

A Complete Definition of Leadership

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A recent search of the Expanded Academic Database of published articles using the term 'leadership' returned over 26,000 articles, which seems like a large number of articles for a concept that lacks a definitive definition. As I pondered this problem I wondered if we (as researchers, scholars, consultants, and leaders) were not the cause of this problem in that we have examined the parts but not the whole. I reflected on the story of the blind men describing the elephant and the different accurate descriptions that each blind man gave, yet each was insufficient to understand the whole. I once heard a speaker, whose name escapes me, discuss the change in the blind men's descriptions if the elephant started walking; to which the speaker commented that the movement of the trunk is different than the movement of the tail which is different than the movement of legs, which is different than the movement of the side of the elephant, which is different than the movement of the ears. While the 26,000 articles talk about leadership, there seem to be a lot of blind men describing a moving elephant. Why then write this article? Perhaps to look at the elephant with eyes open rather than through the blind man's 'sight.'

Why were we blind in our past view of leadership? Perhaps our training in research and exploration in the social sciences caused us to miss the whole as we probed the parts. I believe this may be the case since social science research uses a reductionist approach in the studying and understanding of social phenomena. This means that social science researchers are trained to break everything down to the lowest common denominator and explain what is found in the simplest of terms. This is not a bad thing to do and has helped us understand hundreds, if not thousands, of social science concepts. However, in the case of the study of leadership, I think it has taken us away from the whole and it is this whole that we seek to understand, thus, my interest in defining leadership by recombining the parts that have been so well understood in prior studies. This is not the first attempt to study the whole of leadership and it is imperative that I mention the work of Rost (1993) who reviewed the field of leadership definitions but ended up with the same social science research reductionist flaw when he concluded his work with a five-point definition of leadership.

With the help of Kathleen Patterson, a PhD fellow at Regent University's School of Leadership Studies we located all the articles and books that contained a definition, a scale, or a construct of leadership that we could find. While I am confident that we did not find every document written, we stopped when we kept finding redundant material in the literature. We ended up with over 160 documents that we believed to be useful and not too redundant of other articles with each document containing 1 to 25 constructs, or statements, describing or defining leadership. As we reviewed the 1,000-plus constructs/statements we categorized the items into 92 discrete dimensions with the last category labeled as miscellaneous (please see Table 1 in the appendix for a list of the dimensions). Since each dimension represents a part of the 'elephant' I believe that we

need to assemble the dimensions back to a whole and think completely about leadership.

For research, this complete definition is problematic in that the next phase of this project will require that we build a complete model of all the dimensions and show how each element affects the others. While it is problematic in that it is difficult to deal with a model of 90+ dimensions, we must find a way to do it. Like Kuhn's (1996) work on scientific revolution explains -- when existing paradigms don't explain the observed phenomena it is time for a different approach. Yet, even these 90+ dimensions are not sufficient to understand leadership. On-going research at Regent University's School of Leadership studies in two related areas help us understand a virtue-based approach to leadership. While many of the dimensions that occur in the complete definition provided in this document are virtuous, we don't have a clear theory of virtuous leadership -- until now. Recent work by Kathleen Patterson, Greg Stone, Sandra Bryant, Rob Dennis, Steve Dilman, Lynn Nelson and me have developed a working validated theory of servant leadership and an instrument to measure the leader-to-follower variables. I have extended the theory to incorporate the follower-to-leader variables and the addition of spiritual maturity as a moderating variable. To help round out this 90+ dimensions definition of leadership this document includes a section on the new theory of servant leadership.

To help the reader follow along with the dimensions of this complete definition I have not cited every element in the definition since that would result in one to eight parenthetical citations every few words and make reading the definition difficult. Rather, the reader can find the 90+ dimensions in the appendix and can then refer to the reference list for complete information. In this complete definition I use complex and compound sentences in order to show the connectedness and interrelatedness of the concepts and dimensions.

A Complete Definition of Leadership

A leader is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives. The leader achieves this influence by humbly conveying a prophetic vision of the future in clear terms that resonates with the follower(s) beliefs and values such that the follower(s) can understand and interpret the future into present-time action steps. In this process, the leader presents the prophetic vision in contrast to the present status of the organization and through the use of critical thinking skills, insight, intuition, and the use of both persuasive rhetoric and interpersonal communication including both active listening and positive discourse, facilitates and draws forth the opinions and beliefs of the followers such that the followers move through ambiguity toward clarity of understanding and shared insight that results in influencing the follower(s) to see and accept the future state of the organization as a desirable condition worth committing personal and corporate resources toward its achievement. The leader achieves this using ethical means and seeks the greater good of the follower(s) in the process of action steps such that the follower(s) is/are better off (including the personal development of the follower as well as emotional and physical healing of the follower) as a result of the interaction with the leader. The

leader achieves this same state for him/herself as he/she seeks personal growth, renewal, regeneration, and increased stamina – mental, physical, emotional, and spiritual – through the leader-follower interactions.

The leader recognizes the diversity of the follower(s) and achieves unity of common values and directions without destroying the uniqueness of the person. The leader accomplishes this through innovative flexible means of education, training, support, and protection that provide each follower with what the follower needs within the reason and scope of the organization's resources and accommodations relative to the value of accomplishing the organization's objectives and the growth of the follower.

