CHAPTER THREE

The baby and the bath water

The baby and the bath water

*'When leaders do their best work, they don't copy anyone.
They draw on their own values and capabilities.'*

PROFESSOR ROBERT E. QUINN, UNIVERSITY OF MICHIGAN, ANN ARBOR

Clearly beyond the fashions, fads and fetishes of Chapter 2, managements must have been doing something right to have survived – and succeeded – for so long. Indeed, since humankind has been on this earth, effective leaders and sound leadership have been fundamental features of successful collective endeavour and enterprise.

As we look at both the present and the future, and consider the radical changes taking place, it is all too easy to focus on the requisite *new* competencies and to ignore, or discount, what effective managers and leaders have been doing well, throughout the history of industry, trade and business. Similarly, in so many arenas outside business, in government, the armed forces, public service, religion, teaching, science and medicine, competent leaders and effective leadership have been among the prime movers in promoting and ensuring change, progress and growth. The very history of civilization itself provides rich and innumerable sources of object lessons and success stories in excellence of leadership – as well as catalogues of incompetence, blunder and even gross immorality, where there has been cynical abuse of the leader role – or, quite simply, no leadership at all, when its presence was critical to success.

One valuable benefit, therefore, of our leadership heritage, from business – and elsewhere – is the enormous amount of relevant literature, distilled wisdom and analyzed experience of professional leader performance and development, to which we have access. Though some may be devalued for the current world by too strong an historical perspective and too great a distance in time and circumstances, much

nevertheless remains relevant, topical and appropriate for today's work environments and operating conditions.

Perhaps a sad reality, however, is that we are still squandering much of that inheritance, by ignoring or rejecting the ample lessons of experience, so readily available to us.

One possible reason is that so much of business leadership and management is perceived to be primarily about *action* – especially by many leaders and managers themselves. What Professor Reg Revans[1] described as the four 'corrigible handicaps to managerial learning':

1. *The impulsion to instant activity*

2. *The idealization of past experience*

3. *The charismatic influence of successful managers*

4. *The belittlement and blame of subordinates*

– are all leader behaviours which tend to deny *reflective learning and personal* discovery from texts, conceptual models, or theories of leadership and management. Although they may share the redeeming feature of being corrigible, unfortunately, they are not so easily *unlearned*.

Consequently, so much of leadership development remains, for many, a haphazard, empirical and often fortuitous process, where others' distilled experience has little opportunity to contribute to the learning process. Clearly, there is no teacher like experience, but when someone says, "I've had 20 years' experience of leadership", we need to ask – *"Was this 20 years of valid experience, where the key lessons have been drawn, or was it really one year's experience, 20 times over?"*

The probably apocryphal story of the suspicion and disdain in which his colleagues held a production manager, in an automotive company, simply because he was known to be a frequent visitor to the local library – and, therefore, was regarded as dangerous because he read too much – still strikes familiar chords in some management circles, even today!

Relevance and appropriateness of role model are also significant factors in learning, and there are always likely to be personal preferences – and prejudices here. For example, although there is doubtless much we can learn about leadership from Leonidas, Alexander, Hector and Lysander

(and such great names as these…!) equally, there is no doubt that, for most business leaders and managers, more 'street cred' attaches to names like Richard Branson, Bill Gates, Sir Terence Leahy, Anita Roddick and Lee Iacocca, in the leadership role model stakes. Outside the business world – yet providing credible and relevant role models for business (and other) leaders are Dame Stella Rimington, Generals Sir Michael Rose and Sir Michael Jackson, Conductor Benjamin Zander and Bob Geldof, among many more. Much of learning, particularly from role models, is essentially an imitative process, so that, currently relevant leader 'icons', with reputation, track record and professional credibility are likely to be more appropriate sources of inspiration than remote historical 'heroes', or abstract 'disembodied' lists of attributes.

Keeping the 'baby'…

In Chapter 2 the point was made, implicitly – based upon the dialectic of Hegel – about not throwing the baby out with the bath water, in the task of developing leader competencies and effectiveness for today's and tomorrow's world. The 'baby', representing a synthesis of the best of both experientially and theoretically derived leadership is, in reality, pretty grown-up by now and somewhat more inclined to middle-aged maturity, rather than pristine infancy.

