis are important, but leaders should always be authentic when trying to motivate followers. Many leaders take on one of the vast leadership styles or combine a few of them to create one that suits their beliefs and needs as a leader. Followers are usually more drawn to leaders because they can relate to them personally, not because they are a part of a certain generation (Pinelli et al., 2018). As discussed above, leaders can emphasize different behaviors to get the most productivity out of their followers, but they should not change the core of their leadership style. Followers can relate to authentic leaders on an individual level because followers feel that they know their leader

and what is expected of them. Lastly, authentic leaders are able to handle difficult situations more calmly because they act on what is natural to them (Pinelli et al., 2018). Authentic leaders bridge the generational gap by being more transparent to their followers. Transparency makes followers more comfortable. This feeling can help followers build trust in their leader (Pinelli et al., 2018). All generations of followers will have differences in how they want to be led. The commonality among all followers is the need for authenticity in work. Affective leaders use authenticity to create trust and comfortability between themselves and their followers.

Differences in generations can cause difficulties for leaders. Affective leaders use connectivity, analysis, and authenticity to bridge the generational differences among followers. Leaders find success when they continually analyze their followers and build their connectivity skills. The analysis of followers improves a leader's ability to find the best motivation for followers in each generation. Connectivity allows leaders to communicate with all generations they may encounter, and authenticity creates a comfortable relationship between the leader and their followers.

Effectively leading across generations is possible through certain practices and characteristics, but leadership behaviors are the natural actions that leaders have and show in leadership positions. As previously discussed, there are many types of people who all prefer a specific type of leadership in their given situation. Leadership behaviors do not fluctuate as frequently as the practices that leaders may take; they are more natural and instinctive. However, awareness of leadership behaviors can make relationships with followers more transparent. It is important to understand leadership behaviors, so leaders may adjust upon the needs of their organization. Leaders can better understand their own behaviors through behavioral science and self-reflection.

Leaders must self-reflect in order to improve their skills and help followers reach their maximum potential. Opportunism is a leadership behavior that needs to be recognized in self-reflection. Opportunism can be a combination of other leadership behaviors for the purpose of individual gain (Northouse, 2015). Leaders that fall under this category can seem adaptable and methodical.

Followers tend to see this behavior as productive until it is seen that the leader is using others for personal gain. Northouse explains that leadership behaviors can be broken into two major categories: task and relationships (2015). Opportunism is more oriented toward task behaviors than relationships. Leadership behaviors that do not conform to relationships can be seen in a negative light by followers. Self-reflection can help leaders understand their own behaviors and adjust from the behaviors that can push followers away from a common goal.

Opportunism is not the only leadership behavior that can have a negative effect on followers. In fact, all leadership behaviors can be negatively construed by overuse. Leaders tend to have two major behaviors. The first behavior is what is comfortable and works a majority of the time; the second behavior is what the leader falls back on when the first is failing (Northouse, 2015). This first-second option style of leadership behavior can result in overuse. For instance, many followers prefer a technical leader who can analyze each situation. If a leader gets too caught up in this behavior, they can become one-track minded and miss other important details (Kaiser, LeBreton, & Hogan, 2015). Self-reflection is crucial for leaders to avoid overusing one of the many beneficial leadership behaviors. Effective leaders have multiple behaviors they can rely on because every situation is different.

Self-reflection is beneficial to leaders because they can determine their behavioral tendencies. Behavioral tendencies, however, cannot be changed unless leaders are familiar with behavioral science. Behavioral science is the process of making changes to behavior in order to reach the most productivity from followers. It allows for leaders to take a scientific viewpoint of their behavior and observe how those behaviors impact followers (Gravina, Cummins, & Austin, 2017). All businesses are continually changing, and the climates and circumstances of those businesses are also in constant flux. Behavioral science creates an opportunity for leaders to analyze and adjust behaviors without having to change crucial parts of the organization's operations. Understanding leadership behaviors becomes a more manageable task with the application of behavioral science.

Leadership behaviors are complex and interwoven amongst themselves. Behavioral science and self-reflection are key tasks that allow leaders to understand their own behavioral tendencies. Understanding leadership behaviors creates an easier pathway to build comfortable relationships between leaders and followers. Ultimately, leaders need to understand followers and leadership behaviors to have a firm grip on the leadership characteristics that are continuously changing.

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19.

