

*Is there a leader in you?  
Will you look ahead  
When everyone wants to look back?  
Do you dream of tomorrow  
When others want it now?*



# UNDERSTANDING THE LEADER IN YOU

Diane, the chief operating officer, was walking toward company headquarters when she saw Danny, one of the company's newly appointed team **leaders**. As they made their way toward the office together, Danny looked at the large number of employees going into the main entrance, some peering at their PDAs, others texting, and still others talking on their cell phones. Few even acknowledged, let alone talked to, each other.

Danny turned to Diane, noting, "I see our people find it tough to disconnect from personal concerns when they come to work. I wonder how we can help them make that transition more easily. I'm also concerned that they rarely work for more than a half hour without some kind of outside interruption." Diane smiled. "That's a good observation, Danny," she said. "You're thinking like a leader. The question of how we can help our people feel more connected to each other so they willingly disconnect from other concerns beyond the office is critical. We want our employees to be able to function as a team, not merely as individuals in a group. I'm glad you're focused on that. That's why I picked you to be a team leader!"

Can you learn to think like a leader? Can you learn to act like a leader? The answer is yes. By learning to communicate effectively, you can accomplish both! There is a kind of **communication intelligence** associated with effective **leadership**. Effective leaders use critical-thinking and reasoning skills in concert with emotional intelligence to solve problems, negotiate solutions, and shape the perceptions and behaviors of others in support of their goals. By learning to think and act like a leader—that is, *by learning to communicate like a leader*—and collaborate effectively with others, you can help find solutions to some of the serious challenges and troubling problems of our day.<sup>1</sup>

Whether we're concerned about the limits of privacy, the health care crisis, corporate greed, social networking, sustainability, the global marketplace, safety at home and abroad, government regulation or deregulation, or satisfying employment, we need leaders who are able to focus on the big picture, see the opportunities in the challenges before them, inspire and mobilize others in gathering information and assessing opportunities, take calculated risks considering fully chain-of-decision options and consequences, and persuade others to join with them in shaping the future.

## LEADING QUESTIONS ABOUT LEADERSHIP

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What is leadership? Who is a leader? Do you have what it takes to be a leader?

Though questions like these are asked over and over again, many of us remain confused about leadership's nature and our own potential for leadership. For example, where do you stand when it comes to answering this question:

*Can we all exercise leadership, or is it reserved only for those “special” persons at an organization's top?*

Because of our society's “culture of celebrity” many of us regard leaders as being special people—extremely attractive, charismatic, and personable individuals whom others find themselves attracted to and decide to follow. Such a perception makes Ashton Kutcher and Lady Gaga leaders. After all, millions of people have chosen to follow each of them on Twitter. We need only point to the number of citizens who vote for candidates they believe are good looking and who they would like to be friends with rather than supporting various candidates because they approve of their policies and believe they will change things for the better as proof of the culture of celebrity in action.

Focusing on just an individual, however, while ignoring the social process of leadership can blind us to the roles we play. While one person may possess the formal authority and even pretend to know all the answers, many people need to contribute leadership if the formal leader and his or her followers and organization are to succeed.<sup>2</sup> Thus, leadership depends on communication and interaction between leaders and followers. So, do you want others just to follow you, or are you ready to work with them to help drive change? We hope you choose the latter. To see if you are up to the challenges the latter choice presents, read on.

#### **WHEN CALLED ON TO LEAD, CAN YOU . . .**

- Focus on the big picture
- Identify opportunities
- Mobilize followers
- Gather information
- Consider options and consequences
- Work collaboratively to shape the future

### ***What Are Leadership's Challenges?***

In all sectors of society, people talk about the need to find leaders who are up to meeting the complex challenges currently facing society and all its public and private institutions. To be sure, we need leaders, but what types of leaders should we be seeking? Is there a set of communication skills and understandings you should possess that would prepare you to be up to performing the leader's role? There is, and our goal is to help you identify and master those skills and understandings.

Let's start with the understanding that leadership, as we just noted, does not reside in a single individual; in fact, we view leadership as *a shared and collaborative effort*. When considered from this perspective, people who may not be in positions of authority can also exert leadership, much as Martin Luther King did in the civil rights movement and Mohandas Gandhi did in India. Neither King nor Gandhi was the head of a nation, but nonetheless each succeeded in mobilizing others to confront and change the future in new and exciting ways. Though perhaps not on so grand a scale, you can do the same.

