

A PREDICTIVE ANALYSIS ON FUTURE OF VERTICAL LEADERSHIP DEVELOPMENT; A LEADERSHIP PERSPECTIVE

Prof Dr.C.Karthikeyan*

Abstract:

The social environment has changed the natural atmosphere has become more complex, volatile, and unpredictable. The skills needed for leadership has undergone a metamorphic change. Being in a leadership position in the present industrial scenario requires more diverse, complex and adaptive thinking abilities for survival and growth. The methods being used to develop leaders have not changed (much). The majority of the leaders are developed from on-the-job experiences, training, and coaching/ mentoring; while these are all still important, leaders are no longer developing fast enough or in the right ways to match the new environment, and which why Vertical Leadership development is gaining prominence today.

Keywords: Leadership, Vertical, Skills, Unlearn, Discern, Creativity , Horizontal, Intersection

* **Director-Adithya School of Business, Adithya Institute of Technology, Coimbatore, Affiliated to Anna University, Chennai**

Introduction : McGuire and Rhodes describe vertical development as a three-stage process: **1. Awaken**: The person becomes aware that there is a different way of making sense of the world and that doing things in a new way is possible. **2. Unlearn and discern**: The old assumptions are analyzed and challenged. New assumptions are tested out and experimented with as being new possibilities for one's day-to-day work and life. **3. Advance**: Occurs after some practice and effort, when new ideas get stronger and start to dominate the previous ones. The ancient Roman dramatist, philosopher, and politician Seneca said, "Luck is when preparation meets opportunity." The point was success is more often associated with great preparation and the ability to take advantage of opportunities when they present themselves. Leadership development is all about living at the intersection of preparation and opportunity. Leaders must develop other leaders to be ready and relevant for what organizations will confront over the next five to ten years and beyond.



Figure:1 : Vertical Leadership Development—Part 1 by Nick Petrie of Center for Creative Leadership. Concept (whole VERTICAL DEVELOPMENT Process)

Objectives of the Study:

- (i) To understand Vertical Leadership Development Process.**
- (ii) To evaluate the developing methods of Vertical Development.**
- (iii) To analyse the application of vertical methods for Leadership.**
- (iv) To suggest measures of Vertical Development Process from the benefits received of the past research.**

Methodology; Meta Analytical Study with Predictive Applications from the Literature

Research and its results found.

Data: Secondary Data and Data of Previous Literature Reviews and Concepts used. Traing Datas of Various Secondary Sources.

Scope of the Study: Contribution to the conceptual Knowledge on the Leadership Area, and Combine, Differentiate and Reestablish

Old tested concepts and theories to add to the knowledge of leadership development.**Review of Literature; (related work on Vertical Leadership Development)**

A literature review on the skills needed for future leaders also revealed the following attributes: The CEOs in IBM's 2009 study named the most important skill for the future leader as creativity. The 2009/2010 Trends in Executive Development study found many CEOs were concerned that their organizations' up-and-comers were lacking in areas such as the ability to think strategically and manage change effectively.

Thomas Malone Patrick J. McGovern Professor of Management, MIT Sloan School of Management **Bertelsmann Stiftung (2010)**, in their comprehensive study of leadership development best practices, suggested that in the future, organizations could choose to invest their leadership development efforts to improve capacity at one of **five different levels: a. individual capacity b. team capacity c. organizational capacity d. network capacity e. systems capacity**. Depending on the area in which increased capacity is desired, organizations will target different group sizes and use different development practices

Jeffrey Immelt, General Electric CEO and chairman, states that 21st century leaders will need to be systems thinkers who are comfortable with ambiguity. Based on the interviews, the most common current reported development methods were: training, job assignments, action learning, executive coaching, mentoring, 360-degree feedback While the above methods will remain important, many interviewees questioned whether the application of these methods in their current formats will be sufficient to develop leaders to the levels needed to meet the challenges of the coming decades.

A large number of interview respondents felt that many methods—such as content-heavy training—that are being used to develop leaders for the 21st century have become dated and

redundant. While these were relatively effective for the needs and challenges of the last century, they are becoming increasingly mismatched against the challenges leaders currently face. Marshall Goldsmith has commented, “Many of our leadership programs are based on the faulty assumption that if we show people what to do, they can automatically do it.”

Difference between **knowing what “good” leadership looks like and being** able to do it. We may be arriving at a point where we face diminishing returns from teaching managers more about leadership, when they still have little understanding about what is required for real development to occur. “Some people want to put Christ back into Christmas; I want to put development back into leadership development.” Robert Kegan Professor of Adult Learning and Professional Development, Harvard Graduate School of Education Trend 1: Increased Focus on Vertical Development (Developmental Stages) Research interview question: What do you think needs to be stopped or phased out from the way leadership development is currently done?

“**Competencies: they become either overwhelming in** number or incredibly generic. If you have nothing in place they are okay, but their use nearly always comes to a bad end.” “Competencies—they don’t add value.” “Competency models as the sole method for developing people. It is only one aspect and their application has been done to death.” “Competencies, especially for developing senior leaders.

They are probably still okay for newer managers.” “Static individual competencies. We are better to think about meta-competencies such as learning agility and self-awareness.” For a long time we have thought about leadership development as working out what competencies a leader should possess and then helping individual managers to develop them—much as a bodybuilder tries to develop different muscle groups. Research over the last 20 years on how adults develop clarifies one reason why many interviewees have grown weary of the competency model as the sole means for developing leaders. We have failed to distinguish between two very different types of development—vertical and horizontal.

Types of Development “Organizations have grown skilled at developing individual leader competencies, but have mostly ignored the challenge of transforming their leader’s mind-set

from one level to the next. Today's horizontal development within a mind-set must give way to the vertical development of bigger minds." John McGuire and Gary Rhodes Transforming Your Leadership Culture, Center for Creative Leadership Horizontal development is the development of new skills, abilities, and behaviors. It is technical learning.

Horizontal development is most useful when a problem is clearly defined and there are known techniques for solving it. Surgery training is an example of horizontal development. Students learn to become surgeons through a process known as "pimping," in which experienced surgeons continually question students until the point when the student cannot answer and is forced to go back to the books to learn more information.

While the process of learning is not easy, there are clear answers that can be codified and transmitted from expert sources, allowing the students to broaden and deepen their surgical competency. Vertical development, in contrast, refers to the "stages" that people progress through in regard to how they "make sense" of their world.

Developmental researchers have shown that adults do in fact continue to progress (at varying rates) through predictable stages of mental development. At each higher level of development, adults "make sense" of the world in more complex and inclusive ways—their minds grow "bigger." In metaphorical terms, **horizontal development is like pouring water into an empty glass. In contrast, vertical development aims to expand the glass itself.** Not only does the glass have increased capacity to take in more content, the structure of the vessel itself has been transformed (the manager's mind grows bigger). From a technology perspective, it is the difference between adding new software (horizontal development) or upgrading to a new computer (vertical development). Most people are aware that continuing to add new software to an out-dated operating system starts to have diminishing returns. While horizontal development (and competency models) will remain important as one method for helping leaders develop, in the future it cannot be relied on as the only means.

People feel consistently frustrated by situations, dilemmas, or challenges in their lives. It causes them to feel the limits of their current way of thinking. It is in an area of their life that

they care about deeply. There is sufficient support that enables them to persist in the face of the anxiety and conflict. Developmental movement from one stage to the next is usually driven by limitations in the current stage. When you are confronted with increased complexity and challenge that can't be reconciled with what you know and can do at your current level, you are pulled to take the next step (McGuire & Rhodes, 2009). In addition, development accelerates when people are able to identify the assumptions that are holding them at their current level of development and test their validity. Torbert and others have found that cognitive development can be measured and elevated not only on the individual level, but also on the team and organizational level.

McGuire and Rhodes (2009) have pointed out that if organizations want to create lasting change, they must develop the leadership culture at the same time they are developing individual leaders. Their method uses a six-phase process, which begins by elevating the senior leadership culture before targeting those managers at the middle of the organization.¹³ While personal vertical development impacts individuals, vertical cultural development impacts organizations. The challenge for organizations that wish to accelerate the vertical development of their leaders and cultures will be the creation of processes and experiences that embed these developmental principles into the workplace.

Example of a Vertical Development Process: The Immunity to Change¹⁴ The “Immunity to Change” process was developed over a 20-year period by Harvard professors and researchers Robert Kegan and Lisa Lahey. It uses behavior change, and the discovery of what stops people from making the changes they want, to help people develop themselves. How it works:

Objective: (i) To understand Vertical Leadership Development Process:

Why Vertical Development Matters for Leadership: A new leadership paradigm is emerging with an inexorable shift away from oneway, hierarchical, organization centric communication toward two-way, network-centric, participatory, and collaborative leadership styles. Any kind of advanced tools in the world will not change anything if the mind-set does not allow and support change.” Kegan’s Adult Levels of Development states **socialized mind** shapes expectations of those around people and strongly influence what others want to hear. **Self-authoring mind**

develops ideology or **internal compass with a leaders own belief** system, personal code, and values. It takes stands, set limits on behalf of our own internal “voice”. **Self-transforming mind** to gravitate towards **polarized thinking**.