## **Psychoanalytic Insight to Understand Change, Organizational Dysfunction, and Moral Leadership**

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“Change” is an inherent facet of human life, which often is engraved in irony. “Change” in its original form is a constant. It is ironic as the meaning conveyed by this word contradicts with its own behavior. As unfathomable as it may seem, the effect “change” has upon mankind can be well reasoned. The majority of its effects depict uniformity more than variability. The concept of uniformity is central to the construct of change. The proceeding paragraphs strive to make a logical argument to imply the actuality of the invariability central to the construct of “change.”

Society is comprised of individuals and social institutions (Mayes, 2009). This is a fundamental assumption in the theory of psychoanalysis (Mayes, 2009). At the individual level, every human being goes through a personal struggle. A personal struggle exists to instill in every person a maintained equilibrium between forces brewing from self and the social institutions. Characteristics pertaining to an individual’s struggle may differ, and the intensity of the problem may change as time spans. Even though the struggle that a person may undergo is different from that of another, the fact that there exists an internal struggle in every individual is a common reality akin to humanity. This reality is uniform, although its constituents manifest a visible change agent at the individual level. The same uniformity is visible in Marx’s conflict theory, which explains a class struggle between Bourgeoisie and Proletariat (Kenneth, 2005). Attributes of the two



classes could change; yet, the struggle between them remains an eternal reality, implying uniformity despite insurmountable efforts of humanity to eradicate the power struggle.

In correspondence to the explanation provided in the previous paragraph, there exists a duality that has given the construct of change the so-called irony. Of the duality, one is subjective and the other is objective. Change can be experienced subjectively at the individual level. At the objective level, it is beyond human control. At this level, uniformity exists.

The functionalist theory has an astute explanation to elaborate on this duality associated with the construct of change. As mentioned earlier, society is comprised of people and institutions. As Durkheim & Coser (1997) reason, every institution is a component of a larger system or an “organism” where each component attempts work in order to power the larger organism, which Durkheim calls the society. The society functions in a particular way, owing to equilibrium every individual and institution attempts to maintain through the enactment of a series of changes. This series of changes includes most of the day-to-day activities known to the workingman. Restructuring the organization, increasing the minimum wage, and downsizing the company are some of the changes an institution may implement to stay afloat in order to maintain the equilibrium of the organization and the society. These changes are subjective and executed by individuals. Moreover, these changes are observable and inevitable. Time demands such changes to improve the functionality of the institutions and society. Certain effects of this type of change may induce struggle within a given individual’s mind, drawing similarities to the struggle mentioned in psychoanalysis. At this level, institutions discuss the implications of change and the ways mankind should embrace it. This equilibrium is necessary for society to function at its optimum level. Thus, there always will be some form of functionality in any society. In an objective sense, these struggles and the equilibrium will always remain constant. In order to keep the so-called struggle and equilibrium at a constantly higher level, changes have to be made at the individual and institutional levels lower level. The way

the construct of change gets applied at a higher level and the lower level indicates a discrepancy contributing to a duality.

Law of nature and an idealist order govern the higher level, which is not directly visible, yet can be discerned logically at the individual level. The reason for this duality is well established in the radical behaviorism theory. As B. F. Skinner reasons, humans react to the environment and are not capable of making the environment react to humans (Delprato and Midgley, 1992). Assuming the environment is the higher level, it functions at equilibrium through changes made at the lower levels. Human beings experience this through an internal struggle. In order to fit in the society governed at a higher level, every individual must navigate through phases of change, which really are effects of nature. Nature's law is objective and uniform.

Nature makes us change and grow older. During a lifetime, an individual's values may change, but the internal struggle always remains. In fact, "change" is trickery played by nature at the individual level so that humans will always try their best to maintain Mother Nature. At a far higher level, there persists greater uniformity humanity is incapable of changing. Mankind initiates change at this lower level that often times translates to the higher level to maintain a greater degree of uniformity. Thus, an individual can never "be the change" in any objective sense. It seems that humankind is trapped within the implications caused by lack of change at a higher level. Therefore, the only remaining option is to embrace this reality, and function in the best possible way to handle demands of nature and the society at the individual level to maintain the required equilibrium within one's own self and social institutions. It is ironic that humans experience something that nature intends not to in an objective world.