While often there may be one person in charge, the results ultimately achieved are likely to depend on the efforts and abilities of an entire team. In that sense, *leaders are mobilizers*, not the sole actors.<sup>3</sup> Do you see yourself as a mobilizer? Do you know anyone who is a mobilizer? Maybe that person is a parent, a religious leader, the head of a group you belong to, or a politician. What does she or he do to mobilize the efforts of others? Think about it. It is the abilities of many people exerting leadership that makes the biggest difference.

Sometimes leaders need to be directive, and sometimes they need to be team builders. Sometimes they need to describe their visions by telling others what to do, and sometimes they need to cultivate support, engaging and empowering others to consider how best to move forward—effectively turning leadership into a much more collaborative enterprise. Given specific sets of circumstances, leaders need to be able to assess what is needed and adapt their style of leading to meet the demands of each situation, what some theorists such as Anthony J. Mayo and Nitin Nohira call **situational leadership**.<sup>4</sup>

Thus, being able to exert effective leadership depends on your being able to meet five key challenges, demonstrating that you have the following:

- (1) The ability to identify and confront a problem
- (2) The ability to turn the problem into an opportunity by communicating a compelling vision—one that sets the problem in a context that others are able to visualize
- (3) The ability to align people in support of that vision
- (4) The ability to motivate or mobilize others to take action
- (5) The willingness to work persistently and collaboratively alongside others until the problem is solved

Your role as a leader is to harness the insights and strengths, what you might call the **collective intelligence** of many individuals who together will orchestrate their walk into a new future. When it comes to leading, your communication skills and understandings become your natural ally.

## WHAT DO YOU THINK ABOUT LEADING?

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If you are contemplating leadership you also need to learn about yourself and your communication strengths and weaknesses. As you step up the career ladder, having the ability to communicate effectively increases in importance. Leaders lead because they know how to share ideas, respond calmly to the emotions and stresses that new ideas may trigger in others, and interact with

others in ways that foster a climate conducive to both creative and critical thinking. As we have noted, we believe that each and every one of you has leadership potential.<sup>5</sup> Your chance of fulfilling that potential, however, depends on three requisites: (1) understanding yourself and others, (2) internalizing sound communication principles, and (3) enacting communication behaviors designed to get results by getting others onboard.

Exploring leadership is not kid's play. Leaders both good and bad affect all our lives in myriad ways, making leadership a very serious business indeed. From the boardroom to the classroom, from the political arena to the religious pulpit, from government chambers to hospital halls, from the battlefield to the playing field, how the leader thinks, what the leader says, what the leader does, what the leader expects of followers, and how the leader behaves when alone and in the company of others makes a difference. Is there a leader in you? We think so!

### Self-Reflection: Looking In and Out

1. Identify 10 people who come to mind when you hear the word *leader*. Then answer these questions about the people on your list:
  - A. What do these individuals have in common with one another?
  - B. How do their experiences differ?
  - C. In what ways has each person influenced or touched you? Describe specifically how each leader impacted your life.
2. Generate a list of thoughts that come to mind when you hear the word *leadership*. Explore your list. How many of your thoughts would you classify as positive and how many as negative?
3. Create a collage representing your personal leadership strengths and weaknesses. How might you capitalize on your strengths? What might you do to overcome your weaknesses?

## LEADERS GET OTHERS FROM WONDERING WHICH WAY TO GO? TO APPLAUDING THE WAY TO GO!

*Question:* Who are the persons responsible for figuring out which way to go or what needs to be done?

*Answer:* Leaders.

*Question:* Who are the persons who identify what needs to change, whose cooperation is needed to avoid or defuse a crisis, how best to solve a problem, and how to get closer to or reach a goal?

*Answer:* Leaders.

**Leaders identify the way to go,  
establishing a path forward.**

Since at one time or another, we have all faced a “need to fix it” moment, more than likely we have also been among the persons responsible for identifying “the way out,” “the way up,” or “the way to go.” Every group, every team, and every social institution and organization requires that one or more individuals exert leadership—take initiative in setting a path—identifying *the way to go*—and then translate that path, that road map, into a vision others will share, eliciting a cry from the followers they mobilize of *way to go!* So answering the “What is the *way to go?*” question and getting others on board to support the given answer, thereby supplying the *way to go!* or push forward, are both leader responsibilities.