What then, does this substantial 'baby' of mature years consist of, in terms of a valid body of understanding about leadership and managerial competence? More particularly, for the purposes of learning and to develop a bedrock of effective leadership talent – and potential – what are some of the more relevant and established benchmarks and principles that we will need to absorb, integrate into our personal style and build upon, before moving into the more 'heady', but currently necessary competencies of New Age leadership and management?

Leadership emerges as central to so many activities and processes and so begs the question: in which *context* are we discussing leadership and, therefore, what mindsets and competencies are we concerned to develop – and deploy?

Figure 7, below, offers an outline 'map' of the broad scope of leadership that would apply to most current 'worlds', including business – both public and private sectors, government, the armed forces, education, public services and large voluntary organizations.

FIGURE 7: LEADERSHIP IN CONTEXT

So, which concepts and models of leadership are relevant and offer practical guidance and direction for leaders – whether they are operating strategically, operationally or at close quarters, stimulating and energizing a small team?

One key model that has stood the test of over 40 years is that crystallized and developed by Professor John Adair[2] in the early 1960s.

John Adair's '*Functions of Leadership*' model

This simple, practical and very relevant model endures because it is so pertinent – and is likely to remain so in tomorrow's world, as a functional benchmark for leaders, whatever their working environment or leadership arena. It therefore transcends mere fashion, or fadism.

In effect, it has become *the* classical fundamental model of what leaders need to do, in order to be effective in role, i.e.:

1. *Achieving the task.*
2. *Building and maintaining the team.*
3. *Developing the individual.*

Two of the many strengths of Adair's concept are that it is timeless and is not culture or situation-dependent. For over four decades, the now familiar 'three-circle' *Functional Leadership* model has been integrated into company cultures, individual's leadership styles and is an established core competency hallmark of the management and supervisory training doctrine in a great number of organizations. For many years, Adair's model has been taught in the civil service, public services and the armed forces, as well as in business schools, management colleges, universities and countless organizations, globally. As an example of this, HMS Excellent, the Royal Navy's School of Leadership and Management has even incorporated the 'Unholy Trinity' motif into its official ship's badge.

Figure 8, below, shows the practical simplicity of this evergreen model of day-to-day leadership, still relevant from shop-floor supervision through to corporate governance in the company boardroom.

FIGURE 8: PROF. JOHN ADAIR'S 'FUNCTIONAL LEADERSHIP MODEL'

A third strength of Action-Centred Leadership is that it can help the leader to identify where he, or she, may be operating out of kilter, with the real needs of the group or situation. For example, over-preoccupation with the bottom-line and end-result statistics and, therefore, inordinately high focus on task needs, may well mean that individuals and/or teams see their needs as being of relatively minor significance to the leader. Conversely, over-preoccupation with people's needs, trying always to please others and avoiding tough decisions which need to be made can quickly lead to task avoidance, weak decision making and poor results.

As the Chief Executive of a major pharmaceutical company[3] put it:

> "'X' spends far too much time trying to please people, instead of getting on with what's really wanted. He tells me what he thinks I want to know and if he does that with me, he will do it with others. I can't trust him to deliver – he's too bothered about being nice to people, so that results often suffer in his area."

Following a management programme, the Financial Director of a company manufacturing hi-tech fasteners for the aerospace industry[4] said:

> "Those three circles help in that they bring home the need for me to try to keep things in balance. I can focus on one or two things at the expense of the other areas, but only for a short time, before the cracks begin to appear."

Hersey-Blanchard – the situational approach model

Like the Adair model, the situational approach concept of Paul Hersey and Kenneth Blanchard, dating from the early 70s has stood the test of time, in providing relevant benchmarks, guidelines and criteria for leaders in management to work to. The fundamental premise of the situational approach model is that the *functioning maturity* of the team members is a major determinant of the 'style' of leadership that needs to be adopted by the team leader, in order to produce the most effective contributory responses from people.

Probably as well-known as John Adair's concept of the *functions* of leadership, the Hersey-Blanchard model of the *context* of leadership is widely acknowledged and used in the UK, Europe, as well as in North America, where the concept originated.