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As social institutions endeavor to maintain equilibrium to function amidst society's demands, leaders in every organization are required to skillfully navigate them. An institution in its nature is a distinct unit in the society and consists of human beings that work collectively for common good. It is the responsibility of a leader to guide followers in order to achieve this. In doing so, a

leader should comprehend the uniqueness of the institution and its members. Freudian psychoanalysis provides a rich insight into leadership and how a leader should grow in order to facilitate the growth of a social entity.

Leaders initiate changes in social institutions. As Freud reasoned in the theory of psychoanalysis, members of a social institution may appreciate these changes as they share a deep emotional bond with its leader (Gabriel, 2011). This emotional connection is important for members to identify themselves with the leader (Gabriel, 2011). As Gabriel points out, organizational dysfunction could occur when the emotional component that keeps the leader and the followers attached is disrupted (2011). Therefore, it is of great importance for a leader to comprehend one's role in order to grow oneself as a leader while navigating an institution amidst the demands of society. The collective efforts of the members under a strong leadership keeps the institutions at optimal functioning; in return, each institution assists in keeping the society at equilibrium. A stable society is a primary preference of any individual. Leaders, thus, possess a major stake in the process of making society stable as groups of people to look up to them and follow them.

Drawing similarities to psychoanalysis, Zaleznik expressed some of the unique characteristics a leader should possess to maintain this emotional connection (1977). As per Zaleznik, there is a clear difference between a leader and a manager. While managers prefer bureaucratic ways and push members for efficiency and order, a leader would tolerate disorder and attempt to guide members through intuitive ways. A leader attempts to be empathetic towards the members in order to create meaningful relationships. Simultaneously, a leader appreciates being personal and direct with members of an institution in order to further strengthen the emotional bond that Zaleznik describes as conducive for a good leader. As Zaleznik opines, creating this unique emotional connection is important for the healthy functioning of a social institution or an organization (1977).

In addition to Zaleznik, Burns (1978) asserts the importance of the consideration of individuals as conscious and moral human

beings. While a manager may be impersonal with members of an institution, a leader spends time on understanding the aspirations and needs of the members. Moreover, the leader feels responsible towards the members. Furthermore, a leader creates a sense of belonging in the minds of members or attempts to create a sense of family (Rudden, Brandt, 2018). Explanations of Zaleznik (1977) and Burns (1978) further demonstrate the initial descriptions of Freudian psychoanalysis on leadership. This implies how a leader strives to elicit a feeling of belonging and a unique method of identification among the members in a social organization (Gabriel, 2011). Therefore, a person who prefers to grow as a leader should comprehend the importance of creating meaningful relationships among the members of the institution. A leader who is psychoanalytically knowledgeable would further comprehend the duality “change” imposes upon humanity, and possess the courage to navigate the institution amidst society’s demands.

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Leadership is a moral endeavor (Fairholm, 2001). As Fairholm (2001), Zaleznik (1977), and Burns (1978) opine, meaningful relationships are a conducive component of a good leader. The entire concept of creating mutually stimulating relationships between a leader and those being led is a central concept in moral leadership. Further, successful leaders are agents that facilitate the moral development of the followers by tapping into the values of the followers (London, 2001). In addition to exercising such agency, this moral endeavor is eminent among leaders who are self-actualized and efficacious (London, 2001). As Fairholm (2001) asserts, a moral leader brings the followers to a higher moral development as the entire group is cathected on achieving a collective goal.

Moral leadership is much present in the present society than one might think it is. For instance, teaching and facilitating the intellectual growth of a group of students is a moral endeavor (Cherkowski, Walker, Kutsyuruba, 2015). Moreover, higher emphasis directed towards building relationships is beneficial for the growth of an organization. As the author reasons, moving towards traditional bureaucratic ways to exercise more efficiency

and order hinders the propensity of the employees of an organization from seeing the supervisor as a leader. Thus, it is of great importance for a supervisor to understand the concept of moral agency. As Bandura (2001) defines, a person intentionally making a specific decision on self or on behalf of others is known as agency. In a similar fashion, a supervisor could become a leader in the minds of employees by engaging in intentional construction of decisions morally and ethically. In its essence, moral decision-making includes the comprehension of what is conceived as right or wrong and the sense of accountability. A good supervisor who intentionally makes moral decisions and also keeps one's own self accountable for those decisions is a moral leader that exercises moral agency. Such behaviors possess the ability to build mutually stimulating meaningful relationships between the supervisor and employees. Such a supervisor truly is a leader.