As we see, we can read the words *way to go* either as a question requiring an answer by supplying a specific direction or focus or as an exclamatory—a congratulatory accolade—a recognition of those social qualities an individual possesses that result in others desiring to join with her or him to accomplish a specific task or bring about a needed change. Determining the *way to go* and finding others who will travel that new path because you influence them to believe it to be the *way to go* are prerequisites for leadership.

Now, let us delve more deeply into leadership’s nature.

## WHAT IS A LEADER? WHAT IS LEADERSHIP?

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A *leader* is a person who produces change. Thus, an individual who exerts influence, establishing the path forward—what we referred to as *the way to go*—is a leader. The leader makes a difference in the road others choose to travel. The leader influences others to take one path rather than another, prodding others to work toward achieving a particular goal by convincing them that reaching this goal will make the future better, and, for that reason, it is worthy of their time and attention.

We identify those who join with the leader by applauding his or her efforts and supplying the needed *way to go!* support as followers.

As we will see, both leaders and followers are necessary actors in the leadership process. We define *leadership* as *an interactive process during which one or more individuals use symbols to influence other individuals to join with them in accomplishing change and realizing a shared objective.*

When we say *leaders use symbols to influence* we mean that leaders rely on language, both verbal and nonverbal, to communicate their vision to followers and accomplish their goals. The language leaders use determines if, and to what extent, they will succeed in rallying others to support their goals.

When we say *leadership accomplishes change and realizes a shared objective* we mean that leading involves influencing others to join with the leader in altering the status quo in pursuit of a mutual goal.

What does the cartoon tell you about the coach's view of leadership? To what extent do you agree or disagree with the sentiments expressed?



*"And the way you kids kick ass today will speak volumes about the leaders of tomorrow you will be."*

## WHY LEADING IS COMMUNICATING

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Communication is the primary tool leaders use to bring people together to affect the performance of a group or an organization. By communicating about the past and identifying problematic present-day situations (*why the status quo must go*), leaders engage us in envisioning a better future. Thus, leaders *bind time* by linking the past, present, and future. In the process, they exhibit the ongoing, complex, and irreversible nature of communication. There is nothing static about communication. If we conceive of present communication experiences as points of arrival from past experiences and also as points of departure for future ones, then we understand that events, while interconnected, are also unrepeatable. As the Chinese proverb reveals, “Even the emperor cannot buy back one single day.” Neither can leaders.

### ***Leaders Depend on Communication Skills***

Effective leaders enact superior communication skills, demonstrating what we call the performance of **communication competence**. Distinguished by their ability to open people’s minds to ideas they might otherwise not be open to, superior leaders also are particularly adept at sharing meaning that elicits desired emotional, cognitive, or behavioral changes in others, contributing to others feeling, thinking, or doing something differently.

What leadership qualities precipitate this? First, effective leaders develop *self-awareness*—the understanding and insight of how they themselves affect others, facilitating their ability to work well with them. Second, leaders *self-regulate*. They have the ability to control or redirect impulses and moods that are disruptive, and they wisely engage in serious thinking before they act. Third, leaders are *self-motivated*. They work because of their passion to pursue goals, not merely because of money. Fourth, leaders have *empathy*. Their understanding of others’ needs and what is important to them enables them to build more meaningful relationships. Finally, leaders possess *social skills* that let them build rapport and find common ground with others while concurrently revealing what they themselves stand for and value in the process.<sup>6</sup>

For example, Amy Schulman, the executive vice president and general counsel at Pfizer, tells real-life anecdotes about herself to help her convey her leadership style to the company’s employees. The following story about the first time she took a client’s deposition helps her show those who work for her that she’s not afraid to laugh at herself:

I thought that the most important thing was to control the witness. I didn’t realize that the way you control somebody is not by intimidating them. But I adjusted my chair so that I’d be really tall, and could look



down imposingly on the witness. But I raised it so high that as soon as I sat down, I toppled over and fell backward.<sup>7</sup>

