LAMP Leadership 101: Personal Leadership Development
The Catalyst for Leading Within

Pre-Work Files

LAMP Leadership 101: Pre-Conference Work

Readings and Reflection

LAMP Leadership 101 Pre-Work: The faculty of the LAMP program have selected readings and exercises to prepare you for the conference, as well as to start developing a personal leadership development plan. Please allow yourself sufficient time to complete the reading, reflection, and your leadership self-assessment. Please expect to allocate about four (4) hours of total time complete the pre-work assignments.

Readings: Please read the following articles:

George, B., et al. (2007). Discovering your authentic leadership. Harvard Business Review, (85)2, 129-138.

Zaleznik, A. (1977/2004). Managers and leaders: are they different? Harvard Business Review, 82(1), 74-81.

Self-Assessment

Objectives: After completing the readings and self-assessment, the participant will be able to:
- ❖ Recognize the importance of self-assessment in leadership development;
- ❖ Complete a self-assessment of his/her leadership abilities and behaviors to identify personal, interpersonal, organizational and community leadership goals; and
- ❖ Use the self-assessment and information gained at LAMP Leadership 101 to generate an individualized personal leadership development plan <u>following LAMP Leadership 101</u>.

Leadership Self- Assessment: Allow yourself at least 1 – 2 hours to complete this self-assessment (start early!). Complete the Leadership Self-Assessment by assessing your current skills and abilities in four areas: personal, interpersonal, group/organizational and community. After you complete pages 1- 4, use the tables on pages 5-9 to summarize your areas of strengths and weaknesses, and to begin to develop goals for your personal development.

Thomas-Kilmann Conflict Mode Instrument:
In addition, please complete the TKI (Thomas-Kilmann Conflict Mode Instrument) questionnaire and bring it with you to the course. You will be provided on-site with the full kit for scoring the instrument and the related interpretation materials.

Emotional Intelligence Questionnaire
Please complete this and we will be going over the results on-site.

Practice Act and Code of Conduct
Please bring your profession's state practice act, rules and regulations and the professional association's code of ethics (or ethical conduct) with you. These will be useful during the Ethics and Leadership interactive lab session.

Section on Health Policy & Administration
LAMP – Leadership Development Self-Assessment[1]

The Leadership Development Self-Assessment tool was developed by the LAMP Institute for Leadership in Physical Therapy of the Section on Health Policy and Administration of the American Physical Therapy Association.

The assessment is required pre-work for the two-day comprehensive program – LAMP Leadership 101: Personal Leadership Development: *The Catalyst for Leading Within*. This program is the first component of the LAMP Institute. For more information regarding the LAMP Institute, please visit the website at: www.lampinstitute.org

Instructions

This assessment is composed of four components dealing with *personal leadership development, interpersonal leadership development, group/organizational leadership development,* and *community leadership development*. There is a set of 20 statements that reflect various attributes and skills for each component.

Please read each statement carefully. Then rate yourself in terms of how well you think you possess the attribute or perform the leadership skill. This is not a test. There is no right or wrong answer. Please respond to every statement. In selecting your response, be realistic and honest with yourself. Do not answer in terms of how you would *like to see yourself*, in terms of what *you should be* doing, or in terms of how you think *others view you*. Instead, respond as honestly as possible.

The assessment provides three choices:

- I do not do this skill well
- I do this skill somewhat well
- I do this skill well

Then, go back and place a check in the box at the end of the row of the skills you *genuinely* want to develop. Please consider the skills you do not do well and what you might do to improve them. This is where you are likely to grow the most. *Think about stretching yourself 10 percent.*

The **Leadership Development Self-Assessment** is found on the following pages, 1 - 4. Instructions on how to use the information start on page 5. On pages 5 – 9, you will summarize your strengths and weakness(es) in each area of leadership then develop goals that will guide you in developing your **Leadership Personal Development Plan**. Remember, this assessment is for your benefit in thinking about the goals you want to establish for this program and ways in which you can grow the most.

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[1]This instrument was adapted from the tool developed for the College of Agriculture Leadership Development Certificate Program by Janet S. Ayres, Professor, Leadership Development, Department of Agricultural Economics, Purdue University
Author granted permission to use the tool for the LAMP Institute of the Section on Health Policy & Administration - APTA

	Personal Leadership Development	**Do Not Do Well**	**Do Somewhat Well**	**Do Well**	**Want to Develop**
	Understands Leadership				
1.	I am aware of my leadership strengths and weaknesses.				
2.	I take initiative on projects.				
3.	I build relationships with others in order to reach a mutual goal.				
4.	I understand the underlying concepts of leadership.				
5.	I adapt my leadership style to different situations.				
6.	I have a personal philosophy of leadership.				
	Awareness of Self				
7.	I am aware of my attitudes, values, biases and prejudices.				
8.	I engage in activities that build or improve my leadership abilities.				
9.	I pay attention to how my language and behavior may be perceived by others.				
10.	I am able to exert self-discipline and control over my behavior.				
11.	I know my personal power to make a difference in my life and others.				
	Practices Ethical Behavior				
12.	I understand the ethical responsibilities that come with leadership.				
13.	I follow through on commitments I make.				
14.	I am trustworthy.				
15.	I act in accordance with my words, e.g., "walk the talk"				
16.	I lead by setting a positive example for others.				
	Sustains Leadership				
17.	I am a life-long learner.				
18.	I reflect on situations and learn from them.				
19.	I am resilient, when things don't work out, I learn from it and bounce back.				
20.	I provide opportunities for others to be leaders.				

	Interpersonal Leadership Development	Do Not Do Well	Do Somewhat Well	Do Well	Want to Develop
	Values Diversity				
1.	I value that each person is different.				
2.	I treat each person with respect.				
3.	I work effectively with others who are different from me.				
4.	I reach out to include other people.				
	Enhances Communication Skills				
5.	I listen carefully to understand what another person is saying.				
6.	To avoid misunderstanding, I ask questions to clarify what the other person is saying.				
7.	I say what I mean and mean what I say.				
8.	When I speak, my message is clear.				
9.	When I have a good reason for doing so, I can express a view that differs from that of others.				
10.	To get different perspectives, I ask for input from a wide range of people.				
11.	I establish rapport with people.				
12.	I influence others through what I say and how I say it.				
13.	I seek feedback from others, even if it might be negative.				
14.	If my work affects others, I keep them informed about what I'm doing.				
15.	I work at building a network of resource people.				
16.	I initiate relationships with others.				
	Manages Conflict				
17.	I work to solve problems, not blame others, when we hit a stone wall.				
18.	I am able to give constructive negative feedback to others when needed.				
19.	I initiate successful resolution of conflict with others.				
20.	I can manage conflict to create positive opportunities.				

	Group and Organizational Leadership Development	Do Not Do Well	Do Somewhat Well	Do Well	Want to Develop
	Develops Teams				
1.	I value the contribution each person makes to a team.				
2.	I help a group identify a common goal.				
3.	When working in a team situation, I help the group keep its focus.				
4.	When in a team, I help ensure that everyone is kept informed and that information is freely shared.				
5.	When I'm responsible for a task or project, I follow through in a timely way.				
6.	I work well with others on a team.				
7.	When in a team, I help the team determine how it will work together as a team.				
	Leads Change				
8.	I take on new challenges in a group or organization.				
9.	I initiate new projects with a group/organization.				
10.	I see opportunities in challenges faced by a group/organization and help them move forward.				
11.	I help groups/organization develop a vision for its future.				
12.	I initiate strategic planning processes with groups/organizations.				
	Manages Projects				
13.	I understand the difference between the functions of leadership and management in an organization.				
14.	I understand the dynamics of groups and adjust my leadership style accordingly.				
15.	I help groups make decisions through consensus.				
16.	I match the various skills and interests of people to the tasks.				
17.	I help groups set priorities and develop a plan of action.				
18.	I help groups find resources to implement their plan of action.				
19.	I ensure that everyone is kept informed and involved in group projects.				
20.	I give recognition to people who have done the work.				

Leadership Development Self-Assessment
Part 4 of 4

	Community Leadership Development	Do Not Do Well	Do Somewhat Well	Do Well	Want to Develop
	Practices Citizenship				
1.	I vote in every election.				
2.	I stay current with issues at the local, state, national and world level.				
3.	I get involved in my community because I know that in a democracy I must do part.				
4.	I understand the responsibilities for living in a democracy.				
	Understands Community Complexity				
5.	I understand the complexity of communities (education, economics, natural resources, infrastructure, people, government, etc.)				
6.	I try to make a difference in my community.				
7.	I understand the role of government and public policy making.				
8.	I understand the role of non-profits in a community.				
9.	I understand who the decision makers are in the community and how public decisions are made.				
10.	I understand the important role played by the news media in a democracy.				
11.	I participate in public meetings where important issues are being discussed.				
12.	I understand the importance of building partnerships in a community to get things done.				
13.	I understand social injustice, prejudices and biases in our society and work to eliminate them.				
	Committed to Serving Others				
14.	I try to make a difference for causes that are greater than my own needs.				
15.	I volunteer to serve others in the community.				
16.	I engage with culturally different groups in the community.				
17.	I reflect on my community service to learn more about myself.				
18.	I help people in a community organize to undertake a worthwhile project.				
19.	I help people in a community who do not have a voice at the policy table develop a way to be heard.				
20.	I help bring information or other resources to a community project.				

How Do I Use the Leadership Development
Self-Assessment?

The purpose of this self-assessment tool is to help you think about the many skills and attributes of leadership, the ones you already possess, and the ones you would like to develop. There is no way that any one person can master all of these, even in a lifetime. For the purposes of the LAMP Leadership Development Program, this instrument is intended to help you assess your strengths and weaknesses, why you think you are strong or weak in these attributes, and identify areas in which you wish to develop. From this assessment, you should be able to develop your goals for your Personal Development Plan.

First, go through the assessment and think about the attributes and skills in regards to how well you perform them.

Second, go through the assessment and consider which attributes and skills you would like to grow or develop. Although it is expected that over the course of this program you will develop to some extent in *all the skills and attributes*, we suggest it is important to focus your attention on four specific skills with an intentional plan on how you intend to grow or develop.

The following questions are intended to assist you in analyzing your responses, reflecting on your leadership abilities, and determining your goals for this program.

Personal Leadership Development

Looking back at **Part 1** of your assessment, what are the four personal leadership skills/attributes that you do best? Why do you do these well?

Skill or attribute	Why do I do these well?
1.	
2.	
3.	
4.	

What are the four personal leadership skills/attributes that you do not do well? Why do you not do these well?