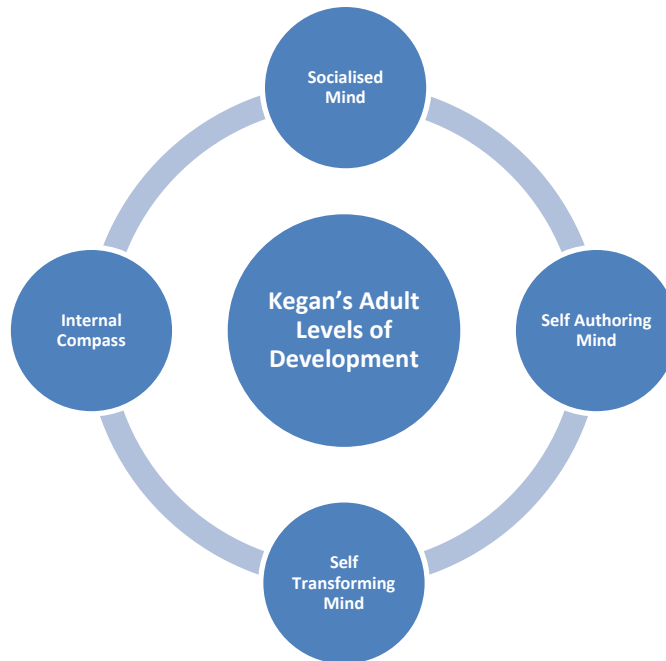


Figure:2:Kegan’s Concept of Adulthood Levels of Vertical Leader Development; Concept Designed ; Prof Dr.C.Karthikeyan

More focus on vertical development: There are two different types of development—horizontal and vertical. A great deal of time has been spent on “horizontal” development (competencies), **but very little time on “vertical” development** (developmental stages). The methods for horizontal and vertical development are very different. Horizontal development can be “transmitted” (from an expert), but vertical development must be earned (for oneself). Transfer of greater developmental ownership to the individual People develop fastest when they feel responsible for their own progress. The current model encourages people to believe that someone else is responsible for their development—human resources, their manager, or trainers. We will need to help people out of the passenger seat and into the driver’s seat of their own development. Four Transitions for Leadership Development. Greater focus on collective rather than individual leadership Leadership development has come to a point of being too individually focused and

elitist. There is a transition occurring from the old paradigm in which leadership resided in a person or role, to a new one in which leadership is a collective process that is spread throughout networks of people. The question will change from, “Who are the leaders?” to “What conditions do we need for leadership to flourish in the network?” How do we spread leadership capacity throughout the organization and democratize leadership? Much greater focus on innovation in leadership development methods. There are no simple, existing models or programs that will be sufficient to develop the levels of collective leadership required to meet an increasingly complex future. Instead, an era of rapid innovation will be needed in which organizations experiment with new approaches that combine diverse ideas in new ways and share these with others. Technology and the web will both provide the infrastructure and drive the change. Organizations that embrace the changes will do better than those who resist it. Four Trends for the Future of Leadership Development

Current Focus	Future Focus
The “what” of leadership	The “what” and “how” of development
Horizontal development	Horizontal and vertical development
HR/training companies, own development	Each person owns development
Leadership resides in individual managers	Collective leadership is spread throughout the network.

This responsibility will be significantly shaped by the following ten trends and truths about the future of leadership development: **The Challenge Ahead:** This is no longer just a leadership challenge (what good leadership looks like); it is a development challenge (the process of how to grow “bigger” minds). “what” of leadership, “how” of their own development is divided into two sections. The first (shorter) section focuses on the current environment and the challenge of developing leaders in an increasingly complex and uncertain world. Leadership development experts say, “Past track record predicts future success.” Past track record is only a valid predictor of future success if the past looks anything like the future.” Leadership to have the situational awareness, flexibility, savvy, and leadership capabilities in the future will be about identifying and developing potential, which in turn translates into being ready and able to handle whatever the future throws at us.

Objective (ii): To evaluate the developing methods of Vertical Development.

The Challenge of Our Current Situation The Environment is changing into complex and many industries enter a period of accompanying growing complexity of their environments, with the majority of those CEOs saying that their organizations are not equipped to cope with this

complexity. Change happens rapidly and on a large scale. It is showing uncertain future which is very poorly predicted with any precision. The changes are also Complex with challenges complicated by many factors with little clarity on what events mean and what effect they may have. Researchers have identified several criteria that make complex environments especially difficult to manage. They contain a large number of interacting elements. Information in the system is highly ambiguous, incomplete, or indecipherable. Interactions among system elements are nonlinear and tightly coupled such that small changes can produce disproportionately large effects. Solutions emerge from the dynamics within the system and cannot be imposed from outside with predictable results. Hindsight does not lead to foresight since the elements and conditions of the system can be in continual flux. In addition to the above, the most common factors cited by interviewees as challenges for future leaders were: Information overload, the interconnectedness of systems and business communities.

The dissolving of traditional organizational boundaries, new technologies that disrupt old work practices, the different values and expectations of new generations entering the workplace, increased globalization leading to the need to lead across cultures In summary, the new environment is typified by an increased level of complexity and interconnectedness. One example, given by an interviewee, was the difficulty her managers were facing when leading teams spread across the globe. Because the global economy has become interconnected, her managers felt they could no longer afford to focus solely on events in their local economies; instead they were constantly forced to adjust their strategies and tactics to events that were happening in different parts of the world.

Hence skills sets who are more into Complex Thinkers Are Needed. Reflecting the changes in the environment, the competencies that will be most valuable to the future leader appear to be changing. The most common skills, abilities, and attributes cited by interviewees were: adaptability, self-awareness, boundary spanning, collaboration, network thinking.



Figure;3 ; Seven Transformations of Leadership : Concept form Rooke, D & W.R.(2005)

The “Chief Organizational Capability Officer” Emerges: while the chief organizational capability officer (COCO) is indicative of the direction that many leadership roles will be head to head, operating and HR leaders alike will be responsible for integrating and driving agility, business context and environment, change, culture, innovation, leadership, networked organizations and communities, talent, and/or transformation. The power of leadership will be derived from connecting the dots and turbo-charging the in-between points, not by mastering the hierarchy or formal organization. Leadership development will focus on these intersections as leaders become chief organizational capability officers.

Outside In Is More Important than Inside Out: External environmental context and understanding will likely trump deep mastery of internal organizational issues as the leadership currency of choice. It will simply not be enough to know the business and how to get things done in a particular company. Rather, breadth of perspective about what is happening around and outside organizational walls, the ability to see around corners, and the willingness to appreciate and learn from others will become highly valued. Leadership development must address the outside in perspective.

Hero Leadership Gives Way to Collective Leadership: Charismatic and visible individual leaders symbolize organization's brand and culture positive or negative ways. Over-reliance on singular iconic leaders can make leadership succession difficult at best, and undermine the employment value proposition because employees have every right to expect to work for multiple leaders who embody the values and behaviors espoused by their companies. Therefore, companies must increasingly invest in leadership not only as an individual capability but as a collective organizational capability as well, whereby leaders are taught, developed, and held accountable for the appropriate leadership attributes and behaviors. Leadership development will emphasize collective leadership mindset and skill set rather individual heroics.

Multi-Disciplinary and Cross-Functional Solutions: most challenges that organizations will face in the future are large, complex, multi-disciplinary, and cross-functional in nature. Leaders must therefore learn to orchestrate highly collaborative and broad-based approaches to driving solutions. They will be called upon to reach out well beyond the traditional boundaries of their own organizations and functional disciplines to deliver an integrated set of solutions and to engineer answers to complex organizational issues. CEOs and other senior leaders don't care where these integrated solutions come from or who leads them. Leadership development must focus on integrated, multi-disciplinary, cross-functional perspectives and solutions.

Multiplier Effect: Organizations tend to prefer developing leaders by focusing on internal company-specific issues and challenges, because they believe their company culture and business issues are so unique and special. In reality, while every company is unique, they also share many common issues, problems, solutions, and leadership learning opportunities. Cross-

company leadership development programs that help leaders better appreciate broader strategic context and business solutions will be essential. Development opportunities that allow companies to move leaders from one company to another for short-term assignments that would not otherwise be available in the leader's own company will become much more prevalent. Leadership development will feature experiences outside the arbitrary boundaries of specific companies, industries, and roles that will have a multiplier effect on leadership capabilities.



Figure; 4 ; Concept source; Harvard Business Review: For Reliability of Method

Coaching : Leadership coaching has become an increasingly popular and well-accepted tool for developing leaders, and has evolved from “fixing the broken leader” to investing in the development of highly regarded and successful leaders, by building on their strengths and closing development gaps. Leadership roles require preparation and practicing to handle scenarios and situations that leaders are likely to face on the job much like an athlete or musician would practice to prepare for a game or performance. Preparing leaders to address key decisions and situations they might face, before they actually have to face them, helps them develop the “leadership muscle memory” they will need under real life conditions. Leadership development will include a growing reliance on coaching to prepare leaders for situations before they encounter them, rather than only learning from experiences and fixing mistakes after they occur.