### ***Leaders Develop an Understanding of Self and Others***

Effective leaders understand themselves. Because their self-concept enables them to think of themselves as leaders, they also develop their leadership identity and interact with others from that perspective. They are in touch with the cognitive abilities and emotional intelligences a leader requires. They have insight into their analytical, emotional, social, and contextual strengths and weaknesses. Sensitive to constraints that may be placed on them, they can lead from either out front or behind. They know what they do not know, and recognizing the limitations that may be placed on their powers, they continuously work on self-improvement, consciously trying to create a world that others would like to be part of; in effect, finding ways to motivate others to join with them in taking action.<sup>8</sup>

Effective leaders also understand those they seek to lead. Among a leader's myriad constituencies are groups of **followers**, typically comprised of various **stakeholder** groups or publics including, but not limited to, employees, stockholders, and members of the community (local, national, and global). The ability of any leader to influence followers depends on how willing followers perceive the leader is to interact with them, as well as on how effective the leader is at influencing their behavior. As the saying goes, "You have to be in it to win it!" By performing an array of communication activities designed to foster connections with followers, the leader exhibits adaptive communication skills and enhances his or her credibility.

### ***Leaders are Adept at Framing and Sharing Narratives***

Additionally, how effective a leader is at framing interactions influences his or her realization of desired outcomes. Leaders who are adept at shaping narratives—and telling their stories—tend to develop more emotional and lasting connections with supporters.<sup>9</sup>

In what contexts is the telling of stories appropriate? Any context! We tell stories over coffee, during presentations we give, and in virtually any social or business situation. The contents and tone of the stories we tell reveals who we are, informs others about the values we hold, and describes the object(s) of our focus. Those who respond to a particular story line tend to develop a meaningful emotional relationship with the storyteller—in this case, the leader—becoming collaborators in the leader's story, extending its reach, and helping the leader realize his or her goal(s) in the process.

## Observation: Watch and Learn

### *The Apprentice*

Watch any segment of the reality television program *The Apprentice*.

First, describe the task facing each of the teams, the members on each team, and the ways in which each task leader's understanding of self and others, or the lack thereof, contributed to the team's success or failure.

Second, compile a list of communication activities used by the leader in pursuit of the team's goal.

Third, identify how the leader's interaction with team members and others influenced each team's outcome.

Finally, answer these questions:

Do you believe that a leader needs to be hypercompetitive for the team to succeed?

What did we learn about the personal code of ethics of both the leader and followers on each team? For example, did any of the team leaders or members exhibit a "do anything to win" attitude?

To what extent would you have acted similarly or differently if placed in each team leader's position?

## ASKING AND ANSWERING MORE QUESTIONS ABOUT LEADERSHIP

Are some of us born leaders while others of us don't stand a chance of ever leading anyone? Can we be taught how to lead? Is it possible not to be

appointed as the leader but to emerge as a leader nonetheless? How we answer these questions can positively or negatively shape our beliefs about our leadership potential. Let us address each of these questions now.

**Leading is a shared and collaborative effort. Many contribute leadership for the leader to succeed.**

### ***Do You Have to Have Certain Traits to Lead?***

Those who adhere to the **trait theory of leadership** believe that some people possess unique inborn characteristics or talents that destine them for leadership

roles.<sup>10</sup> Some of the traits attributed to leaders are physical ones; for example, leaders are taller and more attractive than others. Some of the traits are psychological; for instance, leaders are more intelligent and verbally fluent than others or more extroverted and likeable than those not in leadership positions. And some traits are sociological, with the leader having more status and upward mobility than others. Do you know any leaders who possess the physical, psychological, or sociological characteristics mentioned here? What about yourself?

Over time, the trait theory morphed from one highly focused on identifying qualities great leaders had in common to a consideration of the characteristics shared by charismatic and visionary leaders. The theory has produced a seemingly endless list of traits that people perceived leaders to possess. What it does not focus on, however, is the situation facing the leader. In other words, the traits useful in one situation may not be the traits required to meet the demands of another situation.