The leader, in this process of leading, enables the follower(s) to be innovative as well as self-directed within the scope of individual-follower assignments and allows the follower(s) to learn from his/her/their own, as well as others' successes, mistakes, and failures along the process of completing the organization's objectives. The leader accomplishes this by building credibility and trust with the followers through interaction and feedback to and with the followers that shapes the followers' values, attitudes, and behaviors towards risk, failure, and success. In doing this, the leader builds the followers' sense of self worth and self-efficacy such that both the leader and followers are willing and ready to take calculated risks in making decisions to meet the organization's goals/objectives and through repeated process steps of risk-taking and decision-making the leader and followers together change the organization to best accomplish the organization's objectives.

The leader recognizes the impact and importance of audiences outside of the organization's system and presents the organization to the outside audiences in such a manner that the audiences have a clear impression of the organization's purpose and goals and can clearly see the purpose and goals lived out in the life of the leader. In so doing, the leader examines the fit of the organization relative to the outside environment and shapes both the organization and the environment to the extent of the leader's capability to insure the best fit between the organization and the outside environment.

The leader throughout each leader-follower-audience interaction demonstrates his/her commitment to the values of: (a) humility, (b) concern for others, (c) controlled discipline, (d) seeking what is right and good for the organization, (e) showing mercy in beliefs and actions with all people, (f) focusing on the purpose of the organization and on the well-being of the followers, and (g) creating and sustaining peace in the organization – not a lack of conflict but a place where peace grows. These values are the seven Beatitudes found in Matthew 5 are the base of the virtuous theory of Servant Leadership

Servant Leadership

The concept of Servant leadership is attributed to Greenleaf's 1970 essay in which he framed the role of leader as servant, however, the concept can be traced back to the teachings of Jesus as recorded in Matthew chapter 20 and Mark chapter 10. The difficulty with Greenleaf's work is that it presents the 'what' of the idea but not the 'how.' I believe that recent work at the Regent University's School of Leadership Studies moves us closer to understanding the how of servant leadership and is what I present in this document.

In a 1999 article that I wrote with Myra Farling and Greg Stone we presented the need for empirical research and, to some degree, our understanding of servant leadership has improved through the research work of Russell, Laub, Patterson, and others who have published work on servant leadership since our 1999 article. However, the published work to date lacks a specific framework to base future research upon.

Servant leadership has been compared and contrasted to transformational leadership and Patterson points out an important distinction in her dissertation in that transformational leaders think first about the organization and second about the followers while servant leaders think first about the followers and second about the organization. This distinction implies then that organizational performance is secondary to the leader-follower interaction. How then can servant-led organizations do well? The answer to this question was first alluded to in the 1930s by the work of Chester Bernard and then again in the 1960s and 1970s by Douglas McGregor. Bernard indicated that people interact with other people to achieve what could not be achieved alone and carried this thought to define an organization as a system of consciously coordinated personal activities or forces, however, individuals have personal motives and Bernard advised leaders that if an individual's needs were not met the individual would withdraw from the organization. McGregor's concepts move beyond Bernard's in that the leader's focus in an organization is to create an environment in which followers can achieve their own goals by focusing energy and behavior to the benefit of the organization. What Bernard and McGregor had not seen, though, is the connection between leader-follower behavior and follower-leader behavior.

To illustrate the leader focusing on followers first and the organization second, consider the much-publicized account of Aaron Feuerstein's decision to keep paying employees after a fire destroyed Feuerstein's business – Malden Mills. A news story quoted Feuerstein as saying: 'Before the fire, that plant produced 130,000 yards a week. A few weeks after the fire, it was up to 230,000 yards. Our people became very creative. They were willing to work 25 hours a day.' Why were the people willing to be creative and work for Feuerstein? Simply put, they loved him as a leader. The 'love' that I speak about here is Agapao love that is the base of the Beatitudes described in Matthew 5. In the theory of servant leadership presented by Patterson, we find the Beatitudes subsumed in the first of seven constructs: (a) Agapao love, (b) humility, (c) altruism, (d) vision, (e) trust, (f) empowerment, and (g) service.

The model of servant leadership begins with Agapao love, which is a moral love where the leader does the right things for the right reasons at the right times (for a full treatise of Agapao love and the seven beatitudes please see my book *Be a Leader for God's Sake*). Through the seven beatitudes the leader increases his/her humility and altruism toward the follower. This increase in humility and altruism then results in an increased focus by the leader on a vision for the followers as well as trust in the followers that, together, causes the leader to increase the level of empowerment to the followers that results in a greater level of service to the follower.

Patterson, in her dissertation, points out that humility is a paradoxical concept in that the generally accepted view of humility is one of low self-regard however, humility ought to be regarded as keeping a balanced view of one's abilities and the recognition that most of what a person accomplishes as a leader is done by the followers, rather than by the

leader. Patterson alludes to the idea that the humble leader focuses attention and credit on the followers who do the work of the organization rather than the leader and suggests that servant leaders are not arrogant, haughty, or egotistical, but rather humble and unpretentious regarding the organization's accomplishments.

Altruism, according to Kaplan, is the act of helping others selflessly just for the sake of helping even though there is no personal gain. Patterson references published interviews with the CEO of Southwest Airlines and implies that Herb Kelleher, CEO of Southwest Airlines, operates with an attitude of humility, modesty, selflessness and altruism. Southwest Airlines is described by Dave Arnot in his book as a corporate cult. It is possible to take altruism too far I suppose, but for the vast majority of our leaders today I think we have a long way to go before we risk creating cults.