Mass Customization on Diverse Needs and Interests: Leadership development used to be

about putting in place large-scale organization-wide practices and programs that covered as many people as possible so as to maintain both the perception and reality of fairness and inclusiveness. Ownership for successful leadership and talent development efforts must rest with line leaders and be supported by HR leaders. But, these roles will have to go well beyond making sure meetings happen and that forms are filled out and submitted on time. **Purpose Complements Performance:** Leaders work for high performing winning organizations, while that aspiration is still fashionable, it is becoming even more attractive to work for organizations that strike a healthy balance between performance and purpose. Increasingly, many people, especially millennials, want to affiliate with institutions that value the importance of economic and social contributions. Leadership development therefore includes more of a “whole person” construct that promotes the importance of becoming a healthy, balanced, well-rounded, purpose-driven leader. Leadership development will become as much about creating and fulfilling purpose as it has been about planning for and driving performance. **Bite-Sized solutions changing :** Every workforce is becoming more mobile, virtual, and globally distributed. Work is increasing done steadily giving way to more bite-sized, freelanced, project-based, and shorter-term gigs. The leadership development also reflects this revolution. Leadership development programs accommodate more agile, quick-turnaround, quick-hit, on-demand, and technology-enabled design and delivery models.

Objective (iii): To evaluate the developing methods of Vertical Development.

The modern leadership development revolves around five key dimensions: **Ideology:** the ideology of a leader in aligning hard and soft aspects of leadership should be the foremost skill. **Focus:** The personality to purpose, for taking action even in the face of risk, conflict and uncertainty needs to be dominant. **Participants:** System thinking which leadership is exercised: which is embedded, operationalised and intertwined with change. **Technique:** Leader should be able to apply to the sense of extensive and intense exposure of leaders to the natural settings in which leadership is actually exercised. **Outcome:** The three A’s: Agency, Authenticity and Agility, which means going beyond knowledge, skills and competencies. **Implications for Practice:** Pivot Leadership experts focus on five critical design principles, each derived from the dimensions described above: Ideology: **Putting disruption in the foreground:** By addressing competitive threats, changing customer needs, and how the business must reinvent itself, leaders

will develop an integrated perspective on their business. Focus: **Discovering purpose**: Leadership development should address a person's intellectual and emotional capacity in an integrated way. Participants: **Bringing the ecosystem into the room**: The best method for teaching "enterprise thinking" is to include customers, partners, and key stakeholders as part of the live learning experience. Technique: **Using immersion to stimulate visceral learning**: The real work of a leadership development is to help participants figure out things for themselves. Outcome: **Developing agency, authenticity and agility**: The output of leadership development should be about changing mindsets, the quality of dialogue leaders have, their sense of responsibility and their sense of purpose. If you are interested in more details, this 15-page white paper can be downloaded for free from the Pivot Leadership website that has more information on other publications and their expertise.

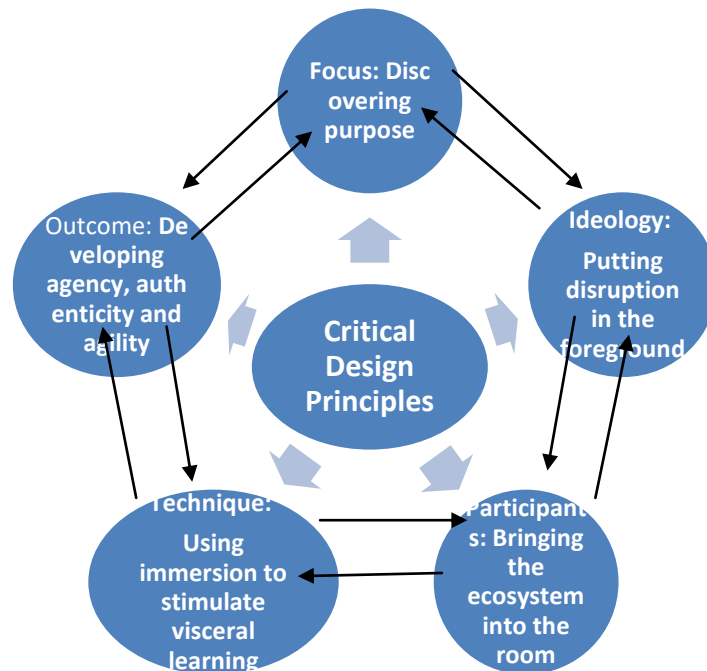


Figure: 5: Five Critical Designs of Pivot Leadership: Concept Source: Pivot leadership website. Concept Designed; Prof Dr.C.Karthikeyan.

Generational Difference Management: Time is ripe for Millennials to get hold of executive jobs, and how to develop new strategies to benefit from the strengths of this generation. Millennials are generally described as team-players and high achievers. They're independent, but like to follow rules – they're confident, but trust authority. They are the only generation that has grown up completely immersed in technology, so it's only natural that their leadership style will

be completely different than the one endorsed by Generation Y. This trend is already visible in one of the best practices around – at Johnson&Johnson, who created an affinity group called Millennials to provide leadership development opportunities to this generation and new exposure designed to help in the overall development of all employees.

Trend of Small Companies Investing More: Organizations will need to learn how to mitigate the generational differences, which will arise once Millennials get hold of executive jobs, and how to develop new strategies to benefit from the strengths of this generation. The growth of investment was noted in all organizational structures – from small and mid-sized companies to large, multinational organizations. This essentially means that there is a growing global awareness of how leadership models changed in the 21st century and a firm recognition of the value brought by leadership development programs – investing in development will be seen as an excellent way to build the capabilities needed for the future.

Globalized Approach: one of the growing concerns is the ability of executives to lead across countries and cultures, regardless of the company’s size. “In an increasingly globalized world, it is still an issue for almost any size of organization,” “Businesses must recognize that managers and leaders that operate outside of the home market or as part of a team that stretches across borders need specific skills and qualities such as coping with ambiguity, having clear and effective interactions and making decisions in unfamiliar environments become increasingly challenging when operating across border.”

“Emerging Leaders” Will Get More Funding: The report produced by Bersin by Deloitte also pointed out that today, many companies struggle to fill leadership gaps found on all levels of organization. The trend for detecting potential leaders and nurturing them in the development of their skills will be crucial in the upcoming year as companies will grow more and more committed to developing new leaders. Together with their growing commitment will go more funding – the study showed that today, the so-called “emerging leaders” get a smashing 17% of the overall leadership development budget! Investing in future leaders is and will be recognized as the opportunity for building potential pipeline at every level of leadership.

The Rise of Collective Leadership: While in collective imagination leadership still often means individual, the situation is changing due to the new environment – full of the so-called “adaptive challenges” that negate the possibility of an individual coming up with the best solutions to complex problems. The report points out that some organizations are already embracing this new view of innovation as a phenomenon not initiated by an individual but a whole social network. This change will be fully embraced once Millennials take hold of leadership positions – the new approach will require a radical transition in thinking.

Focus on Vertical Development: While competency-based models belong the domain of horizontal development, vertical development concentrates on the stages that people go through as they grow mentally. What does it mean in practice? New training programs will allow leaders to think in a more complex way and develop a new mind-set that will in turn help to initiate new leadership styles.

Objective: (iv): To suggest measures of Vertical Development Process from the benefits received of the past research.

The Future of Leadership Development:

Globalization is rapidly redefining today’s business environment. Significant strategic shifts are transforming the playing field. Vast opportunities for growth are emerging at the same time that the pool of high-performing talent capable of seizing those opportunities is shrinking. Those who can stay ahead of the rapid pace of change, anticipate talent needs, and take the lead in developing innovative strategies for the future will likely be tomorrow’s winners. Today’s leaders are already facing challenges and changes that are rapidly transforming where, how, and with whom they do business. Leaders who are adapting their strategies are merely keeping pace with change. A more strategic view of agility is about leaders anticipating trends and proactively defining innovative strategies. To anticipate and seize opportunities to drive business success, leaders will need to demonstrate a different set of behaviors. Organizations need to start now to build a strong leadership pipeline that demonstrates the right competencies.

Four key revolutions: Business leaders improve the way they do business through **agility, authenticity, talent, and sustainability** Agility is emerging as an essential competency for

leaders. The speed of change will require organizations to be more nimble and flexible. Those who have the foresight to spot change on the horizon, anticipate what comes next, and take the lead in developing future strategies to address evolving market demands will make it to the winner's circle. Authenticity is a vital leadership competency in a changing business environment. Leaders need to create clarity—articulating a vision and painting a picture of the future. With so many changing variables, they must lead with confidence and have the courage to take a stand. To build trust and confidence with their teams, they need to be genuine in their communications.