Having meaningful relationships makes it easier for organizations to go through phases of change implementation. As the demands of society change, organizations have to adapt. This adaptation requires change. When the implementation of change occurs, a moral individual should lead it. Moreover, a characteristic of self-actualization and self-efficacy that drives moral agency and moral decision-making ensures the leader implements change while asserting the safety and the benefit of the employees. This further improves the stability of the organization.

As a preponderance of intellectual essays imply, being moral as a leader is a decision a person should consciously make. Similar to a leader leading an organization, the head of a country could lead the country morally. Just like an organization survives its worst times owing to the stability it maintains as a result of a strong relationship between the leader and those being led, a country too could survive the worst of its times. All it requires is leaders with the ability to function morally.

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Reckoning from my personal experience as a psychologist, an academic, and a program coordinator, leading for me involves a great deal of teaching and instruction for young adults. As a lecturer who teaches quantitative research methods and research

ethics for psychology students, I have a vested interest in leading student research within my program and the institution. My role as the lecturer also extends to a mentor when I advise students on their academics. It also includes a component of supervision when I collaborate on their research. As their lecturer/mentor/supervisor, I always have two goals in my mind. Firstly, to provide the students with a world-class learning environment; and secondly, to improve the required skills for students to become the practitioner they want to be. Thus, my teaching involves improving the critical thinking of the students to analyze and synthesize information to deductively reason. In a sense, I impart knowledge on how to combine rationalism and empiricism in their academic work. However, doing so is a road full of barriers. With every student cohort, I have to navigate myself through a unique set of problems.

From the first day I meet a new cohort of students, I stress the importance of maintaining a good channel of communication between them and myself. I find this helps to keep students informed. Students are always encouraged to discuss concerns related to their academic work with myself, and we usually attempt our best to reach a mutually beneficial solution together. As an academic, I believe in the importance of creating nurturing relationships among individuals. As previously mentioned, psychoanalysis demonstrates the importance of maintaining relationships and how it helps to maintain an organization without dysfunction. The same logic could be applied to an academic program as well. As the program coordinator, I believe that it is my responsibility to take the initiative to maintain a positive learning environment for my students. In doing so, I create meaningful relationships with my students as their mentor.

Keeping the administrative work aside, I personally reason that most of my responsibilities towards my students come from the academic work that I deliver. As a liberal arts educator, I always stress the importance of us being liberal.

I possibly cannot lead research if I do not encourage critical thinking of my students. This also requires a great degree of out of the box thinking without conventional conceptual limitations.

I consider this as being liberal. In order to deliver a sense of liberalism to our students, lecturers have to possess a liberal mindset. This sense of liberalism in thinking improves critical thinking and reasoning of the students. Moreover, it increases the relationship the research supervisor and the student share during the course of their research. I find this highly beneficial for students and lecturers.

In addition to creating meaningful relationships, and a liberal mindset, I consider creating a positive learning experience as one of the most important aspects of a lecturer. As Peter Blos (1941) reasons, “no two children in a classroom are having exactly the same experience.” If this statement is fallacious, all the students in a class would have a unanimous reaction on the lecturer. In reality, this is different. Some students would prefer a certain method of instruction, while others might not. The lecturer should understand that every student who listens to them creates meaning as they hear the lesson (Blos, 1941). A student has a mental process that may include emotions that will make the student appreciate the subject matter more than a student who does not identify the same subject matter with strong emotion. What we should understand as educators is that a student does not act solely based on intellect (Blos, 1941). If they do act solely based on intellect, the society at present would be logical, organized, and immorality and insanity would not exist. When a lecturer instructs, a component of the lecturer’s personality juxtaposes with the student’s emotions (Blos, 1941). A good lecturer, as an instructional leader, should be sensitive to these emotional needs of a student and cater accordingly. Responding passively could lead the student to have negative emotions towards the instructor, which in return inhibits learning and growth. As visible here, understanding emotions and creating meaningful relationships is part of creating a positive environment. Thus, it is important for a teacher to be psychoanalytically knowledgeable in order to create a positive learning environment.