Patterson presents the construct of being visionary in a different light than traditional presentations of vision and mission-focused leaders' behavior. She implies that vision in the servant leadership theory is a process of the leader sensing the unknowable and includes seeing each person's unique gifts, which influences the decisions of the leader as well as helps the leader shape a plan for the future. In other words, the leader builds an organizational vision around the personal visions of the followers to the extent that aggregation of personal visions can occur. An outcome of this process is that the leader can more fully prepare and build followers to accomplish all that the followers are capable of – at work and beyond. This building up of the follower results in the leader knowing the capabilities of the followers such that the leader has greater trust in the abilities of the followers and is more willing to empower the followers to accomplish tasks for the organization.

Trust, Patterson points out, results in confidence and predictability and grows over time as a result of systematic increases in responsibility and performance. This is in line with Luke 16:10 where Jesus advises that he who is faithful in the least will be faithful with much. According to Bennet, a servant leader creates an environment of trust whereby a deeper and more meaningful level occurs which produces greater impact. Wis, in a study of servant leader conductors, helped tie trust to vision (as Patterson describes vision) in that Wis believes that trust is a belief in the unseen potential of the followers, believing that the followers can accomplish goals and requiring consistency and reliability on the part of the leader for a self-fulfilling prophecy to occur.

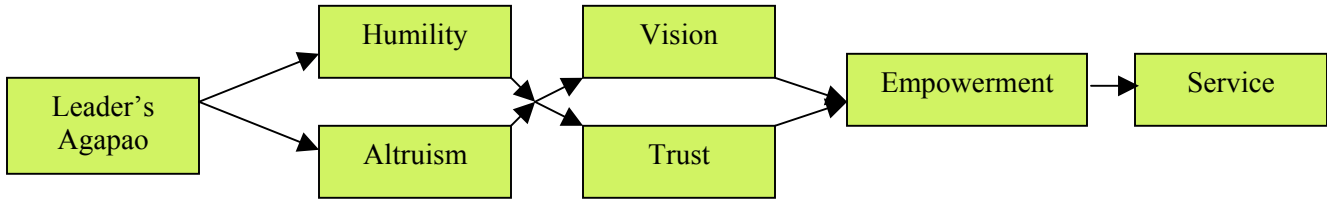
Patterson defines empowerment as entrusting power to others and states that for the servant leader this involves effective listening, making people feel significant, an emphasis on teamwork, and the valuing of love and equality. Melrose, in his autobiographical presentation of his view of leading by serving stated that servant leadership involves giving people chances to move in new directions by preserving their roots, respecting their value and preserving their dignity.

Regarding service, in the 1999 article that I wrote with Farling and Stone, we stated that service is the core of servant leadership and that service is, and should be, a primary function of leadership -- not based on one's own interests but rather on the behalf of others. Servant leadership is an action-oriented state of mind that compels leaders to provide followers with what the followers need in order that the followers might be able to do what needs to be done. While serving the needs of the followers, the servant leader

sets the environment of service that should facilitate others serving followers, peers, and leaders.

The first part of the model can be seen in figure 1 below; however, this only represents one half of the story, since the model only shows the factors from leader-to-follower:

Figure 1



The second half of the story occurs when the leader's service results in a change in the follower's sense of love. The follower's Agapao love results in an increase in both the commitment to the leader and the follower's own self-efficacy. The higher levels of commitment and self-efficacy results in a higher level of intrinsic motivation that leads to a higher level of altruism toward the leader and the leader's desire to see the organization do well. This leads to higher levels of service to the leader. Since the earlier description of the leader-to-follower portion of the model covered the factors of Agapao, altruism and service, I will provide a brief description of commitment, self-efficacy, and intrinsic motivation here.

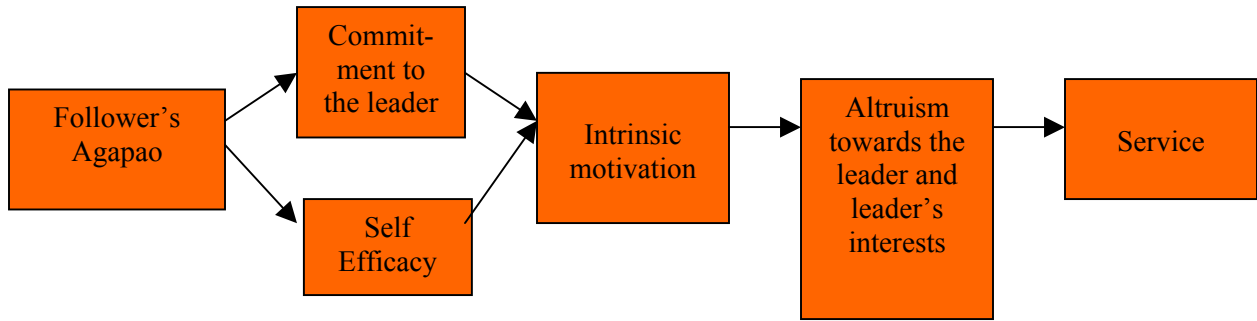
Organizational commitment is the followers' level of positive belief toward the organization and its goals and the level of behavior committed to accomplishing the organizational goals. While too much organizational commitment can lead to a cult-style relationship between follower and organization as Arnot points out in his book *Corporate Cults*, a high level of organizational commitment is considered a positive condition to have in the follower-leader relationship.