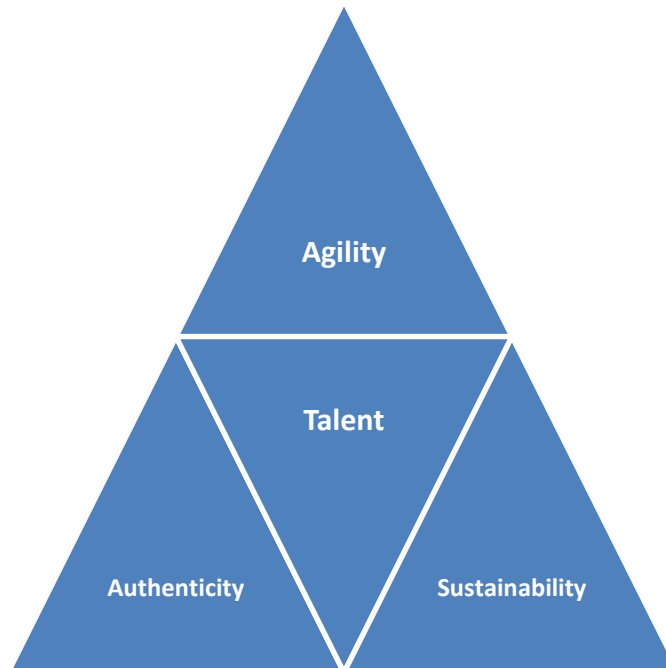


Figure:6: Key Revolutions to Improve Vertical Leadership Performance for Business:

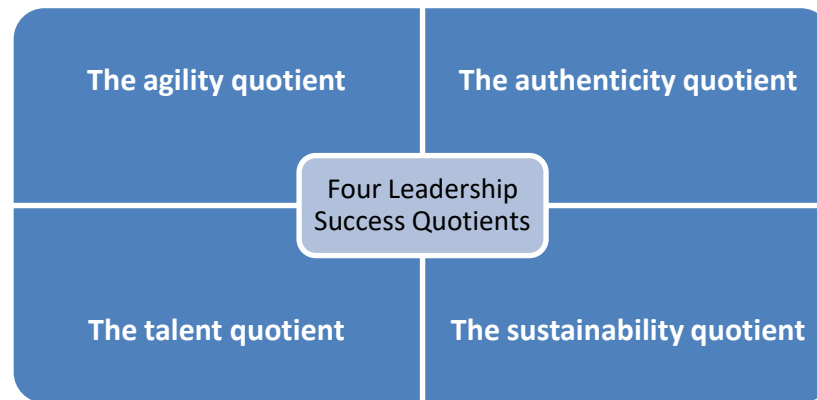
Concept; Designed by Prof Dr.C.Karthikeyan

Situation Talent is about a leader's ability to leverage and maximize the impact of his or her people. To harness the power of their people assets, leaders must be committed to building a supportive culture and effective organizational structures and people processes. Organizations that have not proactively developed talent—who lack the right people skilled in the right areas, when and where they're likely to be needed—are more vulnerable to rapid change. Leaders need to attentively develop, engage, and motivate people. They must be mindful about embedding day-to-day coaching and mentoring into the culture. Sustainability is about demonstrating social responsibility by balancing business results with concern for the greater good. Although much attention is being paid to how companies deal with environmental issues, social responsibility

extends beyond just this one area. It means taking actions that go beyond regulations to build controls into the business environment—embedding social responsibility into business processes and procedures and taking responsibility for the impact decisions might have on the workforce. Sustainability will be a major differentiator for a leader’s success in the future. Ultimately, it may contribute to the long-term survival of an organization and serve to reshape the business climate. Top executives agree on success factors According to our research, top executives believe that these four revolutions are very important to future success. Successful business leaders must shape their organizations to be more nimble and flexible, less hierarchical, and more networked—in short, better organized to deliver value. The focus should be on four key emerging business revolutions: agility, authenticity, talent, and sustainability. In this section we will address what leaders need to know about each of these revolutions and how they can be translated into success quotients to define a distinctive leadership framework—one that provides direction on what it will take to lead and shape organizations in the future Agility is a key factor in attracting the best talent and establishing a stronger employee value proposition. Those organizations that encourage and reward innovation and reinforce flexibility will enjoy a competitive edge in the quest for high-potential talent. “We’ve created a corporate environment based on encouraging employee initiative, delegation of authority, and strong career development.

The bottom line: A truly authentic leader relates well to others, is open to new ideas, and can inspire high levels of performance in tough times. “Maximizing talent—attracting, retaining, developing, and promoting outstanding talent—is one of the critical capabilities that will distinguish a successful organization now and in the future.” Leaders must keep their eyes on the horizon to anticipate potential change and ensure that they have the right talent with the right skill sets in place when and where it is likely to be needed. Winning the “war for talent” today will determine whether an organization will be positioned to win in the dynamic business environment of tomorrow. To attract and acquire the right talent, organizations will have to translate new market demands into skill requirements. As the talent playing field gets more and more competitive, it will become ever more difficult. These four revolutions are translated into **four leadership success quotients**, each of which embodies a set of clearly defined behaviors: **1. The agility quotient 2. The authenticity quotient 3. The talent quotient 4.** While the quotients

may not encompass all possibilities, trends strongly suggest the need for a new set of leadership behaviors.



Figure; 7 ;Quadrants of Success Leadership: Prof Dr.C.Karthikeyan

The agility quotient: To demonstrate agility and personal resiliency in the way they anticipate, adapt to, and lead change, successful leaders must create a culture conducive to change, one that encourages people to stretch their imaginations and innovate by rewarding forward thinking and risk taking.

The authenticity quotient: To mobilize the global workforce amid constant change, successful leaders must articulate a vision of how to be competitive in a complex work environment, then communicate that vision with impact, empathy, and optimism. It is important to demonstrate personal courage by taking a stand on critical issues regardless of what is popular.

The talent quotient: To harness and maximize the power of talent, successful leaders must drive connectivity by building alliances within and across organizations. To demonstrate a commitment to building talent capability, they should be actively involved in the development, succession, and mentorship of their people. Given the demographic and generational shifts we are witnessing, leaders should demonstrate and be role models for openness to different perspectives, ideas, and styles.

The sustainability quotient: To demonstrate their ability to create a new business climate that embeds a global mindset into decision making and the way they operate the business, successful leaders must balance their focus, working for bottom-line results while also focusing on the public good. The strategic revolutions in today's rapidly changing business environment clearly mandate a new leadership framework. To capitalize on developing trends and drive future success, organizations must begin building leadership strength now in the four

leadership success quotients: agility, authenticity, talent, and sustainability. But the formula for achieving leadership success is a moving target. The leadership success quotients will evolve. Nevertheless, complacency is not an option. To quote an executive from our CEO survey, “Global trends are hitting faster, harder, and wider, with results that can be both exhilarating and devastating for companies, industries, and entire regions.” The winners of tomorrow will be those organizations with strong leaders who demonstrate agility, authenticity, connectivity to their talent, and sustainability. They will use their skills to remain at the ready, anticipate and harness the power of change, and stay ahead of the shifting business environment, with **Intense stretch experiences, New ways of thinking, Strong developmental networks.**

References:

- Amason, A. C. (1996). Distinguishing the effects of functional and dysfunctional conflict on strategic decision making: Resolving a paradox for top management teams. *Academy of Management Journal*, 39(1), 123–148.
- Avolio, B. J., Jung, D., Murry, W., & Sivasubramaniam, N. (1996). Building highly developed teams: Focusing on shared leadership process, efficacy, trust, and performance.
- D. A. Beyerlein, D. A. Johnson, & S. T. Beyerlein (Eds.), *Advances in interdisciplinary studies of work teams* (pp. 173–209). Greenwich, CT: JAI Press. Baglia, B. R., & Hunt, J. G. (1988).
- Balogun, J., & Johnson, G. (2004). Organizational restructuring and middle manager sensemaking. *Academy of Management Journal*, 47(4), 523–549.
- Baron, R. A. (2002). Entrepreneurship and organizational behavior. In B. M. Staw, & R. Kramer (Eds.), *Research in Organizational Behavior*, Vol. 24 (pp. 225–270). Greenwich, CT: JAI Press.
- Barry, D. (1991). Managing the bossless team: Lessons in distributed leadership. *Organizational Dynamics*, 20(1), 31–47.
- Bass, B. M. (1985). *Leadership and performance beyond expectation*. New York: Free Press.
- Baum, J. R., Locke, E. A., & Kirkpatrick, S. A. (1998). A longitudinal study of the relation of vision and vision communication to venture growth in entrepreneurial firms. *Journal of Applied Psychology*, 83(1), 43–54.