### ***Can You Learn to Lead?***

In contrast to those who believe leaders are born to lead are others who view leadership as a *learnable relational process*—an outcome dependent on what happens when individuals—potential leaders and followers—interact with one another. Thus, adherents of this perspective believe that leaders are not born but made. If we are taught leadership, they argue, we can learn to lead.<sup>11</sup> They point to leaders who learned who they were, what they wanted to achieve, and why they wanted to achieve it and thus were able to gain the support of others.<sup>12</sup> Do you know any leaders who learned to lead others? What did they do to develop into leaders?

### ***Must a Leader Be Appointed?***

You know from experience that sometimes an individual is the *appointed leader*—the person assigned to the leadership role—perhaps because of the formal position he or she serves in the organization. The appointed leader may, for example, function as a department head, office manager, or in some other administrative role. But when his or her group or team is faced with solving a particular problem, because of the way others respond to the appointed leader, a completely different person may emerge as the group or team leader. So we ask, in what ways do appointed leadership and *emergent leadership* differ from

each other? Unlike appointed leadership, *emergent leadership* is not title dependent. Rather, it results from others accepting and supporting a person's communicative efforts. Others respond to his or her behavior. Who do you believe tends to be more effective at performing leadership responsibilities, the appointed or the emergent leader? Why?

Leaders can exist at any level of the organization chart. Self-directed work teams have leaders, as do unions, protest groups, and student groups.

## LEADING AND MANAGING: SIMILARITIES AND DIFFERENCES

### How Are Leaders Different From Managers?

#### LEADERS

FOSTER AND PRODUCE CHANGE  
DEVELOP A VISION FOR THE FUTURE  
ALIGN PEOPLE INTO TEAMS AND  
COLLABORATIONS  
MOTIVATE AND  
INSPIRE  
MOVE PEOPLE IN A NEW DIRECTION  
FOCUS ON THE BIG PICTURE

#### MANAGERS

MAINTAIN STABILITY  
PLAN, BUDGET, AND IMPLEMENT VISION  
ORGANIZE AND STAFF  
CONTROL FOR  
PREDICTABILITY AND CONSISTENCY  
MAINTAIN POSITION  
FOCUS ON DETAILS

Is every leader a manager? Is every manager a leader?

Leading and managing do share much in common. For example, both leading and managing involve working with and influencing others. They both are concerned with the effectiveness of their respective groups. And they both are focused on goal attainment. These similarities contribute to some believing that leading and managing are one and the same thing. Research, however, reveals the expectations we have for leaders and managers are considerably different and so are their responsibilities.

According to leadership theorists James Kouzes and Barry Posner we associate leading with fostering change, paving the way for innovation, and the overcoming of crises, while we associate managing more with maintaining stability, promoting efficiency, and the preservation of order.<sup>13</sup> How do the activities of leaders and managers underscore their apparently different priorities? We rely

on leaders to master and change the contexts of our lives—to see into the horizon and create a viable future for us. We rely on managers to keep the organization on the track set by the leader, to implement the leader’s vision. Or as Warren Bennis and Ivan Goldsmith note, “A manager does things right. A leader does the right things.”<sup>14</sup> The manager believes that “if it ain’t broke, don’t fix it.” The leader believes otherwise. From the leader’s vantage point, “When it ain’t broke may be the only time you can fix it.”<sup>15</sup> Who do you know that is a better manager than leader? Who do you believe to be a better leader than manager? What about yourself?

Leadership scholar John Kotter observes that managers engage in planning and budgeting while leaders develop a vision of the future. Managers organize and staff, finding individuals who are right for a job, while leaders create teams and collaborations composed of people who understand and support the leader’s vision. Managers plan and organize to solve problems while leaders motivate and inspire others to overcome barriers to change. Managers exhibit predictability, demonstrating consistent behavior yielding results stakeholders expect, while leaders innovate and foster change by taking followers into the future. In effect, managers are detail oriented and seek to eliminate chaos from organizational life, while leaders clarify the big picture and formulate visions for change.<sup>16</sup>

Thus, while the manager’s focus on order and consistency has him or her planning and budgeting, the leader is committed to tolerating and coping with chaos to produce change and movement. Where the manager organizes and staffs, the leader aligns people into teams. As the manager exerts control, the leader motivates and inspires, energizing team members not by pushing them but by satisfying their basic human needs. In other words, managers maintain position; leaders, in contrast, influence people—moving them in new directions.