The concept of 'functioning maturity', underlying the situational approach, reflects the degree to which people can – and will – do what is expected of them, in terms of effective job performance.

'Can' is essentially a matter of possessing (or not possessing) the requisite knowledge, understanding and skill to do the job. 'Will' has two distinctive facets to it:

1. Does the person have the *confidence and courage* to do what they most likely can do?
2. Is the individual sufficiently *committed to doing* what they can do and may, or may not, have the confidence to do?

Functioning maturity may, therefore, be represented in the form of a progressive continuum of behaviour.

At the **lowest end** of the functioning maturity spectrum, the individual possesses neither the skill, nor the will to do the job, and so *the leadership style required will involve high elements of tell, coach, encourage, reassure and help.*

At a level of '**medium-low**' maturity, the individual may be able to do the job in terms of skill but lacks the confidence and commitment – hence *a more appropriate leadership style is likely to involve higher levels of encouragement, reassurance, persuasion and 'selling' to help overcome the lack of will.*

However, as a caveat to excessive reassurance is Edmund Burke's dictum[5], 'There is a time when forbearance ceases to be a virtue'.

A prime example of this occurred when the author was directing a Leadership in Management programme, some years ago, for The Leadership Trust[6]. Having established that activities like canoeing and shallow-water diving were progressing well and were being appropriately managed, the next activities to be monitored were rock-climbing and abseiling.

Fresh from climbing a rock face pitch of about 60 feet, the group of nine participants were about to abseil back down. Two had successfully – albeit understandably somewhat anxiously – made it back down to terra firma, and the third participant, a middle-aged solicitor, was about to launch himself into space. As he stood, terrified, poised on the edge of the rock, his nerve failed.

The instructor gently began to encourage and reassure him, in order to coax him into taking a step into what the solicitor could now only see as a bowel-liquefying descent into oblivion. He repeatedly delayed the moment of truth by continually adjusting his harness, checking his karabiner over and over again, pulling on the rope and making excuses after each equipment check. Seeing that variously, anxiety, frustration and impatience were beginning to affect the remaining participants, the instructor gently and chummily moved close to the solicitor and then unexpectedly roared – "Move yer bleedin' arse!" With

a yelp like a terrified puppy, the solicitor leapt backwards into space until his descent was quickly arrested, some seven or eight feet down the rock face. The instructor looked down at him, with a warm, cherubic smile and asked – with an appropriately solicitous tone to his voice – "Well John, how do you feel now – OK?"

"Bloody fantastic! Marvellous", came the reply!

On the scale of functioning maturity perhaps that of '**medium high**' can be the toughest to deal with from a leader's point of view. This is where the individual (or it may be a group) can do what is wanted and possesses the confidence to do so, but is not committed.

Frequently, leader attempts at persuasion are rationalized away or contaminated by out of context logic. Authoritarian leadership may be defeated, variously, by malevolent compliance ("I'll do what you tell me, but I'll make sure it won't work"), calling the leader's autocratic bluff, playing dumb, or simply doing something entirely different.

What the situational approach model advocates is for the leader to move gear into a more participative, involving mode, by delegating to and progressively empowering people, so as to give them ownership of challenges – and their solutions. In such instances, the use of reflective questioning – using largely 'open questions' – keeps the dialogue task-focused, without becoming a sterile battle for dominance, quid pro quo, or self justification, i.e.:

1. *So, how would you tackle that?*

2. *What's the best way to do this, do you think?*

3. *What specifically would you do?*

4. *What would you do next?*

5. *And then?*

6. *What help do you need from me?*

Assuming the answers coming across don't make sense or are inappropriate, questioning may take, for example, the following form:

1. *Suppose we did it like that and it went wrong – what would that cost us?*

2. *If we did it that way – what's the worst that could happen? How could we best avoid that?*

3. *What would still give us the advantages you propose, but would reduce the risks to a more acceptable minimum?*

4. *That's one way – but what would be a more appropriate alternative that would also give us 'X'?*

The final stage on the functional maturity continuum ('**high**') is whether the individual or team can – and will – do the job effectively. Here, much of the art of leadership is about knowing when to stop being a manager and move into the role of 'supportive colleague', allowing people to get on with the job. Clear-cut unambiguous delegation needs to proceed hand-in-hand with comparably clarified empowerment boundaries. The leadership style required here is the end game for leaders, since it reflects an appropriately led, engaged and functionally mature, high-performing team.