- Brush, C. G., & Vanderwerf, P. A. (1992). A comparison of methods and sources for obtaining estimates of new venture performance. *Journal of Business Venturing*, 7, 157–170.
- Bryant, T. A. (2004). Entrepreneurship. In G. R. Goethals, G. J. Sorenson, & J. M. Burns (Eds.), *Encyclopedia of leadership*, Vol. 1 (pp. 442–448). Thousand Oaks, CA: Sage.
- Burke, C. S.,
- Fiore, S., & Salas, E. (2003). The role of shared cognition in enabling shared leadership and team adaptability. In C. L. Pearce, & J. A. Conger (Eds.), *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA:
- Sage. Burke, J. (1978). *Connections*. Boston, MA: Little Brown. Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Bygrave, W., & Minniti, M. (2000). The social dynamics of entrepreneurship. *Entrepreneurship Theory and Practice*, 24(3), 25–36.
- Cogliser, C. C., & Brigham, K. H. (2004). The intersection of leadership and entrepreneurship: Mutual lessons to be learned. *Leadership Quarterly*, 15, 771–799.
- Conger, J. A. (1999). Charismatic and transformational leadership in organizations: An insider's perspective on these developing streams of research. *Leadership Quarterly*, 10(2), 145–179.
- Covin, J. G., & Slevin, D. P. (2002). The entrepreneurial imperatives of strategic leadership. In M. A. Hitt, R. D. Ireland, S. M. Camp, & D. L. Sexton (Eds.), *Strategic entrepreneurship* (pp. 309–327). Oxford: Blackwell Publishers.
- Hitt, M. A., & R. D. Ireland (Eds.), *Entrepreneurship encyclopedia* Malden, MA: Blackwell Publishing. Cox, J. F. (1994).
- Cox, J. F., Pearce, C. L., & Sims Jr., H. P. (2003). Toward a broader agenda for leadership development: Extending the traditional transactional– transformational duality by developing directive, empowering and shared leadership skills.
- In S. E. Murphy, & R. E. Riggio (Eds.), *The future of leadership development* (pp. 161–180). Mahwah, NJ: Lawrence Earlbaum. Day, D. V. (2000). Leadership development: A review in context. *Leadership Quarterly*, 11, 581–613.
- Day, D. V., Gronn, P., & Salas, E. (2004). Leadership capacity in teams. *Leadership Quarterly*, 15(6), 857–880.

- Dean, T. J., Brown, R. L., & Bamford, C. E. (1998). Differences in large and small firm responses to environmental context: Strategic implications from a comparative analysis of business formations. *Strategic Management Journal*, 19(8), 709–728.
- Dunphy, D., & Stace, D. (1993). The strategic management of corporate change. *Human Relations*, 46(8), 905–920.
- Ensley, M. D., Carland, J. W., & Carland, J. C. (2000). Investigating the existence of the lead entrepreneur. *Journal of Small Business Management*, 38(4), 59–77.
- Ensley, M. D., & Pearce, C. L. (2001). Shared cognition in top management teams: Implications for new venture performance. *Journal of Organizational Behavior*, 22(2), 145–160. Ensley, M.
- D., Pearce, C. L., & Hmieleski, K.M. (in press). Environmental dynamism: A moderator of the entrepreneur leadership behavior-new venture performance linkage. *Journal of Business Venturing*. Ensley,
- M. D., Pearson, A., & Pearce, C. L. (2003). Top management team process, shared leadership, and new venture performance: A theoretical model and research agenda. *Human Resource Management Review*, 13(2), 329–346. Follett, M. P. (1924). *Creative experience*. New York:
- Logmans Green. Forsyth, D. R. (1999). *Group dynamics*, 3rd ed. Pacific Grove, CA: Brooks/Cole.
- Gartner, W. B. (1989). Some suggestions for research on entrepreneurial traits and characteristics. *Entrepreneurship Theory and Practice*, 14(1), 27–37.
- Gerstner, C., & Day, D. (1997). Meta-analytic review of leader–member exchange theory: Correlates and construct issues. *Journal of Applied Psychology*, 82(6), 827–844.
- Gilbreth, F. B., & Gilbreth, L. M. (1924). Classifying the elements of work. *Management and Administration*, 8(2), 151–154.
- Kerr, S., & Jermier, J. (1978). Substitutes for leadership: Their meaning and measurement. *Organizational Behavior and Human Performance*, 22, 375–403. Kets de Vries, M. F. R., &
- Miller, D. (1984). *The neurotic organization*. San Francisco: Jossey-Bass. Kets de Vries, M. F.

- R., & Miller, D. (1986). Personality, culture, and organization. *Academy of Management Review*, 11(2), 266–279.
- Kiefer, F., & Senge, P. M. (1999). Metanoic organizations in the transition to a sustainable society. *Reflections. The SoL Journal*, 1(1), 25–36.
- Manz, C. C., & Sims, H. P. (1984). Searching for the “unleader”: Organizational member views on leading self-managed groups. *Human Relations*, 37(5), 409–424. Manz, C. C., & Sims, H. P. (1987).
- Leading workers to lead themselves: The external leadership of self-managing work teams. *Administrative Science Quarterly*, 32, 106–128.
- Manz, C. C., & Sims, H. P. (1993). *Businesses without bosses: How self-managing teams are building high performance companies*. New York: Wiley. Marion, R., & Uhl-Bien, M. (2001). Leadership in complex organizations. *Leadership Quarterly*, 14(4), 389–418. McGrath, R., &
- MacMillan, I. (2000). *The entrepreneurial mindset*. Cambridge, MA: Harvard Business School Press. McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill. McGuire,
- J., Schneeweis, T., & Hill, J. (1986). An analysis of alternative measures of strategic performance. *Advances in strategic management* (pp. 124–156). New York: JAI Press.
- McKelvey, B. (2004). Toward a complexity science of entrepreneurship. *Journal of Business Venturing*, 19(3), 313–341.
- Miller, D., & Friesen, P. H. (1984). A longitudinal study of the corporate life cycle. *Management Science*, 30(10), 1161–1183.
- Mischel, W. (1977). The interaction of person and situation. In D. Magnusson, & N. S. Endler (Eds.), *Personality at the crossroads: Current issues in interactional psychology* (pp. 333–352). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Muczyk, J. P., & Reimann, B. C. (1987). The case for directive leadership. *Academy of Management Executive*, 1(4), 301–311.
- Mullins, J. W., & Cummings, L. L. (1999). Situational strength a framework for understanding the role of individuals in initiating proactive strategic change. *Journal of Organizational Change Management*, 12(6), 462–479.

- Neck, H. M., Meyer, G. D., Cohen, B., & Corbett, A. C. (2004). An entrepreneurial system view of new venture creation. *Journal of Small Business Management*, 42(2), 190–208. Nicholls-
- nce of vertical vs. shared leadership in the nonprofit sector. In R. E. Riggio, & S. Smith-Orr (Eds.), *Improving leadership in nonprofit organizations*: 180 –203. San Francisco: Jossey Bass;
- Shamir, B., & Lapidot, Y. 2003. Shared leadership in the management of group boundaries: A study of expulsions from officers' training courses. In Pearce, & Conger (Eds.), *op. cit.*, 235–249.8
- See Conger, J. A., & Kanungo, R. N. 1988. The empowerment process: Integrating theory and practice. *Academy of Management Review*, 13(3): 471– 483; Ford, R. C., & Fottler, M. D. 1995.
- Empowerment: A matter of degree. *The Academy of Management Executive*, 9(3): 21–32; Kirkman, B. L., & Rosen, B. 1999.
- Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management Journal*, 42(1):8 –75.9
- See Latane', B., Williams, K., & Harkins, S. 1979. Many hands make light the work: The causes and consequences of social loafing. *Journal of Personality and Social Psychology*, 37: 822–832; Steiner, I. D. 1972. *Group process and productivity*. New York: Academic Press; Steiner, I. D. 1976. *Task-performing groups*. In J. W. Thibaut & R. C. Carson (Eds.), *Contemporary*
- *topics in social psychology*: 393–422. Morristown, NJ: General Learning Press.10
- See Cox, J. F., Pearce, C. L., & Perry, M. L. 2003. Toward a model of shared leadership and distributed influence in the innovation process: How shared leadership can enhance new product development team dynamics and effectiveness. In Pearce & Conger (Eds.), *op. cit.*, 48 –76.11 Ibid.12
- Leana, C. R. 1985. A partial test of Janis' groupthink model: Effects of group cohesiveness and leader behavior on defective decision making. *Journal of Management*, 11: 5–17.13
- See Hooker, C., & Csikszentmihalyi, M. 2003. Flow, creativity and shared leadership: Rethinking the motivation and structuring of knowledge work. In Pearce & Conger

(Eds.), op. cit., 215–234.14 For an overview of potential substitutes for leadership, see Kerr, S., & Jermier, J. M. 1978. Substitutes for leadership: Their meaning and measurement. *Organizational Behavior and Human Performance*, 22: 375–403.15