Self-efficacy is the follower's perception of what the follower can and cannot do in terms of his/her capability. Bandura is credited with developing this concept and in Bandura's original work he indicated that the follower's sense of capability is affected by the social environment, which is to say that the leader can and should affect the follower's perception of the follower's capabilities. If followers believe in their own true capabilities they can achieve all that they are capable of achieving.

Intrinsic motivation, according to John Marshal Reeves is the innate propensity to engage one's interests and exercise one's capacities, and, in doing so, to seek out and master optimal challenges – which means that the follower is inwardly motivated by him/herself to behave in particular ways. This inward propensity is not responsive to external rewards or threats but internally focused on the individual's desires. Intrinsic motivation causes people to do more and results in higher performance than the minimum behaviors that result from external motivation (rewards and threats). Intrinsic motivation results in pleasure for the follower in doing the task.

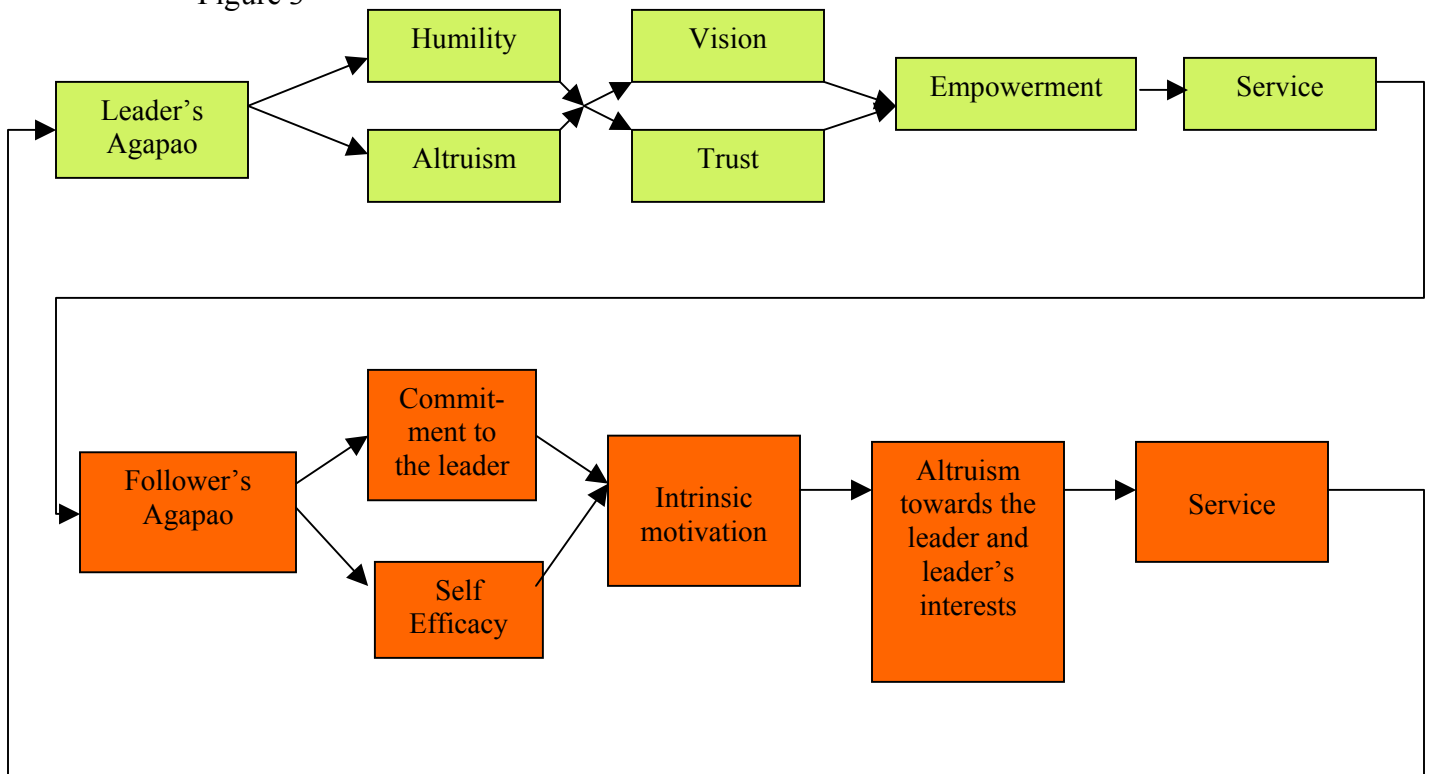
The factors for the follower-to-leader portion of the model are presented in figure 2 below:

Figure 2



When we put the two parts of the model together we get figure 3:

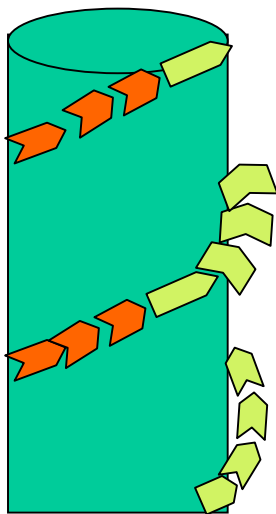
Figure 3



It is my opinion that spiritual maturity has a place in servant leadership and that the interaction of the variables from leader-to-follower and then follower-to-leader are

enhanced in each circular exchange if spiritual maturity increases. Spiritual maturity as used in this conceptual model is closely related to the Galatians 5 fruit of the spirit and is a representation of Paul's comment in Galatians 5:35 about walking in the spirit. The word for 'Spirit' in this verse is translated from the Greek *pneuma* and represents the Holy Spirit. Thus, the amount of spiritual maturity impacts the intensity of the relationships of the variables presented in the model. Michael Zigarelli, of Regent University's Graduate School of Business has conducted research on this concept and has developed an instrument to measure the fruit of the spirit, which you can access at <http://www.assess-yourself.org/>. The impact of the amount of spiritual maturity would create a spiral model around a center core of spiritual maturity as illustrated in the figure below.

Figure 4



While there is considerable research to do in order to confirm the figures presented, we have already begun the first phase of validating the leader-to-follower factors as of the time of this writing. Once the first phase of research is done, we can begin on the second phase of follower-to-leader factors that could then be followed by research on the impact of spiritual maturity.

I encourage you to consider both the complete definition of leadership and the servant leadership model and take a few minutes to consider which elements you need to work on in your own leadership development. I know I have a lot of work to do to become a better leader and the sooner I get started the better. Like the story of the flight of the buffalo by Belasco and Stayer, I know that I will fail often but I can always resume the transformation of my own values, beliefs, and behaviors.

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Table 1: Leadership dimensions

<p>1. Encouragement</p>	<p>Encourage the heart (LPI Leadership Practices Inventory (Kouzes & Posner, 1995) Support (Ragins, 1989) Cheerlead, support and encourage more than judge, criticize and evaluate (Blanchard, 1996) Provide encouragement needed for continuous improvement (Fitz-enz, 1997) Encourage and reinforce (Wilson, George, Wellins, and Byham, 1994) Improves self-encouragement and mental skills (Dinkmeyer and Eckstein, 1996)</p>
<p>2. Risqué</p>	<p>Takes risks (Leadership Odyssey Attributes and Skills Assessment) Risk taker (KA-I) (Shaskin and Burke, 1990) Ability to take risks (Cain, 1998) Make tough decisions (Cain, 1998) Seize opportunities (Bradfore & Cohen, 1984) Has risk (Bradford and Cohen, 1984) Risk taking (SLP (Survey of Leadership Practices) (Wilson, O'Hare, and Shipper, 1990) Making and taking risks—creating opportunity (Taffinder, 1997) Seizing chances when presented (Cox & Hoover, 1992) Personal risk (Conger & Kanugo 1998) Experiments and takes risks (Yeung & Ready1995) Take initiative beyond job requirements (Bergman, Hurson, and Russ-Eft 1999)</p>
<p>3. Active</p>	<p>Fast (Kanter 1995) (Cox & Hoover, 1992) Participate actively (Kent & Moss, 1990)</p>
<p>4. In front</p>	<p>Be first (Cox & Hoover, 1992) Symbolize company to the outside world (Deal & Kennedy, 1982) Enhance the company's image (Heskett and Sclesinger, 1996) To go before (Richardson - New Dictionary of the English Language, 1844) A guide (Rost, 1993) (Edinger, 1967) (Naisbitt & Aburdene 1990) (Cox & Hoover 1992) (Richardson - New Dictionary of the English Language, 1844) (Buzzan, Dottino, & Israel 1999) (DePree, 1989) Conductor (Richardson - New Dictionary of the English Language, 1844) Orienting to the outside world (MBTI) Represent the organization (Leadership Odyssey Attributes and</p>

	<p>Skills Assessment (Plachy, 1987) Control actions (Cox & Hoover 1992)</p>
5. Feedback	<p>Provide feedback (Staub, 1996) (SMP) Solicits personal feedback (Change Mentor) Giving feedback (Dinkmeyer and Eckstein 1996) Focus on strengths (Dinkmeyer & Eckstein 1996) Provide positive feedback (Leadership Scale for Sports, LSS) Provide specific and frequent feedback to improve team performance (Kanter, 1995) Remain open to criticism (Gastil, 1997) (Smith, 1996) (Kanter, 1995) Advocates feedback (Leadership Odyssey Attributes and Skills Assessment) Observe themselves-feedback (Smith, 1996)</p>
6. Trust	<p>Build trust (Kouzes & Posner, 1995) Trust subordinates (Smith, 1996) Trust associates (Smith, 1996) About trust (Bennis & Goldsmith, 1997) Trustworthy (Donnithorne, 1994) (Campbell's Leadership Potential Index) (TLQ-GLV) Trust (Wilson, George, Wellens, & Byham, 1994) (Leadership Credibility Index) (Ulrich, Zenger, & Smallwood, 1999) Trusting staff to deliver (Essex & Kusy, 1999) Develops trust by acting consistently over time (LBQ) Inspires trust (Bennis, 1997) Generates trust (Bennis, 1997) Develops trust across a network of constituencies (McGee-Cooper & Trammell, 1995) Creates an environment that encourages trust (Deming, 1986)</p>
7. Flexible	<p>Flexible (Kanter, 1997) Flexible about people and organizational structure (Maccoby, 1981) Conceptual flexibility (Heskett & Sclesinger, 1996) Principled flexibility (Staub, 1996)</p>
8. Inform	<p>Inform, consult and delegate (MPS) Information sharing (McGee-Cooper & Trammell, 1995) (Daft & Lengel, 1998) Share information (Bergman, Hurson, & Russ-Eft, 1999) Inform every employee (Barnes, 1996) Informing (MPS)</p>
9. Brings people together	<p>Creating connections (Daft & Lengel, 1998) Partnerships (Daft & Lengel, 1998) Perceives others as part of the same whole rather than as separate Goal for people to feel a sense of belonging to something bigger and more important than just an individual job (Daft & Lengel,</p>