Skill or attribute	Why do I not do these well?
1.	
2.	
3.	
4.	

What are the four personal leadership skills/attributes you have the most interest in developing?

1._____

2._____

3._____

4._____

From this list, circle the one personal leadership skill/attribute that you would most like to develop during this program.

Interpersonal Leadership Development

Looking back at **Part 2** of your assessment, what are the four interpersonal leadership skills/attributes that you do best? Why do you do these well?

Skill or attribute	Why do I do these well?
1.	
2.	
3.	
4.	

What are the four interpersonal leadership skills/attributes that you do not do well? Why do you not do these well?

Skill or attribute	Why do I not do these well?
1.	
2.	
3.	
4.	

What are the four interpersonal leadership skills/attributes you have the most interest in developing?

1._____

2._____

3._____

4._____

From this list, circle the one interpersonal leadership skill/attribute that you would most like to develop during this program.

Group/Organizational Leadership Development

Reviewing **Part 3** of the Leadership assessment, what are the four group/organizational leadership skills/attributes that you do best? Why do you do these well?

Skill or attribute	Why do I do these well?
1.	
2.	
3.	
4.	

What are the four group/organizational leadership skills/attributes do you not do well? Why do you not do these well?

Skill or attribute	Why do I not do these well?
1.	
2.	
3.	
4.	

What are the four group/organizational leadership skills/attributes that you have the most interest in developing?

1._____

2._____

3._____

4._____

From this list, circle the one group/organizational skill/attribute that you would most like to develop during this program.

Community Leadership Development

Looking back at **Part 4** of your assessment what are the four community leadership skills/attributes that you do best? Why do you do these well?

Skill or attribute	Why do I do these well?
1.	
2.	
3.	
4.	

What are the four community leadership skills/attributes do you not do well? Why do you not do these well?

Skill or attribute	Why do I not do these well?
1.	
2.	
3.	
4.	

What are the four community leadership skills/attributes that you have the most interest in developing?

1._____

2._____

3._____

4._____

From this list, circle the one community leadership skill/attribute that you would most like to develop during this program.

Summary

The four leadership skills or attributes I would most like to develop during this program are:

1._____

2._____

3._____

4._____

In your Personal Leadership Development Plan (PLDP), you will write goal statements for each of these skills/attributes.

LAMP Personal Leadership Development Plan

The LAMP Personal Leadership Development Plan tool was developed by the LAMP Institute for Leadership in Physical Therapy of the Health Policy and Administration Section of the American Physical Therapy Association. The development of a personal plan is required following participation in the two-day comprehensive program – LAMP Leadership 101: Personal Leadership Development: The Catalyst for Leading Within. It is the pre-requisite for participating in LAMP Leadership 201: Advanced Leadership Development: The Catalyst for Leading Others. This program is the first component of the LAMP Institute. For more information regarding the LAMP Institute, please visit the website at: www.lampinstitute.org

What is a Personal Leadership Development Plan?

The **Personal Leadership Development Plan**, or **PLDP**, is a roadmap that will guide you through continuous growth in four or more leadership skills and attributes. The PLDP is the foundation to a productive start or continuation in developing your leadership skills and abilities. We suggest that the following seven steps be followed. Similar to a road map, the PLDP serves as the participant guide throughout the entire LAMP Leadership Development Certificate Program journey.

How Do I Complete My Personal Leadership Development Plan?

You will develop your personal development plan using the results of the **Leadership Development Self-Assessment** in conjunction with other resources and information gathered from LAMP Leadership 101. Feel free to be creative in how you develop your PLDP but make sure it contains the three main foci:
1. Leadership Skill/Goal to be developed or accomplished
2. Specific Mechanism by which the skill/goal will be developed or accomplished
3. Anticipated Outcome(s) of the PLDP.

It is recommended that a table format be used to develop your PLDP. The table should include three columns: Leadership Skills and Attributes (identified through the Leadership Development Self Assessment) and Goal column, a Specific Mechanism column to describe how you plan to obtain each skill and goal, and an Anticipated Outcome column to document how you will benefit from the experience. A template for the table is provided at the end of this document.

Here are the steps you need to take to complete your PLDP and the program.

Step 1: Analyze Your Skills and Attributes

You have been provided a Leadership Development Self-Assessment in a separate document. Completing the self-assessment will assist you in thinking about the various aspects of leadership, your strengths and areas for growth. From this assessment, you can identify the skills or attributes you wish to grow, develop your goals, and ways to accomplish them.

Step 2: Develop Your Personal Intent Statement

Develop a statement that <u>summarizes your goals</u> for participating in a leadership development program. This **Personal Intent Statement** explains *why* you want to be in the program and what you hope to gain from it. For example, a statement might be:

I want to be in the LAMP Leadership Program to gain more confidence in myself, to be a better team leader, to be a better communicator and to make a difference in the organizations to which I belong.

Step 3: Development of Goals

Refer back to the summary of your **Leadership Development Self-Assessment** on page 10. Develop a goal for each of the four leadership skills/attributes you would like to develop – one from each of the four categories. Goals should be specific, measurable, acceptable by you, realistic, and accomplishable by a specific time. The goals will be placed in the first column of your PLDP.

Step 4: Specific Ways to Reach Goals

Now that you have your goals, what activities will you do to achieve them? Examples of leadership opportunities may include but are not limited to: Team Experiences in your organization or community, Mentoring Programs, Community Activities, Leadership Programs and Workshops, and Academic Courses (should you decide to pursue this). The activities you choose should link directly with your goals. These activities should be placed in the second column, aligned with each goal.

Step 5: Anticipated Outcomes

What do you think will be the outcome from your participation in the proposed activity that will help you improve the leadership skill and attribute? Again, the activities you choose to do should provide the mechanism to achieve your goals. These outcomes should be placed in the third column, aligned with each goal and associated activity(s).

Step 6: Finalize the PLDP

Once you have completed the Leadership Self-Assessment and attended LAMP Leadership 101, you may use the information presented and assessment tools provided to finalize your PLDP prior to registering for LAMP Leadership 201. You will have an opportunity to refine your PLDP and begin to formulate your personal leadership development project at LAMP 201.

Step 7: Share your PLDP with a LAMP Leadership Mentor

After you have completed LAMP Leadership 101 and LAMP Leadership 201 and drafted your PLDP, you are now ready to register for LAMP 202: Leadership Practical Application at www.lampinstitute.org. You will be assigned a Leadership Mentor with whom you will review your PLDP to get started with your personal project. It is also important that you review your plan with other people in your life.

Personal Leadership Development Plan   ©Section on Health Policy & Administration - APTA

When you are ready, set up a brief discussion with your LAMP Mentor (see www.aptahpa.org for more details) and be prepared to discuss the following:

- Your personal assessment results

- Your latest draft of your Personal Leadership Development Plan and reasons for choosing each development objective

- How your Personal Leadership Development Plan ties into your LAMP-Leadership Development Certificate Program effort and which skills you are focusing on through your plan

Over time, you may have a number of conversations with your 'coach' and/or 'mentor' to discuss your PLDP and associated project. The first one might be to discuss the results of your assessment, your goals, and possible activities to meet your goals. The second meeting might be to review the draft of your Personal Development Project.

Please note: We will review these steps during the LAMP Leadership 101 Program.

After you have refined your PLDP, complete the Personal Leadership Development Plan Submission Form on the next page and be prepared to go over it with your LAMP Mentor ('coach' and/or 'LAMP Leadership Mentor'). Your mentor will need to sign the form. Submit your PLDP and completed PLDP Submission Form to the LAMP Institute (see www.aptahpa.org for more details). Please note: all information will be kept confidential.

Step 8: Review and Update the PLDP

Ongoing review of your Personal Leadership Development Plan is key to successful development. It is important to document this review and update your portfolio.

It is important to monitor your progress and development through your portfolio. This is for two reasons:
- To demonstrate to your LAMP Leadership Mentor that you have successfully completed the Personal Leadership Development Plan portion as well as the Leadership Portfolio portion of the requirement; and
- To reflect on your progress and success in realizing the full potential of your Personal Leadership Development Plan.

Personal Leadership Development Plan Submission Form

Participant's Name:_____

LAMP Leadership Mentor's Name:_____

A. Personal Leadership Development Intent Statement:_____

_____

_____

B. My goals, based upon the **Skills and Attributes** from the four **Leadership Developmental Areas,** are:

Personal:_____

Interpersonal:_____

Group:_____

Community:_____

C. The <u>one or two Goals</u> to be achieved through my Personal Leadership Development Project are the following (select two from Section B above):

Personal:_____

Interpersonal:_____

Group:_____

Community:_____

D. The activities proposed to meet the **Certificate of Completion Requirements** are:

- o *EXAMPLE: Participate in Worksite Experience(s):*
  - ✓ _____ for goal_____
  - ✓ _____ for goal _____

- o *EXAMPLE: Participate in Community Group Experience(s):*
  - ✓ _____ for goal_____
  - ✓ _____ for goal_____

- o *EXAMPLE: Participate in Leadership Programs and Workshops:*
  - ✓ _____for goal _____
  - ✓ _____for goal _____

- o *EXAMPLE: Other Leadership Development Activity:*
  - ✓ _____ for goal _____
  - ✓ _____for goal _____

- o *EXAMPLE: Complete Academic Course Offerings:* **(completion of academic course work is NOT required. This is simply an example of what one may choose to do)**
  - ✓ _____ for goal _____
  - ✓ _____for goal _____

E. Additional thoughts, suggestions, challenges, or concerns:

_____

_____

_____

This Personal Leadership Development Plan meets the requirements of the LAMP Institute for the Leadership Development Certificate:

LAMP Mentor's Signature: _____ Date: _____

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PERSONAL LEADERSHIP DEVELOPMENT PLAN – WORKSHEET

Leadership Skill/Attribute Goals	Specific Mechanism (How you will achieve the goal)	Anticipated Outcome (What do you want to achieve?)
1. Personal Leadership		
2. Interpersonal Leadership		
3. Group/Organization Leadership		
4. Community Leadership		

INSTRUCTIONS

Consider situations in which you find your wishes differing from those of another person. How do you usually respond in such situations?

The following pages contain 30 pairs of statements describing possible behavioral responses. For each pair, please circle the letter ("A" or "B") of the statement that best characterizes your behavior.

In many cases, neither the "A" nor the "B" statement may be very typical of your behavior; but please select the response you would be more likely to use.