- See Cohen, S. G., Ledford, G. E., Jr., & Spreitzer, G. M. 1996. A predictive model of self-managing work team effectiveness.
- *Human Relations*, 49(5): 643–676; Wageman, R. 2001. How leaders foster self-managing team effectiveness: Design choices versus hands-on coaching. *Organization Science*, 12(5): 559–577.16
- See Baum, R. J., Locke, E. A., & Smith, K. G. 2001. A multi-dimensional model of venture growth. *Academy of Management Journal*, 44(2): 292–303; Baum, R. J., Locke, E. A., & Kirkpatrick, S. A. 1998. A longitudinal study of the relation of vision and vision communication to venture growth in entrepreneurial firms. *Journal of Applied Psychology*, 83(1): 43–54; Kirkpatrick, S. A., Wofford, J. C., & Baum, R. J. 2002. Measuring motive imagery contained in the vision statement. *Leadership Quarterly*, 13(2): 139–150.17
- For a discussion of the effects of group size, see Kerr, N. L. 1989. Illusions of efficacy: The effects of group size on perceived efficacy in social dilemmas. *Journal of Experimental and Social Psychology*, 25: 374–403; Levine, J. M., & Moreland, R. L. 1990. Progress in small group research. In M. R. Rosenzweig, & L. W. Porter (Eds.), *Annual review of psychology*, Vol 41: 585–634. Palo Alto, CA: Annual Reviews, Inc.; Markham, S. E., Dansereau, F., & Alutto, J. A. 1982. Group size and absenteeism rates: A longitudinal analysis. *Academy of Management Journal*, 25: 921–927;
- Pinto, L. J., & Crow, K. E. 1982. The effects of congregations within the same denomination. *Journal of Scientific Study of Religion*, 21: 304–316.18
- Yetton, P., & Bottger, P. 1983. The relationship among group size, member ability, social decision schemes, and performance. *Organizational Behavior and Human Performance*, October: 145–159.19

- For an interesting analysis of the importance of boundary management, see Ancona, D. G., & Caldwell, D. F. 1992. Bridg-ing the boundary: External process and performance in organi-zational teams. *Administrative Science Quarterly*, 37: 527–548;
- Fisher, K. 1993. *Leading self-directed work teams: A guide to developing new team leadership skills*. New York: McGraw-Hill; Yeatts, D. E., & Hyten, C. 1998. *High performing self-managed work teams: A comparison of theory to practice*. Thousand Oaks,CA: Sage.20
- Guinan, P. J., Coopri-der, J. G., & Faraj, S. 1998. Enabling R&D team performance during requirements definition: A be-havioral versus technical approach. *Information Systems Re-search*, 9(2): 101–125.21
- See, for example, McKinney, J. 2001. The perils of being public. *Black Enterprise*, 31(9): 99 –107; Rausenbush, S. Ma Bellgets mauled. *Business Week*, 15 May 2000: 52–54; Digi Interna-tional Inc.: CEO’s comments sparked heavy trading, firm says. *Wall Street Journal*, 23 June 1995: A6.22
- See the recent press release from the American Society for Training & Development on the state of the training and de-velopment industry: http://www.astd.org/virtual_community/press_room/pdf/State_of_the_Industry_Report.pdf 23
- Hackman, J. R., & Oldham, G. R. 1980. *Work redesign*. Read-ing, MA: Addison-Wesley. 24
- Pearce & Conger, op. cit.; Pearce & Sims, 2000, op. cit.25
- See Kerr, S. 1975. On the folly of rewarding A while hoping for B. *Academy of Management Review*, 18: 769 –783.26
- See Pearce, J. L. 1987. Why merit pay doesn’t work: Impli-cations from organization theory. In D. B. Balkin, & L. R. Gomez- Mejia (Eds.), *New perspectives on compensation*: 169–178. Engle-wood Cliffs, NJ: Prentice-Hall.27
- O’Dell, C. 1986. *Major findings from people performance and pay*. Houston, TX: American Productivity Center.28
- For a discussion of the effects of group-based pay, see O’Bannon, D. P., & Pearce, C. L. 1999. A quasi-experiment of gain sharing in service organizations: Implications for

organi-zational citizenship behavior and pay satisfaction. *Journal of Managerial Issues*, 11(3): 363–378.29

- Latane', et al., op. cit.30
- For the design of successful 360 degree feedback pro-cesses, see Waldman, D. A., Atwater, L. E., & Antonioni, D. 1998.Has 360 degree feedback gone amok? *The Academy of Manage-ment Executive*, 12(2): 86 –94; Peiperl, M. A. 2001. Getting 360
- feedback right. *Harvard Business Review*, 79(1): 142–147.31
- See Schneider, B. 1990. *Organizational climate and culture*.San Francisco: Jossey-Bass.32
- See the following for a discussion of change management:Conger, J. A., Spreitzer, G., & Lawler, E. E. (Eds.). 1999. *Theleader's change handbook*. San Francisco: Jossey-Bass; Pearce,C. L., & Osmond, C. P. 1996. *Metaphors for change: The ALPsmodel of change management*. *Organizational Dynamics*, 24(3):23–35.33
- For a comprehensive review of the literature on leadership,see Bass, B. M. 1990. *Bass and Stogdill's handbook of leadership* (3rd ed.). New York: Free Press; Yukl, G. P. 1998. *Leadership in organizations* (4th ed.). Englewood Cliffs: Prentice Hall.34
- Pearce, C. L., et al. 2003. *Transactors, transformers and beyond: A multi-method development of a theoretical typology of leadership*. *Journal of Management Development*, 22(4): 273– 307.35
- See Manz, C. C., & Sims, H. P., Jr. 1991. *SuperLeadership:Beyond the myth of heroic leadership*. *Organizational Dynam-ics*, 19 (Winter): 18 –35; Schriesheim, C. A., House, R. J., & Kerr, S.1976. *Leader initiating structure: A reconciliation of discrepant 56 FebruaryAcademy of Management Executive research results and some empirical tests*. *Organizational Be-havior and Human Performance*, 15: 197–321.36
- Guinan, P. J., Coopri-der, J. G., & Faraj, S. 1998. *Enabling R&D team performance during requirements definition: A be-havioral versus technical approach*. *Information Systems Re-search*, 9(2): 101–125; Henderson, J. C., & Lee, S. 1992. *Managing I/S design teams: A control theories perspective*. *Management Science*, 38(6): 757–777.37
- Amason, A. C. 1996. *Distinguishing the effects of functionaland dysfunctional conflict on strategic decision making: Re-solving a paradox for top management teams*. *Academy of Management Journal*, 39(1): 123–148; Jehn, K. A., Northcraft, G. B., & Neale, M. A.

1999. Why differences make a difference: A field study of diversity, conflict, and performance in workgroups.

- Administrative Science Quarterly, 44(4): 741–763.38Pearce, et al., op. cit.39
- This team was a consulting client of mine who preferred to remain anonymous.40
- Waldman, D., & Atwater, L. 1992. The nature of effective leadership and championing processes at different levels in an R&D hierarchy. *Journal of High Technology Management Research*, 5 : 233 –245; Waldman, D., & Bass, B. 1991. Transformational leadership at different phases of the innovation process. *Journal of High Technology Management Research*, 2 : 169 –180.41
- Harrington, A. 1999. The best management ideas. *Fortune*, 104: 152–154. See also Pearce, C. L., & Ensley, M. D. (in press). A reciprocal and longitudinal investigation of the innovation process: The central role of shared vision in product and process innovation teams (PPITs). *Journal of Organizational Behavior*.42
- See Janz, B. D. 1999. Self-directed teams in IS: Correlates for improved systems development and work outcomes. *Information and Management*, 35(3): 171–192; Mumford, E. 1993. The ETHICS approach. *Communications of the ACM*, 36(4).43
- See Russell, R. F., & Stone, A. G. 2002. A review of servant leadership attributes: Developing a practical model. *Leadership & Organization Development Journal*, 23(3/4): 145–157.44
- See Pearce, C. L., Perry, M. L., & Sims, H. P., Jr. 2001. Shared leadership: Relationship management to improve NPO effectiveness. In T. D. Connors (Ed.), *The nonprofit handbook: Management*: 624 – 641. New York: Wiley; Perry, M. L., Pearce, C. L., &
- Sims, H. P., Jr. 1999. Empowered selling teams: How shared leadership can contribute to selling team outcomes. *Journal of Personal Selling and Sales Management*, 3 : 35 –51; Yeatts & Hyten, op. cit.45 For a discussion on the implementation of self-managing work teams, see the following: Manz, C. C., Keating, D. E., &
- Donnellon, A. 1990. Preparing for an organizational change to employee self-management: The managerial transition. *Organizational Dynamics*, 49(2): 15–26; Manz, C. C., & Sims, H. P., Jr.