Lastly, as Mayes (2009) reasons, a teacher should be able to invoke passion in the student’s mind. When the teacher considers the student as a whole in the process of instruction, the child

not only will conceptualize but also will use their imagination to support the learning. A great example of this would be my ability to visualize statistical data. I can visualize psychological relationships and complexity theory in my mind. I learned it as an undergraduate student, and it was partly because of the great passion I had for psychology. I strive to do the same with my students, where I encourage my students to think of statistics visually if the theory and numbers are disorienting or scary. In a way, it helps to alleviate the statistics anxiety for my students and also creates a positive learning experience for the students (Rock, Coventry, Morgan, Loi, 2016). Further, this helps to strengthen the relationship that we share with each other.

As educators we come to this profession to initiate change, to do something different. We care about our students, and we lead them in the best possible way. A school or university is a social institution. As an educator, I play a significant role in it. I help to keep my organization at equilibrium while initiating morally driven changes within my department to give a positive learning environment for my students. Although I am not capable of changing the society around me, I still possess the ability to skillfully react to its demands by doing what I do right. That is teaching. Therefore, the purpose of this entire chapter is to emphasize the importance of creating meaningful relationships among people driven by love and kindness. In doing so, every individual would be able to integrate the self, with social institutions, to lead people morally.

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## In the Eyes of a Leader

Luke S. Teague

In the eyes of a true leader, there are no limits. A leader is one who inspires others to be the best they can be. Leading by example, implementing goals and aspirations for the company and individuals with it, and promoting a democratic-like atmosphere are key characteristics in leadership. By understanding how one can create change within an organization, an individual can then grow as a leader through experience. Then, by maintaining a humble persona through past experiences, an individual would be much better equipped to handle a variety of situations.

Dealing with change within an organization is not a simple or concrete tactic. The leader in charge needs to take full responsibility because they are the face of the change. However, changing culture and being that change within an organization are drastically different ideologies. A leader must self-analyze, understanding that change is a self-driven inspiration that a leader must believe in first before making changes within their organization. In the *Journal of Change Management*, by Hughes and Ford, an overwhelming majority of change leadership research focuses on the individual leader as the source of change outcomes. Furthermore, the effectiveness of the individual leader is seen as the key to change success. Change is never easy in any circumstance, but having a leader who sees the light at the end of the tunnel and utilizes their resources in a positive manner will inevitably make change a smoother transition.

Understanding the traditional leadership research conducted by Hughes and Ford, the assumption that leadership is a personal possession of the leader and that leadership is bestowed upon

followers who are recipients of that bestowal, rather than a partner in the co-creation of change outcomes. How an individual leader leads is seen as the key to change success according to Hughes and Ford. Leadership doubly exemplifies how followers react to change, and the diligent work the followers partake in on a day to day basis. According to Collins and Cruickshank in *Advancing Leadership in Sport*, leadership is shaped by social norms and overstates socially desirable leadership intentions and behaviors. Furthermore, the 'darker' or socially undesirable intentions and behaviors that are prevalent and effective in applied practice are very much so overlooked. For leadership to fully solidify an effective approach regarding change, cognitive excellence with a consistent impact along with the combination and implementation of leadership behaviors consequently will lead to a positively operative change in a company. Nevertheless, keeping in mind that bright intentions and behavior can often only be a part of an effective leadership repertoire and can complement the inherently 'dark' alternatives. Collins and Cruickshank further state that in order to further advance knowledge and practice of effective leadership when dealing with change one must apply a more pragmatic approach. By looking at research that considers both cognitive mechanisms and the full spectrum of intentions and behaviors that underly true world leadership. When a new leader is hired to change a culture within an organization or company, the leader's credentials are looked at first when dealing with the hiring process. Next, a leader's cognitive mechanisms or the ideologies behind a leader's policy that promote change will be observed. These ideologies must be taken into serious consideration given the path the company would like to take. A leader who strives to be in the company's best interest, while encompassing reasonable intentions and behaviors towards their employees would make transitions within the hierarchy of a company much smoother and the most reasonable. Moving towards the implementation of change, a leader must create a plan moving forward. In *Advanced Culture Change Leadership* by Prater, there are three "I's" that are explained to be the driving force behind being the change. First, a leader must inspire. Inspiration is the psychological term for