THOMAS-KILMANN CONFLICT MODE INSTRUMENT

1. A. There are times when I let others take responsibility for solving the problem.

B. Rather than negotiate the things on which we disagree, I try to stress those things on which we both agree.

2. A. I try to find a compromise solution.

B. I attempt to deal with all of his/her and my concerns.

3. A. I am usually firm in pursuing my goals.

B. I might try to soothe the other's feelings and preserve our relationship.

4. A. I try to find a compromise solution.

B. I sometimes sacrifice my own wishes for the wishes of the other person.

5. A. I consistently seek the other's help in working out a solution.

B. I try to do what is necessary to avoid useless tensions.

6. A. I try to avoid creating unpleasantness for myself.

B. I try to win my position.

7. A. I try to postpone the issue until I have had some time to think it over.

B. I give up some points in exchange for others.

8. A. I am usually firm in pursuing my goals.

B. I attempt to get all concerns and issues immediately out in the open.

9. A. I feel that differences are not always worth worrying about.

B. I make some effort to get my way.

10. A. I am firm in pursuing my goals.

B. I try to find a compromise solution.

11. A. I attempt to get all concerns and issues immediately out in the open.
B. I might try to soothe the other's feelings and preserve our relationship.

12. A. I sometimes avoid taking positions that would create controversy.
B. I will let the other person have some of his/her positions if he/she lets me have some of mine.

13. A. I propose a middle ground.
B. I press to get my points made.

14. A. I tell the other person my ideas and ask for his/hers.
B. I try to show the other person the logic and benefits of my position.

15. A. I might try to soothe the other's feelings and preserve our relationship.
B. I try to do what is necessary to avoid tensions.

16. A. I try not to hurt the other's feelings.
B. I try to convince the other person of the merits of my position.

17. A. I am usually firm in pursuing my goals.
B. I try to do what is necessary to avoid useless tensions.

18. A. If it makes other people happy, I might let them maintain their views.
B. I will let other people have some of their positions if they let me have some of mine.

19. A. I attempt to get all concerns and issues immediately out in the open.
B. I try to postpone the issue until I have had some time to think it over.

20. A. I attempt to immediately work through our differences.
B. I try to find a fair combination of gains and losses for both of us.

21. A. In approaching negotiations, I try to be considerate of the other person's wishes.
B. I always lean toward a direct discussion of the problem.

22. A. I try to find a position that is intermediate between his/hers and mine.
B. I assert my wishes.

23. A. I am very often concerned with satisfying all our wishes.
B. There are times when I let others take responsibility for solving the problem.

24. A. If the other's position seems very important to him/her, I would try to meet his/her wishes.
B. I try to get the other person to settle for a compromise.

25. A. I try to show the other person the logic and benefits of my position.
B. In approaching negotiations, I try to be considerate of the other person's wishes.

26. A. I propose a middle ground.
B. I am nearly always concerned with satisfying all our wishes.

27. A. I sometimes avoid taking positions that would create controversy.
B. If it makes other people happy, I might let them maintain their views.

28. A. I am usually firm in pursuing my goals.
B. I usually seek the other's help in working out a solution.

29. A. I propose a middle ground.
B. I feel that differences are not always worth worrying about.

30. A. I try not to hurt the other's feelings.
B. I always share the problem with the other person so that we can work it out.

*The Quick Emotional Intelligence Self-Assessment**

*Adapted for the San Diego City College MESA Program from a model by Paul Mohapel (paul.mohapel@shaw.ca)

Emotional intelligence (*referred to as* **EQ**) is your ability to **be aware of**, **understand** and **manage your emotions**. *Why is EQ important?* While intelligence (*referred to as* **IQ**) is important, success in life depends more on EQ. Take the assessment below to learn your EQ strengths!

Rank each statement as follows:	**0** (*Never*)	**1** (*Rarely*)	**2** (*Sometimes*)	**3** (*Often*)	**4** (*Always*)

Emotional Awareness – *Total*: _____

0 1 2 3 4	My feelings are clear to me at any given moment
0 1 2 3 4	Emotions play an important part in my life
0 1 2 3 4	My moods impact the people around me
0 1 2 3 4	I find it easy to put words to my feelings
0 1 2 3 4	My moods are easily affected by external events
0 1 2 3 4	I can easily sense when I'm going to be angry
0 1 2 3 4	I readily tell others my true feelings
0 1 2 3 4	I find it easy to describe my feelings
0 1 2 3 4	Even when I'm upset, I'm aware of what's happening to me
0 1 2 3 4	I am able to stand apart from my thoughts and feelings and examine them

Emotional Management – *Total*: _____

0 1 2 3 4	I accept responsibility for my reactions
0 1 2 3 4	I find it easy to make goals and stick with them
0 1 2 3 4	I am an emotionally balanced person
0 1 2 3 4	I am a very patient person
0 1 2 3 4	I can accept critical comments from others without becoming angry
0 1 2 3 4	I maintain my composure, even during stressful times
0 1 2 3 4	If an issue does not affect me directly, I don't let it bother me
0 1 2 3 4	I can restrain myself when I feel anger towards someone
0 1 2 3 4	I control urges to overindulge in things that could damage my well being
0 1 2 3 4	I direct my energy into creative work or hobbies

Social Emotional Awareness – *Total*: _____

0 1 2 3 4	I consider the impact of my decisions on other people
0 1 2 3 4	I can tell easily tell if the people around me are becoming annoyed
0 1 2 3 4	I sense it when a person's mood changes
0 1 2 3 4	I am able to be supportive when giving bad news to others
0 1 2 3 4	I am generally able to understand the way other people feel
0 1 2 3 4	My friends can tell me intimate things about themselves
0 1 2 3 4	It genuinely bothers me to see other people suffer
0 1 2 3 4	I usually know when to speak and when to be silent
0 1 2 3 4	I care what happens to other people
0 1 2 3 4	I understand when people's plans change

Relationship Management – *Total*: _____

0 1 2 3 4	I am able to show affection
0 1 2 3 4	My relationships are safe places for me
0 1 2 3 4	I find it easy to share my deep feelings with others
0 1 2 3 4	I am good at motivating others
0 1 2 3 4	I am a fairly cheerful person
0 1 2 3 4	It is easy for me to make friends
0 1 2 3 4	People tell me I am sociable and fun
0 1 2 3 4	I like helping people
0 1 2 3 4	Others can depend on me
0 1 2 3 4	I am able to talk someone down if they are very upset

My EQ strengths! Mark your EQ total scores to assess your strengths and areas for improvement.

Domain	Score
Emotional Awareness	0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40
Emotional Management	0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40
Social Emotional Awareness	0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40
Relationship Management	0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40

Measure your effectiveness in each domain using the following key:

0 – 24   Area for Enrichment: ***Requires*** attention and development

25 – 34   Effective Functioning: Consider ***strengthening***

35 – 40   Enhanced Skills: Use as ***leverage*** to develop weaker areas

Using your EQ strength – for your strongest EQ domain, give an example of how you demonstrate your strength in your daily life or work: _____

_____

_____

Effects of your EQ strength – for your weakest EQ domain, give an example of how this affects you AND others in your daily life or work: _____

_____

_____

Improving your EQ strength – for your weakest EQ domain, what steps can you take to strengthen yourself in this area? How will this benefit you in your daily life or work? _____

_____

_____

For help in developing your EQ strengths, visit the City College Mental Health Counseling Center (Room A-221)

The traditional view of management, back in 1977 when Abraham Zaleznik wrote this article, centered on organizational structure and processes. Managerial development at the time focused exclusively on building competence, control, and the appropriate balance of power. That view, Zaleznik argued, omitted the essential *leadership* elements of inspiration, vision, and human passion—which drive corporate success.

The difference between managers and leaders, he wrote, lies in the conceptions they hold, deep in their psyches, of chaos and order. Managers embrace process, seek stability and control, and instinctively try to resolve problems quickly—sometimes before they fully understand a problem's significance. Leaders, in contrast, tolerate chaos and lack of structure and are willing to delay closure in order to understand the issues more fully. In this way, Zaleznik argued, business leaders have much more in common with artists, scientists, and other creative thinkers than they do with managers. Organizations need both managers and leaders to succeed, but developing both requires a reduced focus on logic and strategic exercises in favor of an environment where creativity and imagination are permitted to flourish.

Managers and Leaders
Are They Different?

by Abraham Zaleznik

Business leaders have much more in common with artists than they do with managers.

WHAT IS THE IDEAL WAY to develop leadership? Every society provides its own answer to this question, and each, in groping for answers, defines its deepest concerns about the purposes, distributions, and uses of power. Business has contributed its answer to the leadership question by evolving a new breed called the manager. Simultaneously, business has established a new power ethic that favors collective over individual leadership, the cult of the group over that of personality. While ensuring competence, control, and the balance of power among groups with the potential for rivalry, managerial leadership unfortunately does not necessarily ensure imagination, creativity, or ethical behavior in guiding the destinies of corporations.

Leadership inevitably requires using power to influence the thoughts and actions of other people. Power in the hands of an individual entails human risks: first, the risk of equating power with the ability to get immediate results; second, the risk of ignoring the many different ways people can legitimately accumulate power; and third, the risk of losing self-control in the desire for power. The need to hedge these risks accounts in part for the development of collective leadership and the managerial ethic. Consequently, an inherent conservatism dominates the culture of large organizations. In *The Second American Revolution*, John D. Rockefeller III describes the conservatism of organizations:

"An organization is a system, with a logic of its own, and all the weight of tradition and inertia. The deck is stacked in favor of the tried and proven way of doing things and against the taking of risks and striking out in new directions."[1]

Out of this conservatism and inertia, organizations provide succession to power through the development of managers rather than individual leaders. Ironically, this ethic fosters a bureaucratic culture in business, supposedly the last bastion protecting us from the encroachments and controls of bureaucracy in government and education.

Manager Versus Leader Personality

A managerial culture emphasizes rationality and control. Whether his or her energies are directed toward goals, resources, organization structures, or people, a manager is a problem solver. The manager asks: "What problems have to be solved, and what are the best ways to achieve results so that people will continue to contribute to this organization?" From this perspective, leadership is simply a practical effort to direct affairs, and to fulfill his or her task, a manager requires that many people operate efficiently at different levels of status and responsibility. It takes neither genius nor heroism to be a manager, but rather persistence, tough-mindedness, hard work, intelligence, analytical ability, and perhaps most important, tolerance and goodwill.

Another conception of leadership, however, attaches almost mystical beliefs to what a leader is and assumes that only great people are worthy of the drama of power and politics. Here leadership is a psychodrama in which a bril-

Abraham Zaleznik is the Konosuke Matsushita Professor of Leadership Emeritus at Harvard Business School in Boston.

liant, lonely person must gain control of himself or herself as a precondition for controlling others. Such an expectation of leadership contrasts sharply with the mundane, practical, and yet important conception that leadership is really managing work that other people do.