- 1993. *Business without bosses*. New York: John Wiley & Sons; Wageman, R. 1997. Critical success factors for creating superb self-managing teams. *Organizational Dynamics*, 26(1): 49 – 62.46
- Yeatts & Hyten, op. cit. 47
- See Manz, C. C., & Sims, H. P., Jr. 2001. *The new Superlead -ership: Leading others to lead themselves*. San Francisco: Ber- rett Koehler; Manz, C. C., & Sims, H. P., Jr. 1991. Super leader-ship: Beyond the myth of heroic leadership. *Organizational Dynamics*, 19: 18 –35; Manz & Sims, 1993, op. cit.48
- See Fisher, K. 1993. *Leading self-directed work teams: A guide to developing new team leadership skills*. New York: McGraw-Hill; Manz & Sims, 1993, op. cit.; Perry, et al., op. cit.;
- Pearce & Conger (Eds.), op. cit.; Yeatts & Hyten, op. cit. 49
- Aldag, R. J., & Fuller, S. R. 1993. Beyond fiasco: A reap-praisal of the groupthink phenomenon and a new model of group decision processes. *Psychological Bulletin*, 113(3): 533–552; Mohrman, et al., op. cit.50
- See Hooker & Csikszentmihalyi, op. cit.
- Craig L. Pearce is an assistant professor of management at the Peter F. Drucker Graduate School of Management at Claremont Graduate University. He received his Ph.D. from the University of Maryland. His research centers on shared leadership— he has authored more than a dozen articles/chapters on the topic and recently co-edited a book entitled *Shared Leadership* (Sage, 2003). Contact: Craig.Pearce@cgu.edu
- Amason, A. C. (1996). Distinguishing the effects of functional and dysfunctional conflict on strategic decision making: Resolving a paradox for top management teams. *Academy of Management Journal*, 39(1), 123–148. Avolio, B. J., Jung, D., Murry, W., & Sivasubramaniam, N. (1996).
- Building highly developed teams: Focusing on shared leadership process, efficacy, trust, and performance. In D. A. Beyerlein, D. A. Johnson, & S. T. Beyerlein (Eds.), *Advances in interdisciplinary studies of work teams* (pp. 173–209). Greenwich, CT: JAI Press.
- Baglia, B. R., & Hunt, J. G. (1988). An organizational life cycle approach to leadership. In J. G. Hunt, B. R. Baliga, H. P. Dachler, & C. A. Schriesheim (Eds.), *Emerging leadership vistas*.

- Lexington, MA: Lexington Books. Ball, G. A. (1991). Outcomes of punishment incidents: The role of subordinate perceptions, individual differences, and leader behavior. Unpublished doctoral dissertation. Pennsylvania State University, University Park. Balogun, J., & Johnson, G. (2004). Organizational restructuring and middle manager sensemaking. *Academy of Management Journal*, 47(4), 523–549.
- Baron, R. A. (2002). Entrepreneurship and organizational behavior. In B. M. Staw, & R. Kramer (Eds.), *Research in Organizational Behavior*, Vol. 24 (pp. 225–270). Greenwich, CT: JAI Press. Barry, D. (1991). Managing the bossless team: Lessons in distributed leadership. *Organizational Dynamics*, 20(1), 31–47.
- Bass, B. M. (1985). *Leadership and performance beyond expectation*. New York: Free Press. Baum, J. R., Locke, E. A., & Kirkpatrick, S. A. (1998). A longitudinal study of the relation of vision and vision communication to venture growth in entrepreneurial firms. *Journal of Applied Psychology*, 83(1), 43–54.
- Brush, C. G., & Vanderwerf, P. A. (1992). A comparison of methods and sources for obtaining estimates of new venture performance. *Journal of Business Venturing*, 7, 157–170. Bryant, T. A. (2004). Entrepreneurship. In G. R. Goethals, G. J. Sorenson, & J. M. Burns (Eds.), *Encyclopedia of leadership*, Vol. 1 (pp. 442–448). Thousand Oaks, CA: Sage.
- Burke, C. S., Fiore, S., & Salas, E. (2003). The role of shared cognition in enabling shared leadership and team adaptability. In C. L. Pearce, & J. A. Conger (Eds.), *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage. Burke, J. (1978). *Connections*.
- Boston, MA: Little Brown. Burns, J. M. (1978). *Leadership*. New York: Harper & Row. Bygrave, W., & Minniti, M. (2000). The social dynamics of entrepreneurship. *Entrepreneurship Theory and Practice*, 24(3), 25–36.
- Coglisier, C. C., & Brigham, K. H. (2004). The intersection of leadership and entrepreneurship: Mutual lessons to be learned. *Leadership Quarterly*, 15, 771–799.
- Conger, J. A. (1999). Charismatic and transformational leadership in organizations: An insider's perspective on these developing streams of research. *Leadership Quarterly*, 10(2), 145–179.

- Covin, J. G., & Slevin, D. P. (2002). The entrepreneurial imperatives of strategic leadership. In M. A. Hitt, R. D. Ireland, S. M. Camp, & D. L. Sexton (Eds.), *Strategic entrepreneurship* (pp. 309–327). Oxford: Blackwell Publishers.
- Blackwell Publishers. Covin, J. G., & Slevin, D. P. (2004). The concept of entrepreneurial leadership. In M. A. Hitt, & R. D. Ireland (Eds.), *Entrepreneurship encyclopedia* Malden, MA: Blackwell Publishing.
- Cox, J. F. (1994). The effects of superleadership training on leader behavior, subordinate self-leadership behavior, and subordinate citizenship. Unpublished doctoral dissertation. University of Maryland, College Park.
- Cox, J. F., Pearce, C. L., & Sims Jr., H. P. (2003). Toward a broader agenda for leadership development: Extending the traditional transactional– transformational duality by developing directive, empowering and shared leadership skills. In S. E. Murphy, & R. E. Riggio (Eds.), *The future of leadership development* (pp. 161–180). Mahwah, NJ: Lawrence Erlbaum.
- Day, D. V. (2000). Leadership development: A review in context. *Leadership Quarterly*, 11, 581–613.
- Day, D. V., Gronn, P., & Salas, E. (2004). Leadership capacity in teams. *Leadership Quarterly*, 15(6), 857–880.
- Dean, T. J., Brown, R. L., & Bamford, C. E. (1998). Differences in large and small firm responses to environmental context: Strategic implications from a comparative analysis of business formations. *Strategic Management Journal*, 19(8), 709–728.
- Dunphy, D., & Stace, D. (1993). The strategic management of corporate change. *Human Relations*, 46(8), 905–920.
- Ensley, M. D., Carland, J. W., & Carland, J. C. (2000). Investigating the existence of the lead entrepreneur. *Journal of Small Business Management*, 38(4), 59–77. Ensley, M. D., & Pearce, C. L. (2001).
- Shared cognition in top management teams: Implications for new venture performance. *Journal of Organizational Behavior*, 22(2), 145–160. Ensley, M. D., Pearce, C. L., & Hmieleski, K.M. (in press).
- Environmental dynamism: A moderator of the entrepreneur leadership behavior-new venture performance linkage. *Journal of Business Venturing*.

- Ensley, M. D., Pearson, A., & Pearce, C. L. (2003). Top management team process, shared leadership, and new venture performance: A theoretical model and research agenda. *Human Resource Management Review*, 13(2), 329–346. Follett, M. P. (1924). *Creative experience*. New York:
- Logmans Green. Forsyth, D. R. (1999). *Group dynamics*, 3rd ed. Pacific Grove, CA: Brooks/Cole.
- Gartner, W. B. (1989). Some suggestions for research on entrepreneurial traits and characteristics. *Entrepreneurship Theory and Practice*, 14(1), 27–37.
- Gerstner, C., & Day, D. (1997). Meta-analytic review of leader–member exchange theory: Correlates and construct issues. *Journal of Applied Psychology*, 82(6), 827–844.
- Gilbreth, F. B., & Gilbreth, L. M. (1924). Classifying the elements of work. *Management and Administration*, 8(2), 151–154.
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press. M.D. Ensley et al. / *The Leadership Quarterly* 17 (2006) 217–231 229
- Gronn, P. (1999). Substituting for leadership: The neglected role of the leadership couple. *Leadership Quarterly*, 10(1), 41–62.
- Gronn, P. (2002). Distributed leadership as a unit of analysis. *Leadership Quarterly*, 13, 423–451. Gronn, P. (2005). *Distributed organizational leadership*. Greenwich, CA: Information Age Publishing.
- Gupta, V., MacMillan, I. C., & Surie, G. (2004). Entrepreneurial leadership: Developing and measuring a cross-cultural construct. *Journal of Business Venturing*, 19(2), 241–260. Hambrick,
- D. C., & Abrahamson, E. (1995). Assessing managerial discretion across industries: A multimethod approach. *Academy of Management Journal*, 38(5), 1427–1441.
- Hambrick, D. C., & Finkelstein, S. (1987). Managerial discretion: A bridge between polar views of organizational outcomes. In B. M. Staw, & L. L. Cummings (Eds.), *Research in Organizational Behavior*, Vol. 9 (pp. 369–406). Greenwich, CT: JAI Press.
- Hambrick, D. C., & Mason, P. A. (1984). Upper echelons: The organization as a reflection of its top managers. *Academy of Management Review*, 9, 193–206. Hollenbeck, J. R., Ilgen, D. R., & Segoe, D. J. (1994). Repeated measures regression and

mediational tests: Enhancing the power of leadership research. *Leadership Quarterly*, 5, 3–23.