When combined together, strong management and leadership characterize a successful organization, while the absence of one or both contributes to an organization’s diminished effectiveness. Thus, when we talk about the importance of leadership to an organization’s future, we are neither denigrating nor diminishing the function of managing.

### Working It Out: Alone or Together

Identify the management and leadership skills needed to run and staff a workshop on either of the following topics: ethics in business or sustainability in business. Be specific in describing the character traits, functions, philosophies, and expected results of the persons managing and leading this workshop.

## ACTING TO CONTROL OTHERS' IMPRESSIONS: HOW WOULD YOU ACT IF THE LEADER?

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How do leaders get people to work together? What influences the leader's ability to recruit others to follow their lead so that people collaborate with one another, and the leader can direct them towards a goal?

### *Can You Perform Leadership?*

Sociologist Erving Goffman's dramaturgical approach to human interaction can help us understand how the skillful enacting of **impression management** plays a critical role in the performance of leadership.<sup>17</sup>

If we consider social interaction as a performance, and the setting(s) in which interaction occurs as the stage, then the actors (the persons on the stage) play their parts to manage the impressions of others sharing the stage with them so they may achieve their goals or objectives. The more skillful the actors, the more effective they are at convincing others that they are knowledgeable, trustworthy, and possess a charisma or dynamism that makes them a person to follow. What dramatic elements do they rely on to accomplish this?

First, leaders use **framing**, specifically defining a scene or situation in a way that helps others interpret its meaning in the way the leader desires. For example, a CEO might explain that by temporarily eliminating the corporate contribution to the pension the leader is taking steps to ensure the long-term health of the company. By framing an action in a specific way the leader hopes to give followers a reason to offer him or her their support.

Leaders also use **scripting**, the identification of each actor's role in the scene—particularly the role of the leader and the leader's supporters or followers. In effect, the leader convinces others on the stage that the leader needs them to play their roles as assigned so they can achieve the desired outcome.

Of course, leaders use **engaging dialogue**—storytelling together with colorful and descriptive language and effective use of nonverbal cues—to guide the response of the other players.

Together, these elements underlie the leader's **performance**. When engaged in performing, a leader makes a number of choices. For example, the leader can opt to use the technique of **exemplification**—serving as an example or acting as a role model for others to follow—or **promotion**—elucidating personal skills and accomplishments and/or a particular vision for others to value. The leader can engage in **face-work**—protecting his or her image by reducing the negative

aspects of himself or herself visible to others—or practice **ingratiation**—using techniques of agreement that make others believe the leader to be more attractive and likeable and less threatening, harmful, or pernicious.

What kind of leadership performance do you tend to respond to most and least favorably? Why?

### ***Do the Right Goals Motivate Your Performance?***

As the financial crisis and resulting recession that occurred toward the end of the first decade of the 21st century revealed, some people performing leadership are motivated by greed rather than by the desire to improve things to benefit followers and the public good.

The motivations of some leaders make them toxic. While knowing the risks their actions create, they instead create illusions of safety and pretend absolute certainty in the effort to improve their personal positions, resulting in their harming society and those whom their performance affects. Using only their raw charisma, they solicit the blind trust of followers.

In contrast are leaders who are competent and genuinely care about the lives of their followers, who use knowledge and charisma to build trust and empower others to join them, who demonstrate values congruent with their behavior, and who make a real effort to overcome obstacles and discover solutions to pressing problems. (We will discuss the leader's ethics in greater detail in the next chapter.)

#### **Post It: Imagineering a Better Way**

According to a Civility in America 2011 poll, 43% of Americans say they have experienced incivility at work, and another 38% feel the workplace is increasingly disrespectful. When asked who is to blame for workplace incivility (violations of respectful workplace norms including rudeness and insults), workers say the leader is responsible.<sup>18</sup>

Given this new reality, your task is to start a program in civility at your college or university. What aspects of Goffman's dramaturgical approach could you use in support of your goal? Describe how you would enact them. Are there any parts of the process outlined earlier that you would refrain from using? Why? What techniques might you substitute in their place?

## GOALS AND OPPORTUNITIES

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Our goals in writing this book are to provide you with insights into the meaning and practice of leadership and to help you develop the communication skills and understandings you need to have to lead. In effect, we want to facilitate your personal leadership journey.