Three questions come to mind. Is the leadership mystique merely a holdover from our childhood – from a sense of dependency and a longing for good and

heroic parents? Or is it true that no matter how competent managers are, their leadership stagnates because of their limitations in visualizing purposes and generating value in work? Driven by narrow purposes, without an imaginative capacity and the ability to communicate, do managers then perpetuate group conflicts instead of reforming them into broader desires and goals?

If indeed problems demand greatness, then judging by past performance, the selection and development of leaders leave a great deal to chance. There are no known ways to train "great" lead-

ers. Further, beyond what we leave to chance, there is a deeper issue in the relationship between the need for competent managers and the longing for great leaders.

What it takes to ensure a supply of people who will assume practical responsibility may inhibit the development of great leaders. On the other hand, the presence of great leaders may undermine the development of managers who typically become very anxious in the relative disorder that leaders seem to generate.

It is easy enough to dismiss the dilemma of training managers, though we may need new leaders, or leaders at the expense of managers, by saying that the need is for people who can be both. But just as a managerial culture differs from the entrepreneurial culture that develops when leaders appear in organizations, managers and leaders are very different kinds of people. They differ in motivation, in personal history, and in how they think and act.

Attitudes Toward Goals

Managers tend to adopt impersonal, if not passive, attitudes toward goals. Managerial goals arise out of necessities rather than desires and, therefore, are deeply embedded in their organization's history and culture.

Frederic G. Donner, chairman and chief executive officer of General Motors from 1958 to 1967, expressed this kind of attitude toward goals in defining GM's position on product development:

"To meet the challenge of the marketplace, we must recognize changes in customer needs and desires far enough ahead to have the right products in the right places at the right time and in the right quantity.

"We must balance trends in preference against the many compromises that are necessary to make a final prod-

uct that is both reliable and good looking, that performs well and that sells at a competitive price in the necessary volume. We must design not just the cars we would like to build but, more important, the cars that our customers want to buy."[2]

Nowhere in this statement is there a notion that consumer tastes and preferences arise in part as a result of what manufacturers do. In reality, through product design, advertising, and promotion, consumers learn to like what they then say they need. Few would argue that people who enjoy taking snapshots need a camera that also develops pictures. But in response to a need for novelty, convenience, and a shorter interval between acting (snapping the picture) and gaining pleasure (seeing the shot), the Polaroid camera succeeded in the marketplace. It is inconceivable that Edwin Land responded to impressions of consumer need. Instead, he translated a technology (polarization of light) into a product, which proliferated and stimulated consumers' desires.

The example of Polaroid and Land suggests how leaders think about goals. They are active instead of reactive, shaping ideas instead of responding to them. Leaders adopt a personal and active attitude toward goals. The influence a leader exerts in altering moods, in evoking images and expectations, and in establishing specific desires and objectives determines the direction a business takes. The net result of this influence changes the way people think about what is desirable, possible, and necessary.

Conceptions of Work

Managers tend to view work as an enabling process involving some combination of people and ideas interacting to establish strategies and make decisions. They help the process along by cal-

culating the interests in opposition, planning when controversial issues should surface, and reducing tensions. In this enabling process, managers' tactics appear flexible: On one hand, they negotiate and bargain; on the other, they use rewards, punishments, and other forms of coercion.

Alfred P. Sloan's actions at General Motors illustrate how this process works in situations of conflict. The time was

the early 1920s when Ford Motor Company still dominated the automobile industry using, as did General Motors, the conventional water-cooled engine. With the full backing of Pierre du Pont, Charles Kettering dedicated himself to the design of an air-cooled copper engine, which, if successful, would be a great technical and marketing coup for GM. Kettering believed in his product, but the manufacturing division heads opposed the new design on two grounds: First, it was technically unreliable, and second, the corporation was putting all its eggs in one basket by investing in a

new product instead of attending to the current marketing situation.

In the summer of 1923, after a series of false starts and after its decision to recall the copper engine Chevrolets from dealers and customers, GM management scrapped the project. When it dawned on Kettering that the company had rejected the engine, he was deeply discouraged and wrote to Sloan that, without the "organized resistance" against the project, it would have succeeded and that, unless the project were saved, he would leave the company.

Alfred Sloan was all too aware that Kettering was unhappy and indeed intended to leave General Motors. Sloan was also aware that, while the company's manufacturing divisions strongly opposed the new engine, Pierre du Pont supported Kettering. Further, Sloan had himself gone on record in a letter to Kettering less than two years earlier expressing full confidence in him. The problem Sloan had was how to make his decision stick, keep Kettering in the organization (he was much too valuable to lose), avoid alienating du Pont, and encourage the division heads to continue developing product lines using conventional water-cooled engines.

Sloan's actions in the face of this conflict reveal much about how managers work. First, he tried to reassure Kettering by presenting the problem in a very ambiguous fashion, suggesting that he and the executive committee sided with Kettering but that it would not be practical to force the divisions to do what they were opposed to. He presented the problem as being a question of the people, not the product. Second, he proposed to reorganize around the problem by consolidating all functions in a new division that would be responsible for the design, production, and marketing of the new engine.

This solution appeared as ambiguous as his efforts to placate Kettering. Sloan wrote at the time: "My plan was to create an independent pilot operation under the sole jurisdiction of Mr. Kettering, a kind of copper-cooled car division. Mr. Kettering would designate his own chief engineer and his production staff to solve the technical problems of manufacture."[3]

Sloan did not discuss the practical value of this solution, which included saddling an inventor with management responsibility, but in effect, he used this plan in order to limit his conflict with Pierre du Pont.

Essentially, the managerial solution that Sloan arranged limited the options available to others. The structural solution narrowed choices, even limiting emotional reactions to the point where the key people could do nothing but go along. It allowed Sloan to say in his memorandum to du Pont, "We have discussed the matter with Mr. Kettering at some length this morning, and he agrees with us absolutely on every point we made. He appears to receive the suggestion enthusiastically and has every confidence that it can be put across along these lines."[4]

Sloan placated people who opposed his views by developing a structural solution that appeared to give something but in reality gave only limited options. He could then authorize the car division's general manager, with whom he basically agreed, to move quickly in designing water-cooled cars for the immediate market demand.

Years later, Sloan wrote, evidently with tongue in cheek, "The copper-cooled car never came up again in a big way. It just died out; I don't know why."[5]

To get people to accept solutions to problems, managers continually need to coordinate and balance opposing views. Interestingly enough, this type of work has much in common with what diplomats and mediators do, with Henry Kissinger apparently an outstanding practitioner. Managers aim to shift balances of power toward solutions

acceptable as compromises among conflicting values.

Leaders work in the opposite direction. Where managers act to limit choices, leaders develop fresh approaches to long-standing problems and open issues to new options. To be effective, leaders must project their ideas onto images that excite people and only then develop choices that give those images substance.

John F. Kennedy's brief presidency shows both the strengths and weaknesses connected with the excitement leaders generate in their work. In his inaugural address he said, "Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any

IS THE LEADERSHIP MYSTIQUE merely a holdover from our childhood – from a sense of dependency and a longing for good and heroic parents?

burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty."

This much-quoted statement forced people to react beyond immediate concerns and to identify with Kennedy and with important shared ideals. On closer scrutiny, however, the statement is absurd because it promises a position, which, if adopted, as in the Vietnam War, could produce disastrous results. Yet unless expectations are aroused and mobilized, with all the dangers of frustration inherent in heightened desire, new thinking and new choice can never come to light.

Leaders work from high-risk positions; indeed, they are often temperamentally disposed to seek out risk and

danger, especially where the chance of opportunity and reward appears promising. From my observations, the reason one individual seeks risks while another approaches problems conservatively depends more on his or her personality and less on conscious choice. For those who become managers, a survival instinct dominates the need for risk, and with that instinct comes an ability to tolerate mundane, practical work. Leaders sometimes react to mundane work as to an affliction.

Relations with Others

Managers prefer to work with people; they avoid solitary activity because it makes them anxious. Several years ago, I directed studies on the psychological aspects of careers. The need to seek out others with whom to work and collaborate seemed to stand out as an important characteristic of managers. When asked, for example, to write imaginative stories in response to a picture showing a single figure (a boy contemplating a violin or a man silhouetted in a state of reflection), managers populated their stories with people. The following is an example of a manager's imaginative story about the young boy contemplating a violin:

"Mom and Dad insisted that their son take music lessons so that someday he can become a concert musician. His instrument was ordered and had just arrived. The boy is weighing the alternatives of playing football with the other kids or playing with the squeak box. He can't understand how his parents could think a violin is better than a touchdown.

"After four months of practicing the violin, the boy has had more than enough, Dad is going out of his mind, and Mom is willing to give in reluctantly to their wishes. Football season is now over, but a good third baseman will take the field next spring."

This story illustrates two themes that clarify managerial attitudes toward human relations. The first, as I have suggested, is to seek out activity with other people (that is, the football team), and

the second is to maintain a low level of emotional involvement in those relationships. Low emotional involvement appears in the writer's use of conventional metaphors, even clichés, and in the depiction of the ready transformation of potential conflict into harmonious decisions. In this case, the boy, Mom, and Dad agree to give up the violin for sports.

These two themes may seem paradoxical, but their coexistence supports what a manager does, including reconciling differences, seeking compromises, and establishing a balance of power. The story further demonstrates that managers may lack empathy or the capacity to sense intuitively the thoughts and feelings of those around him. Consider another story written to the same stimulus picture by someone thought of as a leader by his peers:

"This little boy has the appearance of being a sincere artist, one who is deeply affected by the violin, and has an intense desire to master the instrument.

"He seems to have just completed his normal practice session and appears to be somewhat crestfallen at his inability to produce the sounds that he is sure lie within the violin.

"He appears to be in the process of making a vow to himself to expend the necessary time and effort to play this instrument until he satisfies himself that he is able to bring forth the qualities of music that he feels within himself.

"With this type of determination and carry-through, this boy became one of the great violinists of his day."

Empathy is not simply a matter of paying attention to other people. It is also the capacity to take in emotional signals and make them meaningful in a relationship. People who describe another person as "deeply affected," with "intense desire," "crestfallen," and as one who can "vow to himself" would seem to have an inner perceptiveness that they can use in their relationships with others.

Managers relate to people according to the role they play in a sequence of events or in a decision-making process,

while leaders, who are concerned with ideas, relate in more intuitive and empathetic ways. The distinction is simply between a manager's attention to *how* things get done and a leader's to *what* the events and decisions mean to participants.