- Hooker, C., & Csikszentmihalyi, C. (2003). Flow, creativity and shared leadership: Rethinking the motivation and structuring of knowledge work. In C. L. Pearce, & J. A. Conger (Eds.), *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage.
- Ireland, R. D., Hitt, M. A., & Sirmon, D. G. (2003). A model of strategic entrepreneurship: The construct and its dimensions. *Journal of Management*, 29(6), 963–989.
- James, L. R., Demaree, R. G., & Wolf, G. (1993). R/sub wg/: An assessment of within-group interrater agreement. *Journal of Applied Psychology*, 78 (2), 306–309.
- Katzenbach, J. R., & Smith, D. K. (1993). *The wisdom of teams*. Cambridge, MA: Harvard Business School Press.
- Keats, B. W., & Hitt, M. A. (1988). A causal model of linkages among environmental dimensions, macro organizational characteristics, and performance. *Academy of Management Journal*, 31, 570–598.
- Kerr, S., & Jermier, J. (1978). Substitutes for leadership: Their meaning and measurement. *Organizational Behavior and Human Performance*, 22, 375–403.
- Kets de Vries, M. F. R., & Miller, D. (1984). *The neurotic organization*. San Francisco: Jossey-Bass.
- Kets de Vries, M. F. R., & Miller, D. (1986). Personality, culture, and organization. *Academy of Management Review*, 11(2), 266–279.
- Kiefer, F., & Senge, P. M. (1999). Metanoic organizations in the transition to a sustainable society. *Reflections. The SoL Journal*, 1(1), 25–36.
- Kuhn, T. S. (1970). *The structure of scientific revolutions*. Chicago, IL: University of Chicago Press.
- Lawler, E. (1986). *High-involvement management: Participative strategies for improving organizational performance*. San Francisco: Jossey-Bass.
- Manz, C. C., & Sims, H. P. (1984). Searching for the “unleader”: Organizational member views on leading self-managed groups. *Human Relations*, 37(5), 409–424.

& Sims, H. P. (1987). Leading workers to lead themselves: The external leadership of self-managing work teams. *Administrative Science Quarterly*, 32, 106–128.

- Manz, C. C., & Sims, H. P. (1993). *Businesses without bosses: How self-managing teams are building high performance companies*. New York: Wiley.
- Marion, R., & Uhl-Bien, M. (2001). Leadership in complex organizations. *Leadership Quarterly*, 14(4), 389–418.
- McGrath, R., & MacMillan, I. (2000). *The entrepreneurial mindset*. Cambridge, MA: Harvard Business School Press.
- McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill. McGuire, J., Schneeweis, T., & Hill, J. (1986). An analysis of alternative measures of strategic performance. *Advances in strategic management* (pp. 124–156). New York: JAI Press.
- McKelvey, B. (2004). Toward a complexity science of entrepreneurship. *Journal of Business Venturing*, 19(3), 313–341. Miller, D., & Friesen, P. H. (1984). A longitudinal study of the corporate life cycle. *Management Science*, 30(10), 1161–1183.
- Mischel, W. (1977). The interaction of person and situation. In D. Magnusson, & N. S. Endler (Eds.), *Personality at the crossroads: Current issues in interactional psychology* (pp. 333–352). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Muczyk, J. P., & Reimann, B. C. (1987). The case for directive leadership. *Academy of Management Executive*, 1(4), 301–311.
- Mullins, J. W., & Cummings, L. L. (1999). Situational strength a framework for understanding the role of individuals in initiating proactive strategic change. *Journal of Organizational Change Management*, 12(6), 462–479.
- Neck, H. M., Meyer, G. D., Cohen, B., & Corbett, A. C. (2004). An entrepreneurial system view of new venture creation. *Journal of Small Business Management*, 42(2), 190–208. Nicholls-
- Nixon, C. L. (2005). Rapid growth and high performance: The entrepreneur's “impossible dream?” *Academy of Management Executive*, 19 (1), 77–89. Nunnally, J. C., & Bernstein, I. H. (1996). *Psychometric theory*, 3rd ed. New York: McGraw-Hill.
- Pearce, C. L. (1997). *The determinants of change management team effectiveness: A longitudinal investigation*. Unpublished doctoral dissertation, University

- of Maryland. Pearce, C. L. (2004). The future of leadership: Combining vertical and shared leadership to transform knowledge work. *Academy of Management Executive*, 18(1), 47–57.
- Pearce, C. L., & Conger, J. A. (2003). All those years ago: The historical underpinnings of shared leadership. In C. L. Pearce, & J. A. Conger (Eds.), *Shared leadership: Reframing the hows and whys of leadership* (pp. 1–18). Thousand Oaks, CA: Sage.
 - Pearce, C. L., & Manz, C. C. (2005). The new silver bullets of leadership: The importance of self- and shared leadership in knowledge work. *Organizational Dynamics*, 34(2), 130–140. 230 M.D. Ensley et al. / *The Leadership Quarterly* 17 (2006) 217–231
 - Pearce, C. L., & Sims, H. P. (2002). Vertical versus shared leadership as predictors of the effectiveness of change management teams: An examination of aversive, directive, transactional, transformational and empowering leader behaviors. *Group Dynamics: Theory, Research, and Practice*, 6(2), 172–197. Pearce, C. L., Sims, H. P., Cox, J. F., Ball, G., Schnell, E., Smith, K. A., et al. (2003).
 - Transactors, transformers and beyond: A multi-method development of a theoretical typology of leadership. *Journal of Management Development*, 22(4), 273–307.
 - Pearce, C. L., Yoo, Y., & Alavi, M. (2004). Leadership, social work and virtual teams: The relative influence of vertical versus shared leadership in the nonprofit sector.
 - In R. E. Riggio, S. Smith-Orr, & J. Shakely (Eds.), *Improving leadership in nonprofit organizations* (pp. 180–204). San Francisco, CA: Jossey-Bass.
 - Quinn, R. E., & Cameron, K. (1983). Organizational life cycles and some shifting criteria of effectiveness: Some preliminary evidence. *Management Science*, 29(1), 33–51. Schein, E. (1997).
 - Tepper, B. J., & Tetrault, L. A. (1994). Least preferred co-worker score, situational control, and leadership effectiveness: A metaanalysis of contingency model performance predictions. *Journal of Applied Psychology*, 79(4), 561–573.
 - Scully, J. S., Sims, H. P., Olian, J. D., Smith, K. G., Schnell, E. R., & Smith, K. A. (1994). Tough times make tough bosses: A meso-analysis of CEO leader behavior. *Leadership Quarterly*, 5(1), 59–83.
 - Shamir, B., & Lapidot, Y. (2003). Shared leadership in the management of group boundaries: A study of expulsions from officers' training courses. In C. L. Pearce, & J. A. Conger (Eds.), *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage.

- Smith, K. G., Mitchell, T. R., & Summer, C. E. (1985). Top level management priorities in different stages of the organizational life cycle. *Academy of Management Journal*, 28(4), 799–821.
- Smith, N. R., & Miner, J. B. (1983). Type of entrepreneur, type of firm, and managerial motivation: Implications for organizational life cycle theory. *Strategic Management Journal*, 4(4), 325–340.
- Stewart, G. L., & Barrick, M. R. (2000). Team structure and performance: Assessing the mediating role of intrateam process and the moderating role of task type. *Academy of Management Journal*, 43(2), 135–148.
- Stinchcombe, A. L. (1965). Social structures and organizations. In J. G. March (Ed.), *Handbook of organizations* (pp. 142–193). Chicago, IL: Rand McNally.
- Swezey, R. W., & Salas, E. (1992). *Teams: Their training and performance*. Westport, CT: Ablex Publishing.
- Taylor, F. W. (1911). *The Principles of scientific management*. New York: Harper & Brothers.
- Ucbasaran, D., Lockett, A., Wright, M., & Westhead, P. (2003). Entrepreneurial founder teams: Factors associated with member entry and exit. *Entrepreneurship Theory and Practice*, 28(2), 107–128.
- Vecchio, R. (2003). Entrepreneurship and leadership: Common trends and common threads. *Human Resource Management Review*, 13(2), 303–327.
- Vroom, V. H., & Yetton, P. W. (1973). *Leadership and decision making*. Pittsburgh: University of Pittsburgh Press.
- Ward, T. B. (2004). Cognition, creativity, and entrepreneurship. *Journal of Business Venturing*, 19(2), 173–188.
- Williamson, I. O. (2000). Employer legitimacy and recruitment success in small businesses. *Entrepreneurship Theory and Practice*, 25(1), 27–42.
- Winborg, J., & Landstrom, H. (2001). Financial bootstrapping in small businesses: Examining small business managers' resource acquisition behaviors. *Journal of Business Venturing*, 16(3), 235–254.
- Wolff, S. B., Pescosolido, T., & Druskat, V. U. (2002). Emotional intelligence as the basis of leadership emergence in self-managing teams. *Leadership Quarterly*, 13(5), 505–522.
- Yukl, G. (2002). *Leadership in organizations*. Upper Saddle River, NJ: Prentice Hall.
- Zaccaro, S. J., Rittman, A. L., & Marks, M. A. (2001). Team leadership. *Leadership Quarterly*, 12, 451–454.