inhaling breath and energy according to Prater. A simpler way to put it, “bring your energy to work”. This ultimately resembles an employees’ devotion, dedication, and consistent approach to the work at hand. Employees who love what they do will naturally be inclined to devote their efforts for the betterment of the company. Next, a leader must involve all those who affect the overall outcome of the company. Leaders must actively engage everyone to the highest possible standard to get the best overall outcome when implementing change. Engagement from the employees must be a choice. However, if it is mandated or pressured, it will likely create pullback and not participation. Through an energized, ongoing, and sincere approach, employees will contribute ideas, input, and alternative methods that may work. These ideas result from an employees’ current experience, previous jobs, or lessons learned in the past that have worked previously. Involvement is not limited to increased participation in company activities, but also enlisting as many of each individuals’ senses as possible such as seeing, hearing, touching, or experiencing new equipment which results in employees discovering how a new method works specifically for them during training. Finally, a leader must internalize. A leader can most efficiently and effectively be the change when everyone in the company realizes they have the greatest potential for guarding their own personal safety. This goes beyond talking and holding themselves accountable, but rather providing more practical mental and physical skills for becoming more in control of themselves and their safety (Advanced Culture Change Leadership, Prater). Leaders must discipline themselves to move away from blaming others and toward exemplifying personal responsibility. Leaders set the tone in embracing personal control; even if it is not the mindset of every worker, at least it would permeate the culture and elevate personal leadership power. A leader who is the change develops a team of leaders that leads themselves, creating the ultimate change in culture.

Change is never easy in any circumstance, but by having a leader who sees the light at the end of the tunnel and utilizes their resources in a positive manner will cause any change to have a smoother transition. From the Journal of Change Management,

by Hughes and Ford, change has pace, momentum, and phases. For a leader to be effective, the different variations must not go unnoticed but rather conform to different types of leadership. Different leadership behaviors would be required over the life of the change and challenges the assumption that an individual change leader will be effective throughout from *Journal of Change Management*, by Hughes and Ford. When a leader is the epitome of change, all employees will become their own leaders. This creates a hospitable workplace where cognitive growth, open communication, and self-perseverance are on pedestals that each employee and leader engulfed in the change process look up to and aspire to be in an energetic and ongoing manner. To be the change, one must first understand the fluidity of change. Then they must develop a plan moving forward on how they want to implement change. Finally, by understanding how employees learn and interact, and that they need to develop their own perseverance for being a self-driven leader, change is not just one person trying to implement it; rather, it's all those invested being the change.

As individuals grow into becoming self-motivated for the betterment of the company, they will naturally possess leadership characteristics like leading by example and setting goals and aspirations for the company, for themselves, and for other employees. A well-established leader will learn daily. Growing as a leader is never an easy process; trials and tribulations are inevitable, but a good leader will take on mishaps and disasters with an optimistic outlook.

Leaders are the face of any company or organization and must grow in conjunction with their employees. When leaders are stagnant and comfortable in the position they are in, complacency starts to settle in. Complacency results in less growth in the individual leader, their employees, and the company. Leaders must understand their role within the organization is to lead people, not manage people. By leading people, complacency is a non-factor; growth is inevitable, and progress will be made within the organization. Through servant leadership, leaders show that they are working for their subordinates. This consequently leads to subordinates opening up about their ideas and suggestions, which

then leads to leadership development by fostering social relations among individuals in a group, team, or organization.

According to *The Academy of Management Journal* by Hekman and Owens, leadership researchers have increasingly focused on the importance of humility in the context of leadership, especially servant leadership. Leaders often become very narcissistic given their position of power. As a leader maintains humility, their subordinates believe all the leader does is truly in their best interest, while also keeping in mind the best interest for the company. Furthering this point to servant leadership, a leader must bring into the forefront the notion that they are serving those who work for them. Servant leadership provides workers the idea that they have as much importance, if not more important, in the daily work for the organization than the leader. A leader's arrogance and narcissism have been identified as reasons why leaders make bad decisions according to Hekman and Owens. A leader would lead with humility and keep in mind how they got into the position they are in. Through servant leadership, a leader would grow in their leadership qualities.

According to the *Journal of International Business Studies*, a leader who is open to their subordinates' ideas and suggestions decreases the salience of power differentials between leaders and subordinates and therefore their fear of speaking up. Leaders who decrease the idea that they are above their subordinates on a humanitarian scale increase their value as a person to their subordinates. Leaders who open the door for their workers to openly communicate with them will understand and start to learn nuances within the organization they would not have known otherwise. By a leader learning from those whom they lead they will, in turn, become a more well-rounded leader who seeks needs of all and not just their own. By listening to suggestions, a leader would encompass the ideas of all within the organization not just those in higher positions creating a better overall company or organization.