In recent years, managers have adopted from game theory the notion

that decision-making events can be one of two types: the win-lose situation (or zero-sum game) or the win-win situation in which everybody in the action comes out ahead. Managers strive to convert win-lose into win-win situations as part of the process of reconciling differences among people and maintaining balances of power.

As an illustration, take the decision of how to allocate capital resources among operating divisions in a large, decentralized organization. On the surface, the dollars available for distribution are limited at any given time. Presumably, therefore, the more one division gets, the less is available for other divisions.

Managers tend to view this situation (as it affects human relations) as a conversion issue: how to make what seems like a win-lose problem into a win-win problem. From that perspective, several solutions come to mind. First, the manager focuses others' attention on procedure and not on substance. Here the players become engrossed in the bigger problem of *how* to make decisions, not *what* decisions to make. Once committed to the bigger problem, these people have to support the outcome since they were involved in formulating the decision-making rules. Because they believe in the rules they formulated, they will

accept present losses, believing that next time they will win.

Second, the manager communicates to subordinates indirectly, using "signals" instead of "messages." A signal holds a number of implicit positions, while a message clearly states a position. Signals are inconclusive and subject to reinterpretation should people

FOR THOSE WHO BECOME MANAGERS, a survival instinct dominates the need for risk, and with that instinct comes an ability to tolerate mundane, practical work.

become upset and angry; messages involve the direct consequence that some people will indeed not like what they hear. The nature of messages heightens emotional response and makes managers anxious. With signals, the question of who wins and who loses often becomes obscured.

Third, the manager plays for time. Managers seem to recognize that with the passage of time and the delay of major decisions, compromises emerge that take the sting out of win-lose situations, and the original "game" will be superseded by additional situations. Compromises mean that one may win and lose simultaneously, depending on which of the games one evaluates.

There are undoubtedly many other tactical moves managers use to change human situations from win-lose to win-win. But the point is that such tactics focus on the decision-making process itself, and that process interests managers rather than leaders. Tactical interests involve costs as well as benefits; they make organizations fatter in bureaucratic and political intrigue and leaner in direct, hard activity and warm human relationships. Consequently, one often hears subordinates characterize managers as inscrutable, detached, and manipulative. These adjectives arise from the subordinates' perception that they are

linked together in a process whose purpose is to maintain a controlled as well as rational and equitable structure.

In contrast, one often hears leaders referred to with adjectives rich in emotional content. Leaders attract strong feelings of identity and difference or of love and hate. Human relations in leader-dominated structures often appear turbulent, intense, and at times even disorganized. Such an atmosphere intensifies individual motivation and often produces unanticipated outcomes.

Senses of Self

In *The Varieties of Religious Experience*, William James describes two basic personality types, "once-born" and "twice-born." People of the former personality type are those for whom adjustments to life have been straightforward and whose lives have been more or less a peaceful flow since birth. Twice-borns, on the other hand, have not had an easy time of it. Their lives are marked by a continual struggle to attain some sense of order. Unlike once-borns, they cannot take things for granted. According to James, these personalities have equally different worldviews. For a once-born personality, the sense of self as a guide to conduct and attitude derives from a feeling of being at home and in harmony with one's environment. For a twice-born, the sense of self derives from a feeling of profound separateness.

A sense of belonging or of being separate has a practical significance for the kinds of investments managers and leaders make in their careers. Managers see themselves as conservators and regulators of an existing order of affairs with which they personally identify and from which they gain rewards. A manager's sense of self-worth is enhanced by perpetuating and strengthening existing institutions: He or she is performing in a role that is in harmony with the ideals of duty and responsibility. William James had this harmony in mind–this sense of self as flowing easily to and from the outer world – in defining a once-born personality.

Leaders tend to be twice-born personalities, people who feel separate from their environment. They may work in organizations, but they never belong to them. Their sense of who they are does not depend on memberships, work roles, or other social indicators of identity. And that perception of identity may form the theoretical basis for explaining why certain individuals seek opportunities for change. The methods to bring about change may be technological, political, or ideological, but the object is the same: to profoundly alter human, economic, and political relationships.

In considering the development of leadership, we have to examine two different courses of life history: (1) development through socialization, which prepares the individual to guide institutions and to maintain the existing balance of social relations; and (2) development through personal mastery, which impels an individual to struggle for psychological and social change. Society produces its managerial talent through the first line of development; leaders emerge through the second.

Development of Leadership

Every person's development begins with family. Each person experiences the traumas associated with separating from his or her parents, as well as the pain that follows such a wrench. In the same vein, all individuals face the difficulties of achieving self-regulation and self-control. But for some, perhaps a majority, the fortunes of childhood provide adequate gratification and sufficient opportunities to find substitutes for rewards no longer available. Such individuals, the "once-borns," make moderate identifications with parents and find a harmony between what they expect and what they are able to realize from life.

But suppose the pains of separation are amplified by a combination of parental demands and individual needs to the degree that a sense of isolation, of being special, or of wariness disrupts the bonds that attach children to parents and other authority figures? Given a special aptitude under such conditions, the person becomes deeply involved in his or her inner world at the expense of interest in the outer world. For such a person, self-esteem no longer depends solely on positive attachments and real rewards. A form of self-reliance takes hold along with expectations of performance and achievement, and perhaps even the desire to do great works.

Such self-perceptions can come to nothing if the individual's talents are negligible. Even with strong talents, there are no guarantees that achievement will follow, let alone that the end result will be for good rather than evil. Other factors enter into development as well. For one, leaders are like artists and other gifted people who often struggle with neuroses; their ability to function varies considerably even over the short run, and some potential leaders lose the struggle altogether. Also, beyond early childhood, the development patterns that affect managers and leaders involve the selective influence of particular people. Managerial personalities form moderate and widely distributed attachments. Leaders, on the other hand, establish, and also break off, intensive one-to-one relationships.

It is a common observation that people with great talents are often indifferent students. No one, for example, could have predicted Einstein's great achievements on the basis of his mediocre record in school. The reason for mediocrity is obviously not the absence of ability. It may result, instead, from self-absorption and the inability to pay attention to the ordinary tasks at hand. The only surefire way that an individual can interrupt reverie-like preoccupation and self-absorption is to form a deep attachment to a great teacher or other person who understands and has the ability to communicate with the gifted individual.

Whether gifted individuals find what they need in one-to-one relationships

depends on the availability of teachers, possibly parental surrogates, whose strengths lie in cultivating talent. Fortunately, when generations meet and the self-selections occur, we learn more about how to develop leaders and how talented people of different generations influence each other.

While apparently destined for mediocre careers, people who form important one-to-one apprenticeship relationships often are able to accelerate and intensify their development. The psychological readiness of an individual to benefit from such a relationship depends on some experience in life that forces that person to turn inward.

Consider Dwight Eisenhower, whose early career in the army foreshadowed very little about his future development. During World War I, while some of his West Point classmates were already experiencing the war firsthand in France, Eisenhower felt "embedded in the monotony and unsought safety of the Zone of the Interior...that was intolerable punishment."[6]

Shortly after World War I, Eisenhower, then a young officer somewhat pessimistic about his career chances, asked for a transfer to Panama to work under General Fox Connor, a senior officer whom he admired. The army turned down his request. This setback was very much on Eisenhower's mind when Ikey, his first born son, succumbed to influenza. Through some sense of responsibility for its own, the army then transferred Eisenhower to Panama, where he took up his duties under General Connor with the shadow of his lost son very much upon him.

In a relationship with the kind of father he would have wanted to be, Eisenhower reverted to being the son he had lost. And in this highly charged situation, he began to learn from his teacher. General Connor offered, and Eisen-

hower gladly took. a magnificent tutorial on the military. The effects of this relationship on Eisenhower cannot be measured quantitatively, but in examining his career path from that point, one cannot overestimate its significance.

As Eisenhower wrote later about Connor, "Life with General Connor was a sort of graduate school in military affairs and the humanities, leavened by a man who was experienced in his knowledge of men and their conduct. I can never adequately express my gratitude to this one gentleman.... In a lifetime of association with great and good men, he is the one more or less invisible figure to whom I owe an incalculable debt."[7]

Some time after his tour of duty with General Connor, Eisenhower's breakthrough occurred. He received orders to attend the Command and General Staff School at Fort Leavenworth, one of the most competitive schools in the army. It was a coveted appointment, and Eisenhower took advantage of the opportunity. Unlike his performance in high school and at West Point, his work

at the Command School was excellent; he graduated first in his class.

Psychological biographies of gifted people repeatedly demonstrate the important part a teacher plays in developing an individual. Andrew Carnegie owed much to his senior, Thomas A. Scott. As head of the Western Division of the Pennsylvania Railroad, Scott recognized talent and the desire to learn in the young telegrapher assigned to him. By giving Carnegie increased responsibility and by providing him with the opportunity to learn through close personal observation, Scott added to Carnegie's self-confidence and sense of achievement. Because of his own personal strength and achievement, Scott did not fear Carnegie's aggressiveness. Instead, he gave it full play in encouraging Carnegie's initiative.

Great teachers take risks. They bet initially on talent they perceive in younger people. And they risk emotional involvement in working closely with their juniors. The risks do not always pay off, but the willingness to take them appears to be absolutely crucial in developing leaders.

Can Organizations Develop Leaders?

A myth about how people learn and develop that seems to have taken hold in American culture also dominates thinking in business. The myth is that people learn best from their peers. Supposedly, the threat of evaluation and even humiliation recedes in peer relations because of the tendency for mutual identification and the social restraints on authoritarian behavior among equals. Peer training in organizations occurs in various forms. The use, for example, of task forces made up of peers from several interested occupational groups (sales, production, research, and finance)

supposedly removes the restraints of authority on the individual's willingness to assert and exchange ideas. As a result, so the theory goes, people interact more freely, listen more objectively to criticism and other points of view, and, finally, learn from this healthy interchange.

Another application of peer training exists in some large corporations, such as Philips N.V. in Holland, where organizational structure is built on the principle of joint responsibility of two peers, one representing the commercial end of the business and the other the technical. Formally, both hold equal responsibility for geographic operations or product groups, as the case may be. As a practical matter, it may turn out

the operation and opens the way for the formation of cliques in an atmosphere of intrigue.