Sun-Tzu – The Art of War (for Executives)

Something of a 2,500 year-old 'baby' are the tenets which form the basis of Chinese soldier-philosopher Sun-Tzu's treatise on leadership.

Two areas which are immediately relevant to our theme, taken from Krause's[7] 1996 update, are Sun-Tzu 's ten short principles and seven aspects of leadership that are likely to be quickly apparent to others.

Sun-Tzu's ten principles of leadership:

1. *Learn to fight*
2. *Show the way*
3. *Do it right*
4. *Know the facts*
5. *Expect the worst*
6. *Seize the day*
7. *Burn the bridges*
8. *Do it better*
9. *Pull together*
10. *Keep them guessing*

Seven visible aspects of leadership that can be assessed:

1. *Competence and readiness to keep learning open.*
2. *Sense of purpose and commitment to goals.*
3. *Self-discipline and self-respect.*
4. *Achievement and accomplishments.*
5. *Sense of accountability and responsibility.*
6. *Ability to build effective relationships.*
7. *Readiness to lead by example.*

Krause's most readable book confirms much of the timelessness of sound, effective leadership and the principles and practices which *continue* to be at the heart of leading others to success.

While retaining much of the flavour and 'feel' of the original writings, Krause's apposite interpretation reads like a treatise on established modern best practices, in leadership and management, as a result of his use of relevant modern terminology.

A useful comparison to make is one between Sun-Tzu 's writings and the current findings of Kouzes & Posner and Nadler & Tushman on page 57.

Another aspect of the 'baby' to be retained is captured in the work of Tom Cummings[8], an American consultant living and working in Europe. He has developed, in *ascending* order of professional integrity, a hierarchy of leader motivations which he identifies as being the moral and psychological drives behind leader behaviour. Essentially, Cummings sees these as a hierarchy of accountable commitment, ranging from a preoccupation with comfort and complete self interest (level 1) up to

occupying the moral high ground of doing what is ethically the right thing to do (level 6):

6. Do what is right to do (the ethical position).

5. Long-term interests (preservation of the business).

4. Principle of law (what is legal and required, what is illegal).

3. Seeking approval and accolades (vanity and self-glorification).

2. Self-interest (what's in it for me?).

1. Avoid 'pain' and hassle (stay in 'comfort zone').

Sensitive leadership: 'eyes – and ears – on: hands-off'

Consistently, through the centuries, perceptive observers on the arts of leadership have identified the relevance of those styles and approaches which foster autonomy and self-sufficiency in developing the functional maturity of their people. Starting with Lao Tse (a more or less contemporary of Sun-Tzu) who stated, "…but of a good leader, who talks little when his work is done, his aim fulfilled, they will all say, 'We did this ourselves'."

Right through to today's champions of empowerment and self-directing work groups is the recurring theme of effective low profile leadership which is aimed, not at over managing, but rather at:

- Enabling
- Facilitating
- Catalyzing

} *in order to give ownership, self-confidence and responsibility to others*

In effect, these three leadership behaviours amount to helping people to help themselves, which is the very essence of the coaching role of a leader, where the emphasis is upon learning – not teaching, or instructing.

Add the above three talent management, energizing and focusing activities to Sun-Tzu's ten principles and seven aspects of leadership and we start to see the basis for closing the gap, identified in Vth Dimension's

paradigm (Figure 2) between state-of-the-art technology and state-of-the-practice leadership. Ensure effective coaching and mentoring and the gap is dramatically reduced even further.

Effective coaching and support – without meddling or 'smothering' – are crucial leader activities in helping to ensure and maintain effective job performance and successful individual or team results with mature staff.

A simple relevant exercise developed by the leading European Business School IMD[9], takes the following form:

Tutor to class:

1. "I want each of you to think about a time in your career when you were:

    • Highly effective and producing good results

    • Well motivated and the adrenalin was flowing

    • Life and you both felt good."

2. "Take five minutes to think about that and write down what was happening at this successful satisfying time. What conditions existed in your work environment?"