Finally, supporting and accelerating leadership development is to help individuals learn how to learn from their experiences so that leadership development becomes part of ongoing self-



development, according to *Leader Development for Transforming Organizations: Growing Leaders for Tomorrow* by Day, Zaccaro, and Halpin. For leaders to grow, they must implement an environment intended for growth. For leadership development to occur leaders must learn from the experiences that got them into the position they are in. Leaders who lead and teach by example will grow as their subordinates learn and progress themselves. Leaders who teach others how they learned will maintain a progressive ideology that leaders can grow and learn from themselves.

Through servant leadership, leaders show that they are working for their subordinates. This leads to subordinates sharing their ideas and suggestions, which then leads to leadership development by fostering social relations among individuals in a group, team, or organization. Leaders who maintain humility and keep themselves on the same humanitarian level as their subordinates will grow and learn as those who are working for them learn and grow.

Leaders that demonstrate a democratic-like environment will inherently grow as a leader. Listening to different ideas and points of view will only improve a leader's ability to handle situations and could be a more productive and progressive rule of thumb than already established. Once a leader is firmly reputable, becoming power hungry is often a formidable desire. Maintaining a humble ideology; leaders gain more knowledge through those who have led once before.

As humans have evolved across many generations, so has leadership. Leadership has been affected by various avenues like world wars, the introduction of technology, and drastically different ideas about how countries should be led. Through the introduction of very progressive ideologies, all people have a voice and most of these voices are being heard. When dealing with change across generations, leadership can be a difficult concept, but more easily defined by starting from a paradigm shift with Plato. This was initially management, but soon differed to the introduction of leadership, along with the idea "manage machines, lead people." The introduction of philosophy in accordance with leadership combines structure with understanding, then utilizing

business ethics in the 20th and 21st centuries, and finally dissecting virtuous leadership, one may more clearly understand the concept of leadership across generations when dealing with change.

Plato understood political disparities long before his time. He stated in *The Republic*, “the world’s problems would be solved only when philosophers became kings or kings take up philosophy” (Keohane, Perspective on Politics). In simpler terms, Plato is stating that no leader prior to his time and during his time wrote what it is like to be a leader or how it feels to be a leader. According to Keohane in Perspective on Politics, most traditional political philosophers from Aristotle to Rawls have discussed ways in which leadership can be structured to be beneficial for subjects. Referring to how the organizations operate and the power they hold as opposed to the leader themselves and how they affect the organization and their subordinates. Leaders must take philosophy into consideration because a leader who does not think about the world, universe, or society which they affect will be one dimensional, incapable of expansion and leading with restrictions. This results in them not getting all the information they need to lead a successful organization.

Leaders who gain all the information they can to make an educated change within their organization understand the basis of business ethics. Initially as described above “leadership” was simply management, whereas Rost in *Leadership: A Discussion about Ethics*, describes influence, intended change, and mutual purposes essential in leadership but not as much in management. Furthermore, Rost continues to distinguish management and leadership by stating leadership is an influence relationship done by leaders and collaborators who discuss real changes within the organization and requires the intended changes reflect the mutual purposes of the leaders and collaborators. Then referring to management as an authority-based relationship that is done by managers and subordinates who coordinate people and resources to produce and sell goods or services in an organization. Leaders must understand the human aspect that leadership is, and not take people for granted when dealing with those who are below them

in their respective company or business. Moving from “managing” people to leading them, there is a specific aspect that should be noted when leading in any organization.

Virtuous leadership has many benefits, but according to Cameron in *Responsible Leadership as Virtuous Leadership*, there are two functional benefits that all leaders utilize today. The role virtuousness plays in creating a fixed point in decision making helps increase performance that virtuousness inevitably produces in organizations. Leaders who understand the human phenomenon when leading and accepts virtuousness will create a progressive and successful business. By accepting virtuousness, the leader creates fixed points by which the company strives towards. Along with holding themselves accountable, ethical standards are created in the workplace as opposed to before. Leaders who try to maintain an environment with no stability, especially when dealing with change, will consequently develop their own rules and reach no benchmarks that have previously been set. Leaders must strive to understand virtuousness for a company to be ethically balanced and progressively better on a day to day basis.