One large, integrated oil company has accepted the importance of developing leaders through the direct influence of senior on junior executives. The chairman and chief executive officer regularly selects one talented university graduate whom he appoints as his special assistant and with whom he will work closely for a year. At the end of the year, the junior executive becomes available for assignment to one of the operating divisions, where he or she will be assigned to a responsible post rather than a training position. This apprenticeship acquaints the junior executive firsthand with the use of power and

tices, and constantly challenged his superior. A CEO naturally has the right to select people with whom he feels congenial. But I wonder whether a greater capacity on the part of senior officers to tolerate the competitive impulses and behavior of their subordinates might not be healthy for corporations. At least a greater tolerance for interchange would not favor the managerial team player at the expense of the individual who might become a leader.

I am constantly surprised at the frequency with which chief executives feel threatened by open challenges to their ideas, as though the source of their authority, rather than their specific ideas, was at issue. In one case, a chief executive officer, who was troubled by the aggressiveness and sometimes outright rudeness of one of his talented vice presidents, used various indirect methods such as group meetings and hints from outside directors to avoid dealing with his subordinate. I advised the executive to deal head-on with what irritated him. I suggested that by direct, face-to-face confrontation, both he and his subordinate would learn to validate the distinction between the authority to be preserved and the issues to be debated.

Leaders tend to feel **SEPARATE FROM THEIR ENVIRONMENT.** They may work in organizations, but they never belong to them.

that one or the other of the peers dominates the management. Nevertheless, the main interaction is between two or more equals.

The principal question I raise about such arrangements is whether they perpetuate the managerial orientation and preclude the formation of one-to-one relationships between senior people and potential leaders.

Aware of the possible stifling effects of peer relationships on aggressiveness and individual initiative, another company, much smaller than Philips, utilizes joint responsibility of peers for operating units, with one important difference. The chief executive of this company encourages competition and rivalry among peers, ultimately rewarding the one who comes out on top with increased responsibility. These hybrid arrangements produce some unintended consequences that can be disastrous. There is no easy way to limit rivalry. Instead, it permeates all levels of

with the important antidotes to the power disease called *hubris* – performance and integrity.

Working in one-to-one relationships, where there is a formal and recognized difference in the power of the players, takes a great deal of tolerance for emotional interchange. This interchange, inevitable in close working arrangements, probably accounts for the reluctance of many executives to become involved in such relationships. *Fortune* carried an interesting story on the departure of a key executive, John W. Hanley, from the top management of Procter & Gamble to the chief executive officer position at Monsanto.[8] According to this account, the chief executive and chairman of P&G passed over Hanley for appointment to the presidency, instead naming another executive vice president to this post.

The chairman evidently felt he could not work well with Hanley who, by his own acknowledgment, was aggressive, eager to experiment and change prac-

The ability to confront is also the ability to tolerate aggressive interchange. And that skill not only has the net effect of stripping away the veils of ambiguity and signaling so characteristic of managerial cultures but also encourages the emotional relationships leaders need if they are to survive.

1. (HarperCollins, 1973).

2. Alfred P. Sloan, Jr., *My Years with General Motors* (Doubleday, 1963).

3. Ibid.

4. Ibid.

5. Ibid.

6. Dwight D. Eisenhower, *At Ease: Stories I Tell to Friends* (Doubleday, 1967).

7. Ibid.

8. "Jack Hanley Got There by Selling Harder," *Fortune*, November 1976.

Discovering Your Authentic Leadership

We all have the capacity to inspire and empower others. But we must first be willing to devote ourselves to our personal growth and development as leaders.

by Bill George, Peter Sims, Andrew N. McLean, and Diana Mayer

D URING THE PAST 50 YEARS, leadership scholars have conducted more than 1,000 studies in an attempt to determine the definitive styles, characteristics, or personality traits of great leaders. None of these studies has produced a clear profile of the ideal leader. Thank goodness. If scholars had produced a cookie-cutter leadership style, individuals would be forever trying to imitate it. They would make themselves into personae, not people, and others would see through them immediately.

No one can be authentic by trying to imitate someone else. You can learn from others' experiences, but there is no way you can be successful when you are trying to be like them. People trust you when you are genuine and authentic, not a replica of someone else. Amgen CEO and president Kevin Sharer, who gained priceless experience working as Jack Welch's assistant in

Mick Wiggins

the 1980s, saw the downside of GE's cult of personality in those days. "Everyone wanted to be like Jack," he explains. "Leadership has many voices. You need to be who you are, not try to emulate somebody else."

Over the past five years, people have developed a deep distrust of leaders. It is increasingly evident that we need a new kind of business leader in the twenty-first century. In 2003, Bill George's book, *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value,* challenged a new generation to lead authentically. Authentic leaders demonstrate a passion for their purpose, practice their values consistently, and lead with their hearts as well as their heads. They establish long-term, meaningful relationships and have the self-discipline to get results. They know who they are.

> ▶ **Article at a Glance**
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> The largest in-depth study ever undertaken on how people can become and remain authentic leaders shows that an individual does not have to be born with any universal characteristics or traits of a leader.
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> The journey to authentic leadership begins with understanding the story of your life. Most authentic leaders reported that their stories involved overcoming difficult experiences and using these events to give meaning to their lives.
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> Authentic leaders work hard at understanding and developing themselves. They use formal and informal support networks to get honest feedback and help ground themselves. They temper their need for public acclaim and financial reward with strong intrinsic motivations.
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> It may be possible to produce short-term outcomes without being authentic, but authentic leadership drives long-term results. The integrity of authentic leaders helps to sustain organizational results through good times and bad.

Many readers of *Authentic Leadership,* including several CEOs, indicated that they had a tremendous desire to become authentic leaders and wanted to know how. As a result, our research team set out to answer the question, "How can people become and remain authentic leaders?" We interviewed 125 leaders to learn how they developed their leadership abilities. These interviews constitute the largest in-depth study of leadership development ever undertaken. Our interviewees discussed openly and honestly how they realized their potential and candidly shared their life stories, personal struggles, failures, and triumphs.

The people we talked with ranged in age from 23 to 93, with no fewer than 15 per decade. They were chosen based on their reputations for authenticity and effectiveness as leaders, as well as our personal knowledge of them. We also solicited recommendations from other leaders and academics. The resulting group includes women and men from a diverse array of racial, religious, and socioeconomic backgrounds and nationalities. Half of them are CEOs, and the other half comprises a range of profit and nonprofit leaders, midcareer leaders, and young leaders just starting on their journeys.

After interviewing these individuals, we believe we understand why more than 1,000 studies have not produced a profile of an ideal leader. Analyzing 3,000 pages of transcripts, our team was startled to see that these people did not identify any universal characteristics, traits, skills, or styles that led to their success. Rather, their leadership emerged from their life stories. Consciously and subconsciously, they were constantly testing themselves through real-world experiences and reframing their life sto-

ries to understand who they were at their core. In doing so, they discovered the purpose of their leadership and learned that being authentic made them more effective.

These findings are extremely encouraging: You do not have to be born with specific characteristics or traits of a leader. You do not have to wait for a tap

Analyzing 3,000 pages of transcripts, our team was startled to see you do not have to be born with specific characteristics or traits of a leader. Leadership emerges from your life story.

on the shoulder. You do not have to be at the top of your organization. Instead, you can discover your potential right now. As one of our interviewees, Young & Rubicam chairman and CEO Ann Fudge, said, "All of us have the spark of leadership in us, whether it is in business, in government, or as a nonprofit volunteer. The challenge is to understand ourselves well enough to discover where we can use our leadership gifts to serve others."

Discovering your authentic leadership requires a commitment to developing yourself. Like musicians and athletes, you must devote yourself to a lifetime of realizing your potential. Most people Kroger CEO David Dillon has seen become good leaders were self-taught. Dillon said, "The advice I give to individuals in our company is not to expect the company to hand you a development plan. You need to take responsibility for developing yourself."

In the following pages, we draw upon lessons from our interviews to describe how people become authentic leaders. First and most important, they frame their life stories in ways that allow them to see themselves not as passive observers of their lives but rather as individuals who can develop self-awareness from their experiences. Authentic leaders act on that awareness by practicing their values and principles, sometimes at substantial risk to themselves. They are careful to balance their motivations

so that they are driven by these inner values as much as by a desire for external rewards or recognition. Authentic leaders also keep a strong support team around them, ensuring that they live integrated, grounded lives.

Learning from Your Life Story

The journey to authentic leadership begins with understanding the story of your life. Your life story provides the context for your experiences, and through it, you can find the inspiration to make an impact in the world. As the novelist John Barth once wrote, "The story of your life is not your life. It is your story." In other words, it is your personal narrative that matters, not the mere facts of your life. Your life narrative is like a permanent recording playing in your head. Over and over, you replay the events and personal interactions that are important to your life, attempting to make sense of them to find your place in the world.

While the life stories of authentic leaders cover the full spectrum of experiences – including the positive impact of parents, athletic coaches, teachers, and mentors – many leaders reported that their motivation came from a difficult experience in their lives. They described the transformative effects of the loss of a job; personal illness; the untimely death of a close friend or relative; and feelings of being excluded, discriminated against, and rejected by peers. Rather than seeing themselves as victims, though, authentic leaders used these formative experiences to give meaning to their lives. They reframed these events to rise above their challenges and to discover their passion to lead.

Let's focus now on one leader in particular, Novartis chairman and CEO Daniel Vasella, whose life story was one of the most difficult of all the people we interviewed. He emerged from extreme challenges in his youth to reach the pinnacle of the global pharmaceutical industry, a trajectory that illustrates the trials many leaders have to go through on their journeys to authentic leadership.

Vasella was born in 1953 to a modest family in Fribourg, Switzerland. His early years were filled with medical problems that stoked his passion to become a physician. His first recollections were of a hospital where he was admitted at age four when he suffered from food poisoning. Falling ill with asthma at age five, he was sent alone to the mountains of eastern Switzerland for two summers. He found the four-month separations from his parents especially difficult because his caretaker had an alcohol problem and was unresponsive to his needs.

At age eight, Vasella had tuberculosis, followed by meningitis, and was sent to a sanatorium for a year. Lonely and homesick, he suffered a great deal that year, as his parents rarely visited him. He still remembers the pain and fear when the nurses held him down during the lumbar punctures so that he would not move. One day, a new physician arrived and took time to explain each step of the procedure. Vasella asked the doctor if he could hold a nurse's hand rather than being held down. "The amazing thing is that this time the procedure didn't hurt," Vasella recalls.

Bill George, the former chairman and CEO of Medtronic, is a professor of management practice at Harvard Business School in Boston. Peter Sims established "Leadership Perspectives," a class on leadership development at the Stanford Graduate School of Business in California. Andrew N. McLean is a research associate at Harvard Business School. Diana Mayer is a former Citigroup executive in New York. This article was adapted from *True North: Discover Your Authentic Leadership* by Bill George with Peter Sims (Jossey-Bass, forthcoming in March 2007).