3. "When you have finished, simply turn to your neighbour on your right and start talking to them about the experience – after three minutes swap over."

Boss role

Already prepared, is a flip chart on which is written:

1. *My boss was absent/not involved at the time.*

2. *My boss coached me and gave me encouragement.*

3. *My boss acted as an 'equal' or 'friend' but didn't really coach me.*

4. *My boss acted as a traditional boss giving direction, instructions and acting at times autocratically.*

Used at international programmes at IMD with delegates from upwards of a dozen different nationalities, and also used on consultancy projects

in the UK, Ireland, Western Europe, the United States and Canada typical responses are:

Question 1	60-70%
Question 2	80% +
Question 3	20-30%
Question 4	5-15%

Some response overlap occurs, since bosses are perceived, in many cases, to play more than one role. Nevertheless the consistency of answer irrespective of culture or country, from intelligent, generally effective people, is loud and clear, i.e.:

- *Tell me what is expected of me.*

- *Let me get on with it.*

- *Help me when I need guidance.*

- *Don't 'micro-manage' me but treat me like an intelligent, responsible adult.*

What has been explored, so far in Chapter 3, is something of the 'baby' that needs to be retained – and further developed – as necessary new behaviours, as well as established and still current best practices in leadership and management.

Building on both the models themselves and also the experience gained, in the job, from their principles, tenets and guidelines, are other constructs and concepts which can add to our understanding of what currently constitutes best practice in leadership – and, therefore, more steps towards mastery of the leader role.

Exemplary leadership

Leadership by example, updated as – 'does he/she walk the talk'? , i.e. 'Say – Do' consistency – remains fundamental in leader credibility.

Once, when asked if he thought 'example' was important, Albert Schweizer replied, "No, it is not important – it is the ONLY thing that matters."

Credibility is compounded of many variables – which largely remain timeless and enduring, i.e.:

- Integrity
- Competence
- Courage
- Organizational 'clout'
- Approachable style and open mind
- Keeping up with what is going on
- Resourceful adaptability

Personal 'Horsepower'

X

Mindset

Kouzes & Posner[10] leadership consultants in the US, identify 13 behaviours and actions that currently constitute personal power and perceived credibility among leaders. They are as follows:

- Challenging the process, i.e. questioning and not merely accepting the status quo.
- Searching for opportunities, so taking the business forward.
- Experimenting and trying out new ideas and options.
- Inspiring shared visions.
- Envisioning a future for the business and its likely market place.
- Enlisting others through networking and dialogue.
- Enabling others to act, i.e. facilitating effective performance.
- Strengthening others and building on their strengths.
- Fostering collaboration, through alliances and coalitions.
- Modelling the way and pathfinding.
- Setting an example which may involve some sacrifice.
- Celebrating accomplishments.
- Recognizing people's contributions.

In some respects similar to the research of Kouzes & Posner are the findings of Nadler & Tushman[11] whose conclusions emphasize the following behaviours, as those of individuals seen, by others, to be effective leaders. They are that such leaders:

- Envision well and crystallize the future effectively.
- Articulate a compelling vision.
- Set high expectations – for themselves and others.
- Model – and display – consistent behaviour.
- Bring energy into their role and energize others – a point strongly underlined by Jack Welch.
- Demonstrate personal excitement (they let their adrenalin show).
- Express personal confidence.
- Seek out, find and use success.
- Enable others to act effectively. They make things happen.
- Express personal support and commitment to others.
- Empathize with others.
- Express confidence in people.

Both the research of Kouzes & Posner and Nadler & Tushman identify, as requisite leader behaviours, what are essentially 'Authoritative' leadership styles, rather than those which might be described as 'authoritarian', 'democratic', or 'pace-setting'.

Leader power and inspirational leadership

Two final factors that have characterized effective leadership for centuries – and are likely to do so in the future – are power and influence. Leader power and influence derive, typically, from the following sources:

1. Positional power

- Power of authorization, e.g. signing off, giving formal approval (or disapproval), imposing and removing sanctions.
- Power to recruit, promote, reward and give formal recognition.
- Power to fire, remove from role, demote, re-assign and punish.

2. Personal power

- Power of competence, expertise, knowledge and information.
- Power of 'personality', style and charisma, i.e. – 'horsepower'.