	<p>1998) Possess willingness and ability to involve others (Schein, 1992) Elicit participation (Schein, 1992) Ability to convince others-including those you cannot interact with face-to-face to support you (Sadler, 1997) Helps people to see themselves as components in a system (Deming, 1986) Connects people (to the right cause) (Murphy, 1996) Create enthusiastic support for the goals of the business (Fitzenz, 1997) Strategic alignment (Heskett & Sclesinger, 1996) Break down barriers (Shelton, 1997) Partnership building (Essex & Kusy, 1999) (Daft & Lengel, 1998) Feels personal value comes from mentoring and working collaboratively with others McGee-Cooper & Trammell, 1995)</p>
<p>10. Togetherness</p>	<p>Reduce barriers by encouraging conversations (Daft & Lengel, 1998) Break down barriers between departments/people (Shelton, 1997) Encourage openness (Bradford & Cohen, 1984) Promote openness (Barnes, 1996) Synergizes stakeholders (Murphy, 1996) Seeks synergy (Leadership Odyssey Attributes and Skills Assessment) Build group synergy (Buzzan, Dottino, & Israel, 1999) Builds an sense of unity (Daft & Lengel, 1998) Sees similarities rather than differences (Daft & Lengel, 1998) Common ground (Daft & Lengel, 1998) Sense of community based on what people share (Daft & Lengel, 1998) Always says we rather than me (Vaughn, 1997) Building community (Spears & Lawrence, 2002)</p>
<p>11. Clarity</p>	<p>Increase clarity and agreement (Bushe, 2001) Refine our perception of what we aspire (Chatterjee, 1998) Perceives-defines-expresses reality (DePree, 1989) Demonstrate extraordinary levels of perception and insight into the realities of the world (Handy, 2002) Clear objectives (Cox & Hoover, 1992)</p>
<p>12. Lead the way</p>	<p>Formulate and define purpose (Bernard, 1938) Leaders are in front of those they lead (Grint, 2000) The head of the firm (Fairholm, 2001) Knows where it is going (Munroe, 1997) Focused (Kanter, 1997) Determination (TLQ-GLV) (Meyer, House, & Slechta, 1998) (Snyder, Dowd, & Houghton, 1994) (Cox & Hoover, 1992)</p>

	Determines where business is going with broad internal and external objectives (Timpe, 1987)
13. Coordination and collaboration	<p>Coordination (HPMI)</p> <p>Concerned with transformation of doubts into cooperation (Long, 1963)</p> <p>Foster collaboration by promoting cooperative goals (Kouzes & Posner, 1995)</p> <p>Collaborators (Cox & Hoover, 1992) (Kanter, 1997)</p> <p>Brings out people's abilities to coordinate (Jacobson, 2000)</p> <p>Gets people to move along with him/her and each other with competence (Jaques & Celment, 1994)</p> <p>Causes others to act or respond in a shared direction (DuBrin, 1997)</p> <p>Champions of cooperation-understanding-knowledge (Waitley, 1995)</p> <p>Democratic (Leadership Scale for Sports, LSS)</p> <p>Cooperative (implicit-leadership-theory measure)</p> <p>Collaborative and interdependent (McGee-Cooper & Trammell, 1995)</p> <p>Coordinator (Quinn, 1988)</p> <p>Coordination (HPMI) (Leadership Orientation Survey)</p> <p>Advocate partnering and collaboration as preferred styles of behavior (Fitz-enz, 1997)</p> <p>Collaboration and consensus (Beazley & Beggs)</p> <p>Understands benefits of cooperation and losses from competition (Deming, 1986)</p> <p>Build collaborative relationships (Leadership Odyssey Attributes and Skills Assessment)</p>
14. Builds teams	<p>Build trust (Kouzes & Posner, 1995) (SMP)</p> <p>Build teams (Bradford & Cohen, 1984) (Crosby, 1997) (Ulrich, Zenger, & Smallwood, 1999)</p> <p>Build self-managing teams (Bridges, 1996)</p> <p>Team builders (Snyder, Dowd, & Houghton, 1994) (Ragins, 1999) (SMP)</p> <p>Build a team spirit (Harung, Alexander & Heaton, 1999)</p> <p>Build relationships with people (O'Conner, 1997)</p>
15. Achieves	<p>Achiever (LIQ)</p> <p>Achievement (LMX-Bahl & Ansari) (Stogdill, 1950) (Donnithorne, 1994)</p> <p>Makes things happen (Sadler, 1997) (Nanus, 1989) (Harris, 1989)</p> <p>To cause progress (Cox & Hoover, 1992)</p> <p>Task-oriented (SBDQ)</p> <p>A tool to achieve results (Olmstead, 2000)</p> <p>Achievement orientation (Cox & Hoover, 1992)</p>
16. Creative	Creating (LBQ)