"Afterward, the doctor asked me, 'How was that?' I reached up and gave him a big hug. These human gestures of forgiveness, caring, and compassion made a deep impression on me and on the kind of person I wanted to become."

Throughout his early years, Vasella's life continued to be unsettled. When he was ten, his 18-year-old sister passed away after suffering from cancer for two years. Three years later, his father died in surgery. To support the family, his mother went to work in a distant town and came home only once every three weeks. Left to himself, he and his friends held beer parties and got into

advanced rapidly through the Sandoz marketing organization.

When Sandoz merged with Ciba-Geigy in 1996, Vasella was named CEO of the combined companies, now called Novartis, despite his young age and limited experience. Once in the CEO's role, Vasella blossomed as a leader. He envisioned the opportunity to build a great global health care company that could help people through lifesaving new drugs, such as Gleevec, which has proved to be highly effective for patients with chronic myeloid leukemia. Drawing on the physician role models of his youth, he built an entirely new

When the 75 members of Stanford Graduate School of Business's Advisory Council were asked to recommend the most important capability for leaders to develop, their answer was nearly unanimous: self-awareness.

frequent fights. This lasted for three years until he met his first girlfriend, whose affection changed his life.

At 20, Vasella entered medical school, later graduating with honors. During medical school, he sought out psychotherapy so he could come to terms with his early experiences and not feel like a victim. Through analysis, he reframed his life story and realized that he wanted to help a wider range of people than he could as an individual practitioner. Upon completion of his residency, he applied to become chief physician at the University of Zurich; however, the search committee considered him too young for the position.
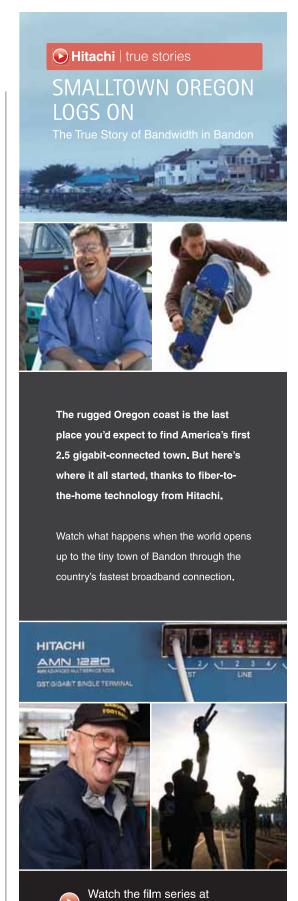
Disappointed but not surprised, Vasella decided to use his abilities to increase his impact on medicine. At that time, he had a growing fascination with finance and business. He talked with the head of the pharmaceutical division of Sandoz, who offered him the opportunity to join the company's U.S. affiliate. In his five years in the United States, Vasella flourished in the stimulating environment, first as a sales representative and later as a product manager, and

Novartis culture centered on compassion, competence, and competition. These moves established Novartis as a giant in the industry and Vasella as a compassionate leader.

Vasella's experience is just one of dozens provided by authentic leaders who traced their inspiration directly from their life stories. Asked what empowered them to lead, these leaders consistently replied that they found their strength through transformative experiences. Those experiences enabled them to understand the deeper purpose of their leadership.

Knowing Your Authentic Self

When the 75 members of Stanford Graduate School of Business's Advisory Council were asked to recommend the most important capability for leaders to develop, their answer was nearly unanimous: self-awareness. Yet many leaders, especially those early in their careers, are trying so hard to establish themselves in the world that they leave little time for self-exploration. They strive to achieve success in tangible

ways that are recognized in the external world–money, fame, power, status, or a rising stock price. Often their drive enables them to be professionally successful for a while, but they are unable to sustain that success. As they age, they may find something is missing in their lives and realize they are holding back from being the person they want to be. Knowing their authentic selves requires the courage and honesty to open up and examine their experiences. As they do so, leaders become more humane and willing to be vulnerable.

Of all the leaders we interviewed, David Pottruck, former CEO of Charles Schwab, had one of the most persistent journeys to self-awareness. An all-league football player in high school, Pottruck became MVP of his college team at the University of Pennsylvania. After completing his MBA at Wharton

and a stint with Citigroup, he joined Charles Schwab as head of marketing, moving from New York to San Francisco. An extremely hard worker, Pottruck could not understand why his new colleagues resented the long hours he put in and his aggressiveness in pushing for results. "I thought my accomplishments would speak for themselves," he said. "It never occurred to me that my level of energy would intimidate and offend other people, because in my mind I was trying to help the company."

Pottruck was shocked when his boss told him, "Dave, your colleagues do not trust you." As he recalled, "That feedback was like a dagger to my heart. I was in denial, as I didn't see myself as others saw me. I became a lightning rod for friction, but I had no idea how self-serving I looked to other people. Still, somewhere in my inner core the feedback

resonated as true." Pottruck realized that he could not succeed unless he identified and overcame his blind spots.

Denial can be the greatest hurdle that leaders face in becoming self-aware. They all have egos that need to be stroked, insecurities that need to be smoothed, fears that need to be allayed. Authentic leaders realize that they have to be willing to listen to feedback–especially the kind they don't want to hear. It was only after his second divorce that Pottruck finally was able to acknowledge that he still had large blind spots: "After my second marriage fell apart, I thought I had a wife-selection problem." Then he worked with a counselor who delivered some hard truths: "The good news is you do not have a wife-selection problem; the bad news is you have a husband-behavior problem." Pottruck then made a determined effort to change. As he described it, "I was like a guy who has had three heart attacks and finally realizes he has to quit smoking and lose some weight."

These days Pottruck is happily remarried and listens carefully when his wife offers constructive feedback. He acknowledges that he falls back on his old habits at times, particularly in high stress situations, but now he has developed ways of coping with stress. "I have had enough success in life to have that foundation of self-respect, so I can take the criticism and not deny it. I have finally learned to tolerate my failures and disappointments and not beat myself up."

Practicing Your Values and Principles

The values that form the basis for authentic leadership are derived from your beliefs and convictions, but you will not know what your true values are until they are tested under pressure. It is relatively easy to list your values and to live by them when things are going well. When your success, your career, or even your life hangs in the balance, you learn what is most important, what you are prepared to sacrifice, and what trade-offs you are willing to make.

YOUR DEVELOPMENT AS AN AUTHENTIC LEADER

As you read this article, think about the basis for your leadership development and the path you need to follow to become an authentic leader. Then ask yourself these questions:

1. Which people and experiences in your early life had the greatest impact on you?

2. What tools do you use to become self-aware? What is your authentic self? What are the moments when you say to yourself, this is the real me?

3. What are your most deeply held values? Where did they come from? Have your values changed significantly since your childhood? How do your values inform your actions?

4. What motivates you extrinsically? What are your intrinsic motivations? How do you balance extrinsic and intrinsic motivation in your life?

5. What kind of support team do you have? How can your support team make you a more authentic leader? How should you diversify your team to broaden your perspective?

6. Is your life integrated? Are you able to be the same person in all aspects of your life–personal, work, family, and community? If not, what is holding you back?

7. What does being authentic mean in your life? Are you more effective as a leader when you behave authentically? Have you ever paid a price for your authenticity as a leader? Was it worth it?

8. What steps can you take today, tomorrow, and over the next year to develop your authentic leadership?

Leadership principles are values translated into action. Having a solid base of values and testing them under fire enables you to develop the principles you will use in leading. For example, a value such as "concern for others"

Denial can be the greatest hurdle that leaders face in becoming self-aware.

might be translated into a leadership principle such as "create a work environment where people are respected for their contributions, provided job security, and allowed to fulfill their potential."

Consider Jon Huntsman, the founder and chairman of Huntsman Corporation. His moral values were deeply challenged when he worked for the Nixon administration in 1972, shortly before Watergate. After a brief stint in the U.S. Department of Health, Education, and Welfare (HEW), he took a job under H.R. Haldeman, President Nixon's powerful chief of staff. Huntsman said he found the experience of taking orders from Haldeman "very mixed. I wasn't geared to take orders, irrespective of whether they were ethically or morally right." He explained, "We had a few clashes, as plenty of things that Haldeman wanted to do were questionable. An amoral atmosphere permeated the White House."

One day, Haldeman directed Huntsman to help him entrap a California congressman who had been opposing a White House initiative. The congressman was part owner of a plant that reportedly employed undocumented workers. To gather information to embarrass the congressman, Haldeman told Huntsman to get the plant manager of a company Huntsman owned to place some undocumented workers at the congressman's plant in an undercover operation.

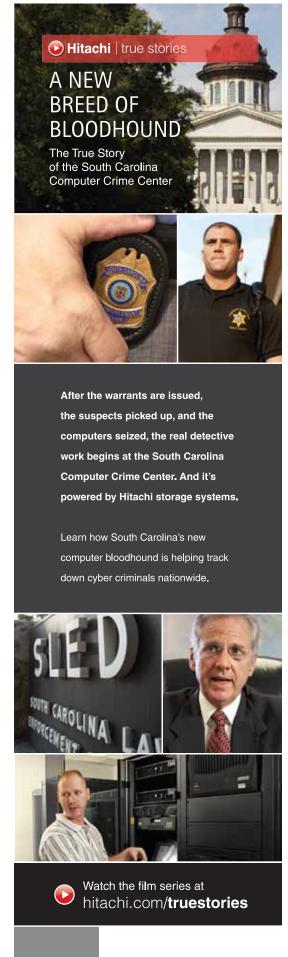"There are times when we react too quickly and fail to realize immediately what is right and wrong," Huntsman recalled. "This was one of those times when I didn't think it through. I knew instinctively it was wrong, but it took a few minutes for the notion to percolate. After 15 minutes, my inner moral compass made itself noticed and enabled me to recognize this wasn't the right thing to do. Values that had accompanied me since childhood kicked in. Halfway through my conversation with our plant manager, I said to him, 'Let's not do this. I don't want to play this game. Forget that I called.'"

Huntsman told Haldeman that he would not use his employees in this way. "Here I was saying no to the second most powerful person in the country. He didn't appreciate responses like that, as he viewed them as signs of disloyalty. I might as well have been saying farewell. So be it. I left within the next six months."