3. Power of the transformed organizations

- Power generated by change itself, to reorganize, redesign, restructure, reinvent and re-engineer the organization.
- Power to delegate, empower, make responsible and accountable.

4. Moral power

- The power of personal and professional integrity.
- Personal authenticity.

5. Referrent power

- Whom you have direct access to and whom you are regularly seen with.

Inspirational leadership is so much a matter of striking the right chords with people at the right time. It involves elements as elusive as 'personal chemistry' but, at a more practical and fundamental level, it is about

relating to people in ways which give them confidence, belief and faith in themselves, as much as in the leader. Inspirational leadership includes words and actions which help people to:

- Overcome barriers and obstacles
- Exceed limits and past achievements
- Surpass others by building and demonstrating superiority
- Transcend the ordinary, or expected
- Excel by demonstrating pre-eminence in skill, achievement or excellence

"To achieve the bloody impossible", as Conductor Benjamin Zander puts it

As a timeless and classical example, Adair[12] quotes an extract from a letter written by Admiral Lord St Vincent to Admiral Nelson, *'I never saw a man in our profession… who possessed the magic art of infusing the same spirit into others which inspired their own actions… all agree there is but one Nelson.'*

More recently, examples of inspirational leadership might include Mahatma Gandhi, Winston Churchill, Michael Collins, Nelson Mandela, Mao Tse Tung and Martin Luther King who all generated, or continue to generate, strong, committed and focused 'followership' as a result of their values, message, behaviour, credibility and *example,* in the role of leader.

Getting rid of the bath water...

1 'Testosterone leadership'

If past and present 'new', or 'best practice' represent the 'baby' in the equation, then what, predominantly is the 'bath water' that needs to be flushed down the waste pipe?

High on the list must be 'macho management' and one of its major manifest aberrations from reason – 'testosterone leadership'. Not only the prerogative of an organization's 'old guard', but unfortunately also to be found sometimes among the younger upwardly mobile factions in management, is the mindless macho mismanagement style of those who otherwise have little personal power and organizational 'clout' to take a business or function forward.

There is all the difference in the world between real toughness, based upon personal courage, a well-informed, intelligent-reading of situations and a high sense of moral responsibility for outcomes – and boorish blame-ridden aggression. Generally, those unable to wear their epaulets easily and competently are insecure, unsure of themselves, afraid or inexperienced and untutored as leaders.

2 'Glib dummies in smart suits'

One negative spin-off of the information technology revolution, in its early stages, and the concomitant rise of the 'Yuppy' faction has been what R Bernstein, Chairman of Random House has described as, "The most dangerous individual of all. The glib, number-crunching fast-tracker with his (or her!) quality bullshit" (author's addition in parenthesis). Research work into this dysfunctional element in the United States identified the following as typical of their more common 'crimes':

- Unreasonably demanding reports, or complex decisions, in writing – 'on my desk, by first thing tomorrow morning'. The product of much burned midnight oil and hard work, then typically remained, for days, un-read in the recipients in-tray, or 'pending file'. These are the 'deadline junkies' who can't (or won't) distinguish between 'urgent' and 'important'.

- Spending the majority of their time 'managing by PC screen' and minimizing inter-personal contact, networking and dialogue, to a dangerously impoverished degree.

- Basing decisions far too heavily upon statistical data, taken out of context and in too-narrowly an excluding, or unrealistic, perspective. In this way, the real issues may be masked or distorted, by the often spurious authenticity of well-presented, sanitized data, given a twist of 'spin'.

3   Political 'gamesmanship'

At the opposite end of the political spectrum to appropriate lobbying, building of legitimate alliances, professional sponsorship and necessary networking, is the deliberate playing of 'power games'. What Eoin Neeson[13] terms 'meticulous ambiguity', along with unethical duplicity, are typical of the tactics used by some managers to divide, conquer and rule, to sabotage and confuse, or simply to gain ascendancy in wasteful, sometimes near-internecine, struggles with colleagues, with whom reality demands they collaborate.