	<p>Creative (Bennis & Goldsmith, 1997) (SLP) Creative and innovative ability of work force will help their company break away from the pack and remain competitive in global economy (Buzan, Dottino, & Israel, 1999) Personal creativity (Cont) Creative thinking (Harung, Alexander & Heaton, 1999) Creativity indefinitely (Buzan, Dottio, & Israel, 1999) Is an original (Bennis, 1997)</p>
17. Innovative	<p>Innovators (tend to take significant risks and break rules in trying new solutions and generating ideas) (KA-I) Innovate (Bennis, 1997) Develop fresh ideas to long-standing problems and open issues (Snyder, Dowd, & Houghton, 1994) Innovating (Bennis & Goldsmith, 1997) High level of innovation (Cox & Hoover, 1992)</p>
18. Fresh Thinking	<p>Think in new and fresh ways (Lombardo & Eichinger, 1997) Brings the organization out of the box (Jacobson, 2000) Capacity of a human community-people living and working together to bring forth new realities (Senge, 1990) Initiating (Bennis & Goldsmith, 1997) Developing perceptual alternatives (Dinkmeyer & Eckstein, 1996) Independent thinking (Cont) Mindfulness (Cont) Open mind that welcomes the novel and unusual ideas (Schein, 1992) (Cont) Think outside the box (Cont) Ignite innovation (Corbin, 2000) Meet the challenge of oneself to improve (Lombardo & Eichinger, 1997) Make improvements continuously (Barnes, 1996) Greatest effort and most insightful thinking (Wadsworth, 1997) Conceptual skills (Bennis, 1997) Uses intuition and foresight to balance fact-logic-proof (McGee-Cooper & Trammel, 1995) Stays current with emerging trends (Leadership Odyssey Attributes and Skills Assessment)</p>
19. Problem-solver	<p>Problem-solving (KA-I) Adapters (use proven, reliable methods in problem-solving efforts) (KA-I) Solve problems that arise (Murphy, 1996) Acknowledge problems openly (Barnes, 1996) Urge consideration of counterintuitive alternatives (Lombardo & Eichinger, 1997) Avoids role of chief problem-solver (Smith, 1996) Sound analytical and problem-solving skills (Cox & Hoover,</p>

	<p>1992) Make decisions that solve problems (Bergman, Hurson, & Russ-Eft, 1999) Initiation of acts that result in consistent pattern of group interaction directed toward solution of mutual problems (Hemphill, 1949)</p>
20. Customer	<p>Exhibit strong customer orientation (Yeung & Ready, 1995) Focus on customers (Barnes, 1996) Visualize the business through the customers eyes (Heskett & Sclesinger, 1996) Respond to customer needs (Bergman, Hurson, & Russ-Eft, 1999) Customer-focused (LIQ)</p>
21. Character	<p>Character which inspires (MOPntgomery, 1961) Character (Donnithorne, 1994) (Bennis, 1997) (Danzig, 1998) Emotional stability (Auguinis & Adams, 1998) Demonstrates personal character (Ulrich, Zenger, & Smallwood, 1999)</p>
22. Plans/guides/directs	<p>Provide guidance (Staub, 1996) Provide clear focus on key issues and concerns (Measures of LBQ) Mobilize to shared aspirations (Kouzes & Posner, 1995) Sets purpose/direction (Jaques & Clement, 1994) (Ulrich, Zenger, & Smallwood, 1999) (Kotter, 1990) Influence shared direction (Shartle, 1956) (Seeman, 1960) Establishes direction (Conger, 1992) Directing activities of a group toward shared goals (Hemphill & Coons, 1957) Development of a clear and complete system of expectations (Batten, 1989) Act which results in others acting or responding to a shared direction (Shartle, 1956) Process of arranging a situation (Bellows, 1959) Articulate strategy (Yeung & Ready, 1995) Giving direction (Jacobs & Jaques, 1990) (Mileham and Spacie, 1996) Sets the purpose or direction (Jaques & Clement, 1994) Direct and command (Cox & Hoover, 1992) Sets clear and agreed goals (Eales-White, 19998) Set standard of performance (Deal & Kennedy, 1982) Planning and organizing (Managerial Practices Survey) Regulate the course (Rost, 1993) Call forth authentic action in response to issues (Terry, 1993) Orderly planning (SMP) Determine strategy (Moxley, 2000) Make things happen (Sadler, 1997) (Nanus, 1989) (Harris,</p>