Balancing Your Extrinsic and Intrinsic Motivations

Because authentic leaders need to sustain high levels of motivation and keep their lives in balance, it is critically important for them to understand what drives them. There are two types of motivations – extrinsic and intrinsic. Although they are reluctant to admit it, many leaders are propelled to achieve by measuring their success against the outside world's parameters. They enjoy the recognition and status that come with promotions and financial rewards. Intrinsic motivations, on the other hand, are derived from their sense of the meaning of their life. They are closely linked to one's life story and the way one frames it. Examples include personal growth, helping other people develop, taking on social causes, and making a difference in the world. The key is to find a balance between your desires for external validation and the intrinsic motivations that provide fulfillment in your work.

Many interviewees advised aspiring leaders to be wary of getting caught up in social, peer, or parental expectations.

Debra Dunn, who has worked in Silicon Valley for decades as a Hewlett-Packard executive, acknowledged the constant pressures from external sources: "The path of accumulating material possessions is clearly laid out. You know how to measure it. If you don't pursue that path, people wonder what is wrong with you. The only way to avoid getting caught up in materialism is to understand where you find happiness and fulfillment."

Moving away from the external validation of personal achievement is not always easy. Achievement-oriented leaders grow so accustomed to successive accomplishments throughout their early years that it takes courage to pursue their intrinsic motivations. But at some point, most leaders recognize that they need to address more difficult questions in order to pursue truly meaningful success. McKinsey's Alice Woodwark, who at 29 has already achieved notable success, reflected: "My version of achievement was pretty naive, born of things I learned early in life about praise and being valued. But if you're just chasing the rabbit around the course, you're not running toward anything meaningful."

Intrinsic motivations are congruent with your values and are more fulfilling than extrinsic motivations. John Thain, CEO of the New York Stock Exchange, said, "I am motivated by doing a really good job at whatever I am doing, but I prefer to multiply my impact on society through a group of people." Or as Ann Moore, chairman and CEO of Time, put it, "I came here 25 years ago solely because I loved magazines and the publishing world." Moore had a dozen job offers after business school but took the lowest-paying one with Time because of her passion for publishing.

Building Your Support Team

Leaders cannot succeed on their own; even the most outwardly confident executives need support and advice. Without strong relationships to provide perspective, it is very easy to lose your way.

Authentic leaders build extraordinary support teams to help them stay on course. Those teams counsel them in times of uncertainty, help them in times of difficulty, and celebrate with them in times of success. After their hardest days, leaders find comfort in being with people on whom they can rely so they can be open and vulnerable. During the low points, they cherish the friends who appreciate them for who they are, not what they are. Authentic leaders find that their support teams provide affirmation, advice, perspective, and calls for course corrections when needed.

How do you go about building your support team? Most authentic leaders have a multifaceted support structure

Think of your life as a house. Can you knock down the walls between the rooms and be the same person in each of them?

that includes their spouses or significant others, families, mentors, close friends, and colleagues. They build their networks over time, as the experiences, shared histories, and openness with people close to them create the trust and confidence they need in times of trial and uncertainty. Leaders must give as much to their supporters as they get from them so that mutually beneficial relationships can develop.

It starts with having at least one person in your life with whom you can be completely yourself, warts and all, and still be accepted unconditionally. Often that person is the only one who can tell you the honest truth. Most leaders have their closest relationships with their spouses, although some develop these bonds with another family member, a close friend, or a trusted mentor. When leaders can rely on unconditional support, they are more likely to accept themselves for who they really are.

Many relationships grow over time through an expression of shared values

and a common purpose. Randy Komisar of venture capital firm Kleiner Perkins Caufield & Byers said his marriage to Hewlett-Packard's Debra Dunn is lasting because it is rooted in similar values. "Debra and I are very independent but extremely harmonious in terms of our personal aspirations, values, and principles. We have a strong resonance around questions like, 'What is your legacy in this world?' It is important to be in sync about what we do with our lives."

Many leaders have had a mentor who changed their lives. The best mentoring interactions spark mutual learning, exploration of similar values, and shared enjoyment. If people are only looking for a leg up from their mentors, instead of being interested in their mentors' lives as well, the relationships will not last for long. It is the two-way nature of the connection that sustains it.

Personal and professional support groups can take many forms. Piper Jaffray's Tad Piper is a member of an Alcoholics Anonymous group. He noted, "These are not CEOs. They are just a group of nice, hard-working people who are trying to stay sober, lead good lives, and work with each other about being open, honest, and vulnerable. We reinforce each other's behavior by talking about our chemical dependency in a disciplined way as we go through the 12 steps. I feel blessed to be surrounded by people who are thinking about those kinds of issues and actually doing something, not just talking about them."

Bill George's experiences echo Piper's: In 1974, he joined a men's group that formed after a weekend retreat. More than 30 years later, the group is still meeting every Wednesday morning. After an opening period of catching up on each other's lives and dealing with any particular difficulty someone may be facing, one of the group's eight members leads a discussion on a topic he has selected. These discussions are open, probing, and often profound. The key to their success is that people say what they really believe without fear

of judgment, criticism, or reprisal. All the members consider the group to be one of the most important aspects of their lives, enabling them to clarify their beliefs, values, and understanding of vital issues, as well as serving as a source of honest feedback when they need it most.

Integrating Your Life by Staying Grounded

Integrating their lives is one of the greatest challenges leaders face. To lead a balanced life, you need to bring together all of its constituent elements – work, family, community, and friends – so that you can be the same person in each environment. Think of your life as a house, with a bedroom for your personal life, a study for your professional life, a family room for your family, and a living room to share with your friends. Can you knock down the walls between these rooms and be the same person in each of them?

As John Donahoe, president of eBay Marketplaces and former worldwide managing director of Bain, stressed, being authentic means maintaining a sense of self no matter where you are. He warned, "The world can shape you if you let it. To have a sense of yourself as you live, you must make conscious choices. Sometimes the choices are really hard, and you make a lot of mistakes."

Authentic leaders have a steady and confident presence. They do not show up as one person one day and another person the next. Integration takes discipline, particularly during stressful times when it is easy to become reactive and slip back into bad habits. Donahoe feels strongly that integrating his life has enabled him to become a more effective leader. "There is no nirvana," he said. "The struggle is constant, as the trade-offs don't get any easier as you get older." But for authentic leaders, personal and professional lives are not a zero-sum game. As Donahoe said, "I have no doubt today that my children have made me a far more effec-

tive leader in the workplace. Having a strong personal life has made the difference."

Leading is high-stress work. There is no way to avoid stress when you are responsible for people, organizations, outcomes, and managing the constant uncertainties of the environment. The higher you go, the greater your freedom to control your destiny but also the higher the degree of stress. The question is not whether you can avoid stress but how you can control it to maintain your own sense of equilibrium.
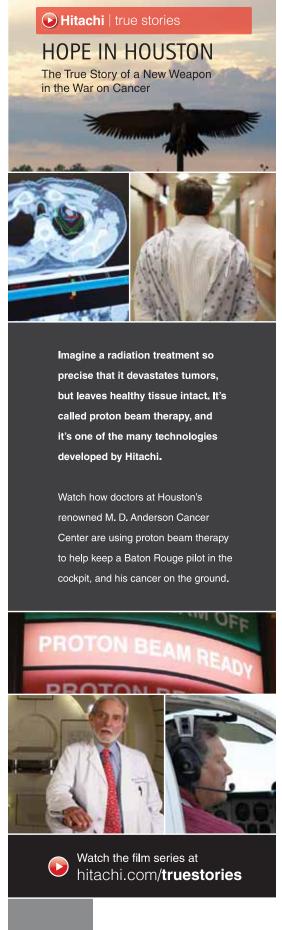
Authentic leaders are constantly aware of the importance of staying grounded. Besides spending time with their families and close friends, authentic leaders get physical exercise, engage in spiritual practices, do community service, and return to the places where they grew up. All are essential to their effectiveness as leaders, enabling them to sustain their authenticity.

Empowering People to Lead

Now that we have discussed the process of discovering your authentic leadership, let's look at how authentic leaders empower people in their organizations to achieve superior long-term results, which is the bottom line for all leaders.

Authentic leaders recognize that leadership is not about their success or about getting loyal subordinates to follow them. They know the key to a successful organization is having empowered leaders at all levels, including those who have no direct reports. They not only inspire those around them, they empower those individuals to step up and lead.

A reputation for building relationships and empowering people was instrumental in chairman and CEO Anne Mulcahy's stunning turnaround of Xerox. When Mulcahy was asked to take the company's reins from her failed predecessor, Xerox had $18 billion in debt, and all credit lines were exhausted. With the share price in free fall, morale was at an all-time low. To make matters worse, the SEC was investigating

the company's revenue recognition practices.

Mulcahy's appointment came as a surprise to everyone – including Mulcahy herself. A Xerox veteran, she had worked in field sales and on the corporate staff for 25 years, but not in finance, R&D, or manufacturing. How could Mulcahy cope with this crisis when she had had no financial experience? She brought to the CEO role the relationships she had built over 25 years, an impeccable understanding of the organization, and, above all, her credibility as an authentic leader. She bled for Xerox, and everyone knew it. Because of that, they were willing to go the extra mile for her.

After her appointment, Mulcahy met personally with the company's top 100 executives to ask them if they would stay with the company despite the challenges ahead. "I knew there were people who weren't supportive of me," she said. "So I confronted a couple of them and said, 'This is about the company.'" The first two people Mulcahy talked with, both of whom ran big operating units, decided to leave, but the remaining 98 committed to stay.

Throughout the crisis, people in Xerox were empowered by Mulcahy to step up and lead in order to restore the company to its former greatness. In the end, her leadership enabled Xerox to avoid bankruptcy as she paid back $10 billion in debt and restored revenue

Superior results over a sustained period of time is the ultimate mark of an authentic leader.

growth and profitability with a combination of cost savings and innovative new products. The stock price tripled as a result.

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Like Mulcahy, all leaders have to deliver bottom-line results. By creating a virtuous circle in which the results reinforce the effectiveness of their leadership, authentic leaders are able to sustain those results through good times and bad. Their success enables them to attract talented people and align employees' activities with shared goals, as they empower others on their team to lead by taking on greater challenges. Indeed, superior results over a sustained period of time is the ultimate mark of an authentic leader. It may be possible to drive short-term outcomes without being authentic, but authentic leadership is the only way we know to create sustainable long-term results.

For authentic leaders, there are special rewards. No individual achievement can equal the pleasure of leading a group of people to achieve a worthy goal. When you cross the finish line together, all the pain and suffering you may have experienced quickly vanishes. It is replaced by a deep inner satisfaction that you have empowered others and thus made the world a better place. That's the challenge and the fulfillment of authentic leadership.

"And you wanted to hibernate!"

Harley Schwadron

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