Clearly there are distinctions between 'good' and 'less good' – or, even – downright 'bad' politics, within organizations, though often the lines between ethical and unethical can be very fine, or blurred. Baddeley & James[14] developed a simple yet relevant model which helps to differentiate between ethical and less ethical (expedient) political behaviour within organizations. Using intersecting bi-polar dimensions they took as their 'north-south' axis 'political awareness' or 'reading' (of situations) ranging from 'politically aware' down to 'politically unaware'. The 'east-west' axis of their model identifies what is essentially integrity, ranging from 'acting with integrity' (playing it straight) to 'playing psychological games' (power/self-oriented).

The interplay of political awareness and integrity produces some interesting 'political' (or, conversely 'non-political') behaviours suggesting varying degrees of manipulation, manoeuvring and/or power play that different people tend to use, more or less habitually, to influence situations and their outcomes within organizations.

One useful contribution that the Baddeley & James model (Figure 9, below) makes is to distinguish between politically manipulative people, especially the more Machiavellian who would tend to 'live' in the top left hand corner, and those , from the top right hand box, who are equally aware politically, yet act with high integrity.
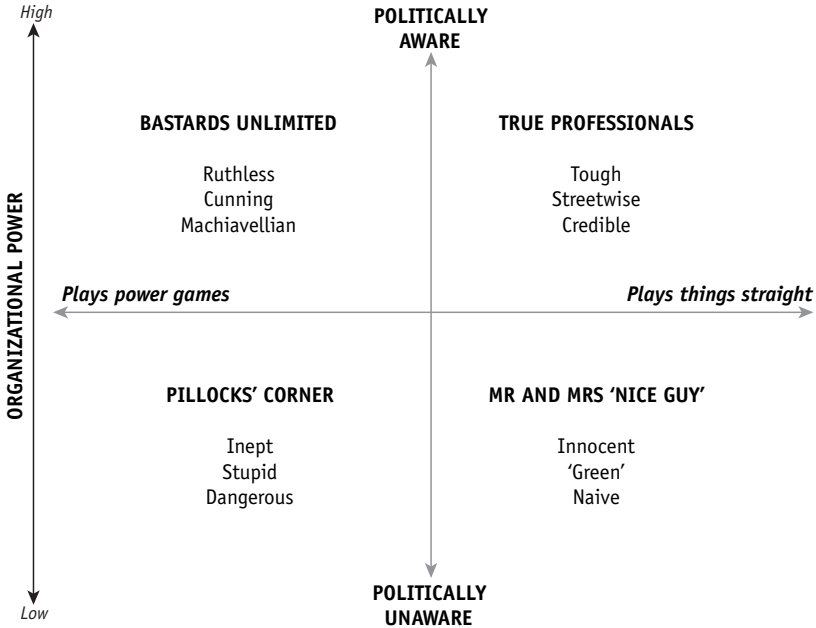

FIGURE 9: LEADERSHIP – PEOPLE, POWER AND 'POLITICS'
Source: Baddeley & James (Adapted)

Those in the top left box are often ruthless, intelligent and 'clever' people who usually manage to come up with an answer which places them in a winning, or advantageous position. Power and power 'games' are very important to them. They typically put a good deal of energy into political 'leap-frogging', manipulation and manoeuvering, to gain personal advantage, frequently at others' expense. By contrast, those who fall into the top right hand box are genuinely collaborative and try to achieve 'win-win' outcomes. They typically listen well and seek to understand others. Their behaviour is open, usually rational, non-defensive and professional. Their principal concern is to get the job done, efficiently and

effectively. Their focus is balanced between both achieving requisite results and maintaining sound working relationships. Emotion takes the form of passion for excellence and achievement, but their handling of inter-personal conflict tends to be dispassionate, objective and solution-driven.

Those in the bottom left box can be dangerous – as well as stupid, or inept – because they often precipitate situations that they cannot handle and then leave others to clear up after them. In less than genteel circles, this box might, therefore, justify the sobriquet – 'Pillocks' corner'.

The 'innocents' in the bottom right hand box are essentially '*Mr and Ms Nice Guy*' who, generally, are principled people, who believe in ration-ality, formal role-responsibility structures and tend to see things in 'either-or', 'right or wrong', terms. Normally, they eschew 'politics' and place high value on moral, legal and corporate rules, as appropriate bases for conducting themselves and fulfilling their responsibilities to the organ-ization and to others in their role set.