In coming chapters we will explore what you can do to enhance your leadership skills, how to practice leadership strategically, how to cultivate followers, and how to exercise leadership responsibly so you deliver on the promises you make. As we investigate the purposes and nature of leadership together, we will focus not only on developing your emotional and social intelligence and an understanding of how others perceive you, but will also help you learn how to mobilize others to confront challenges and increase your understanding of global leadership and technological tools. The importance of being knowledgeable about what is going on around the world and the advantages that come with effectively using social networking and virtual leadership in support of your efforts are undeniable leadership assets.

As you see from the in-chapter exercises contained in this chapter, you will also have abundant opportunities to work on a series of tasks that address the complexities and basics of leadership and that when completed will enhance your insight into what it means to be a leader and to lead. In the process, we hope to also help you develop the imaginative spirit of creative inquiry that effective leaders possess. Our journey into leading with communication has just begun. Come with us as we explore its many dimensions.

### Theory Into Practice

#### *A Leader's Lament Versus a Leader's Legacy*

Why do some leaders initiate policies that are detrimental to the interests of their followers and organizations while others leave legacies that those who come after them will continue?

Historical research is rich in answers to this question. For example, in this next passage, historian Barbara Tuchman asks a series of questions designed to expose the foolishness of leaders through time:

Why did the Trojan rulers drag that suspicious-looking wooden horse inside their walls despite every reason to suspect a Greek trick? Why did successive ministries of George III insist on coercing rather than conciliating the American colonies, though repeatedly advised by many counselors that the harm done must be greater than any possible gain? Why did Charles XII and Napoleon and successively Hitler



invade Russia despite the disasters incurred by each predecessor? Why did Montezuma, master of fierce and eager armies and a city of 300,000, succumb passively to a party of several hundred alien invaders, even after they had shown themselves as all too obviously human beings, not gods? . . . Why does American business insist on "growth" when it is demonstrably using up the three basics of life on our planet—land, water, and unpolluted air?"<sup>19</sup>

To be sure, arrogance, loss of focus, or weak character can cause a leader's downfall. When a leader pays scant attention to others' warnings; becomes overly complacent, failing in his or her responsibility to adapt and keep pace with change; or lacks a moral center, seeking personal enrichment at others' expense; the leader is likely to sacrifice his or her legacy.

Over a half century ago, when writing about the importance of one leader's legacy, another social commentator, Walter Lippmann, wrote these thoughts in the *New York Herald Tribune*:

The final test of a leader is that he leaves behind him the conviction and will to carry on. The genius of a good leader is to leave behind him a situation which common sense, without the grace of genius, can deal with successfully.<sup>20</sup>

We test a leader's legacy by its durability and the change the leader fostered. If the leader's ideas and values survive the leader, then chances are that the leader's contribution will contribute to an organization or movement's longevity.

Based on both of these assessments, identify a present-day leader whom you believe faltered and another whom you believe will leave a lasting legacy.

## LOOK BACK

Reread this chapter's opening poem. Based on what you now understand about leadership and your leadership potential, why do you believe the speaker asked each of the poem's questions? How would you answer each of these questions now?

## Key Terms

Appointed leader (13)

Communication intelligence (4)

Collective intelligence (6)

Emergent leadership (13)

Communication competence (10)

Engaging dialogue (16)

Exemplification (16)	Learnable relational process (13)
Face-work (16)	Performance (16)
Follower (11)	Promotion (16)
Framing (16)	Scripting (16)
Impression management (16)	Situational leadership (6)
Ingratiation (17)	Stakeholder (11)
Leader (3)	Trait theory of leadership (12)
Leadership (4)	

## Notes

1. Boris Groysberg, *Chasing Stars: The Myth of Talent and the Portability of Performance* (Princeton, NJ: Princeton University Press, 2010).
2. See, for example, R. Bolden, B. Hawkins, J. Gosling, and S. Taylor, *Exploring Leadership: Individual, Organizational and Societal Perspectives* (New York: Oxford University Press, 2011).
3. See, for example, Ronald Heifetz, *Leadership Without Easy Answers* (Cambridge, MA: Harvard University Press, 1998).
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ETHICAL MATTERS: THINKING ABOUT  
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IT'S A QUESTION OF VALUE

POSITIONS MATTER: QUESTIONS TO  
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