By keeping in mind the human phenomenon “manage machines and lead people” a leader may incorporate all aspects of leadership throughout generations. The introduction of philosophy in accordance with leadership combines structure with understanding, then utilizing business ethics, and finally dissecting virtuous leadership one may more clearly understand the concept of leadership across generations when dealing with change.

By progressively retaining information presented from various resources, a leader becomes diversified. Leadership has changed through decades of human existence and will be forever changing. Leadership starts with the leader in a true leadership position; the top.

As stated previously, change is a reoccurring phenomenon that is inevitable. Change has the potential to develop into a positive or negative outcome dependent on the leadership that takes place. Most often, change is occurring negatively because one within an organization did not do their job correctly. This was the case at Saint Joseph’s College. A Division II school with just over nine

hundred students, maintaining enrollment and a student body was difficult. The college was in Rensselaer, Indiana; a town of two thousand people. A Wal-Mart sat directly across the road from the entrance of the college. In January of 2017, the president sent an email to all staff, faculty, students, and recruits that the college was in a dire situation. Both the board of trustees and the university's president agreed that the school needed one hundred million dollars to dig themselves out of debt as well as improve infrastructure.. A week after the president's email was sent, the board of trustees decided the only possible solution was to close the school. According to Useem in *The Leadership Moment: Nine True Stories of Triumph and Disaster and Their Lessons for Us All*, "We all need to be ready for those moments when our leadership is on the line and the fate or fortune of others depends on what we do". The president and board of trustees were "unaware" of the deficit the college was in. Students and faculty had to find a new school; for students, one that would accept as many credits as possible for students to graduate at the time they were originally on track to. A captain and leader of the football team knew this was the end of the road at Saint Joseph's College, but did not hold opponents from another team accountable.

In *Strategic Change Leadership* by Graetz, "Key dimensions of the charismatic and instrumental roles of leadership include challenging the status quo, creating a vision, communicating the message, reinforcing and institutionalizing the new behaviors, and communicating the message, or "walk the talk"." Understanding key dimensions proposed by Graetz, a leader would be better equipped to handle a variety of situations more specifically in times of disaster. A leader and captain of Saint Joseph's College unknowingly exemplified these characteristics in a variety of fashions. Saint Joseph's College took pride in a blue-collar mentality. The leader embodied this mentality and approached the disaster that Saint Joseph's College was in with an optimistic ideology. Transferring to a school that was unknown prompted the leader to lead by example. A diligent and consistent work ethic proved the leader could not only play but become a leader for the new team by bringing in a new perspective of what a

successful program entails. According to Burns in *Leadership: Essential Selections on Power, Authority, and Influence*, “transformational leaders are both participatory and democratic; they empower and champion others to succeed”. The leader encouraged and promoted self-development through verbal leadership. By holding others to the same standard, the leader helped raise team morale and improvement overall.

Change is inevitable, but how a leader takes on change will either end in a positive or negative manner. Followers will consequently follow the leader’s approach to change. The creation of a vision and walking the talk of the vision will help hold all participants accountable. Furthermore; holding followers or subordinates to a higher standard will increase a culture. Finally, empowering a follower to possess a championship mentality daily will promote healthy competition and a better work ethic individually.

In the eyes of a true leader, there are no limits. A leader is one who inspires others to be the best they can be. Leading by example, implementing goals and aspirations for the company and individuals, and promoting a democratic-like atmosphere are key characteristics in leadership. By understanding how the change within an organization one can be; an individual can then grow as a leader through experience. Then, by maintaining a humble persona through past experiences an individual would be much better equipped to handle a variety of situations. Leadership is always changing as people and times change, but leaders lead through instinct and being genuine.

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*Leadership As We Know it* is a collection of insights into modern leadership compiled by graduate students in Winona State University's Leadership Education program during the Spring 2019 semester in a course aptly titled, Change Leadership.

Each chapter was penned by one of 20 unique class members who offer their vision of leadership based upon their eclectic personal backgrounds and professional experiences, whose fields include athletics, business, education, and more.

These diverse narratives offer something for everyone; whether it be a veteran or blossoming leader eager to continue their growth and evolution.

*Leadership As We Know it* provides accounts from seasoned professionals who oversee their own organizational departments as well as emerging leaders just beginning their careers. Throughout these unique stories, clear patterns will emerge for the reader in what it takes to inspire change and provide authentic leadership for followers.



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