Positive so-called 'backstage' activity and the relevance of political aware-ness in management will be explored, in more depth, in Chapter 5.

Clearly, there is much more that could be classified under the heading of 'bath water'. However, the above three negative aspects of traditional leadership and management – apart from excessive 'ancestor worship' and obsessive preservation of the status quo – are among the major prac-tices that need to be identified for what they are, abandoned and replaced by effective professionalism, as rapidly as possible.

Much of what has gone before – past practices and previous manage-ment styles – tends to become blurred by the vagaries of recall, as well as by a fear of moving out of comfort zones. Sailors are well known for their assertion that 'their last ship was the best'. Many of their land-based counterparts in offices, factories and warehouses take a similar view during, or following, organizational change.

Often, out of self-justification or resentment at the loss or addition of responsibility, territorial 'rights' and roles, they tend to hark back to 'what was' – rather than focusing on the opportunities and challenges afforded them by change and, therefore, 'what can be'.

Learning from the past, instead of living in it – in order to better shape the future – will be a recurring theme of this book.

Summary

Essentially Chapter 3 has been concerned to identify both some long-established and more recently articulated models, principles and practices of what people consider to represent effective leadership.

The intention is not to arrive at an exhaustive (and quite unrealistic) list of attributes and strengths, but rather to highlight some of the more important research conclusions about the hallmarks of leadership effectiveness, which have:

1. In part drawn upon far older principles and practices of sound leadership and have been re-structured to suit the modern world of industry and business.

2. Arisen specifically as a result of focus and concentration upon what both leaders and followers *currently* consider to be best practices, from contemporary experience.

Only two out of many models have been briefly explored, but they are widely recognized as two of the more enduring and relevant definitions and hallmarks of requisite leader style and effective leadership behaviours, i.e.:

• John Adair's Action-Centred Leadership Model.

• Hersey & Blanchard's situational approach model.

The work of Kouzes & Posner, together with that of Nadler & Tushman represent recent research of high quality, as well as relevance to the shifts toward new paradigm and new order thinking and practice, in management and leadership.

Their work endorses the importance of professional, authoritative leadership styles in engaging people's hearts as well as their minds.

If the move to '*Master of Leadership*' (recognizing that the state of 'Master' is itself a moving target) is seen as a learning, experiential progression

from 'apprentice', to 'journeyman', to 'Master', then what we have looked at here, in Chapter 3, are essentially tools, techniques and arts of the trade, acquired during the apprenticeship and journeyman stages of an individual's leadership development and advancement.

The 'bath water' so many managements need to get rid of includes, essentially:

- Macho managing and testosterone leadership (people who 'talk a good fight' but who usually possess little real power and organization 'clout').

- The PC-bound managers who 'crunch out' data and to whom such facts and figures so often become the all too narrow determinants of major decisions, so discounting, or neglecting wider perspectives, contexts and, above all, people.

- The would-be 'power-play' politicians who disrupt and dismember the organization's legitimate work, task roles and relationships.

- Those who constantly hark back to the 'good old days' and who see change as a challenge or threat to be resisted, or subverted, at all costs.

In Chapter 4 we look at how the art of leadership can be further enriched, built upon and developed, in order to move the individual closer to the 'Master' stages of the leader role.

SOME POINTS FOR REFLECTION AND DISCUSSION

1. How far does the Action-Centred Leadership model usefully serve today's needs for developing effective leader behaviours?

2. What do you see as the practical strengths and weaknesses of the model?

3. Do the same analysis of Hersey & Blanchard's situational approach model.

4. Conduct the exercise on motivation and effectiveness – using the same questions and four headings of 'boss role' – on your own people (or any other relevant work team that you are about to use it with). *What do their responses tell you about your leadership style?*

5. Critique the work of Kouzes & Posner and Nadler & Tushman, as hallmarks of effective leader behaviour, from your own experiences, as well as from the standpoint of purely objective analysis. What can you usefully take – and build upon – *in developing your own approach to leadership?*

6. Identify what, in leadership terms, represents the 'bath water' in your organization. What is its negative impact upon people, performance, profitability, and progress? Given a reasonably free hand, what would you do to reduce/eliminate it?