	<p>1989) Bias toward action (Bennis, 1997) Employs dynamic planning (Leadership Odyssey Attributes and Skills Assessment)</p>
23. Understands skills of followers	<p>Knows the work of subordinates (Donnithorne, 1994) Skillful deployment of personal qualities (Pettigrew, 1988) Takes responsibility for knowing-understanding-enabling the creative people in the organization (DePree, 1989) Discover-unleash-polish diverse gifts (DePree, 1989)</p>
24. Is a guide	<p>Guide and structure collective behavior patterns (Edinger, 1967) Guide the organization (Wadsworth, 1997) Guides a traveler/hand that leads/head that conducts (Crabb, 1839) Guide a group to consensus (Naisbitt & Aburdene, 1990) Guide group in a beneficial direction or valuable destination (Wadsworth, 1997) To guide (Cox & Hoover, 1992) (Richardson, 1844) Guide the workforce so they feel valued (Buzan, Dottino, & Israel, 1999) Guide organization to new levels of learning (DePree, 1989)</p>
25. Deals with change in organizations	<p>Course of action is changed (Bogardus, 1934) Be a part of the big picture of change (Change Mentor, 2001) Ownership from participation in defining the change (Change Mentor 2001) Work in systems that are trying to change (Vaill, 1998) See new possibilities (Kanter, 1995) To take charge to make things happen (Sadler, 1997) Seek change (Sadler, 1997) Coping with change (Kotter, 1990) Communicates new direction (Kotter, 1990) Influence planned change (Harris, 1989) Build bridge to positive and productive change (Meyer, Houze, & Slechta, 1998) Help organizations adapt to change (Jacobson, 2000) Helps individuals, departments, and organizations adapt to change (Jacobson, 2000) Power for positive change (Blank) Enable continuous change and movement toward some desired destination (Bradshaw, 1998) Identify themselves as change agents (Tichy & Devanna, 1990) Promote change (Wilson, George, Wellins, & Byham, 1994) Communicate the big picture of change (Change Mentor 2001) Manage changes required to realize the vision (Bergman, Hurson, & Russ-Eft, 1999) Leaders change first (Change Mentor, 2001) Serve as a catalyst and manager of strategic change (Yeung &</p>

	<p>Ready, 1995) Willingness to change (Beazely & Beggs) Institutionalizes change (Harris, 1989) Propensity for instituting change (McLean & Weitzel, 1992) Knows what the organization will look like as the change is implemented (Change Mentor 2001) Be very clear about what is expected during the change (Change Mentor 2001) Manage change (Ulrich, Zenger, & Smallwood 1999) (Drake) Involve others in planning, introducing, implementing and integrating change (Change Mentor 2001) Heal wounds inflicted by change (Murphy, 1996) Make change happen and work as change agent (Schein, 1992) Embraces change (Leadership Odyssey Attributes and Skills Assessment) Helps people see impact of change as it occurs (Change Mentor 2001) Measure process of change before and after the change (Change Mentor 2001) Help people see real impact of change and feel it is worthwhile (Change mentor 2001) Help people see what is in it for them if they embrace change (Change Mentor 2001) Coordinating leadership tasks in change cycles (Crosby, 1997) Maintain enthusiasm and excitement about change (Change Mentor 2001) Embraces change (Leadership Odyssey Attributes and Skills Assessment) Enlarges capacity for change (Leadership Odyssey Attributes and Skills Assessment)</p>
<p>26. Group interaction</p>	<p>Directing group activities (Hemphill, 1949) (Halpin & Winter, 1952) Acts that help the group achieve objectives (Cartwright & Zander 1953) Group functions (Cartwright & Zander 1953) Assist a group (Boles & Davenport 1975) Build self-managing project teams (Bridges, 1996) Moving a group in a direction through mostly noncoercive means (Kotter, 1990) Build teams (Bradford & Cohen, 1984) (Ulrich, Zenger, & Smallwood 1999) Promote teamwork (Wilson, George, Wellins & Byham, 1994) Get everyone to pull together (Bradford & Cohen, 1984) Directing and coordinating activities of others (Bhal & Ansari, 2000) Fuse together two or more groups or philosophies-producing</p>

	<p>unity (McLean & Weitzel, 1992) Create a unified will to pursue direction (Kent, Crotts, and Aziz, 2001) Build group synergy (Buzan, Dottino, & Israel, 1999) Support team effort (Bergman, Hurson, & Russ-Eft, 1999) Create work teams (Barnes, 1996) Facilitate teamwork (HD) Support the team even during a loss (Kanter, 1995)</p>
27. Unifies	<p>Mutual stimulation (Pigors, 1935) About joining and coming together (Daft & Lengel, 1998) Attract to persuade (Richardson, 1844)</p>
28. Deals with performance	<p>Monitors and reviews performance (Eales-White, 1998) Deal with incompetence (Smith, 1996)</p>
29. Is an example	<p>Humilty (Collins, 2002) Fierce resolve (Collins, 2002) Models for followers (Munroe, 1997) Be an example (Covey, 1996) A model (Covey, 1996) Go ahead of (Cox & Hoover, 1992) Show the way (Richardson, 1844) (Cox & Hoover, 1992) Guide (DePree, 1989) (Edinger, 1967) (Wadsworth, 1997) (Naisbitt & Aburdene, 1990) (Cox & Hoover, 1992) Create a path (Cox & Hoover, 1992) (Hesselbein, Goldsmith, & Beckhard, 1996) Deals with own discouragement as one way of modeling (Dinkmeyer & Eckstein, 1996) Provide role models (Deal & Kennedy, 1982) Model the way (Kouzes & Posner, 1995) Mentor (Quinn, 1988) (MPS) (SLP) (McGee-Cooper & Trammell, 1995) Show the way to induce to follow (Richardson, 1844) Leads by example (Vaughn, 1997) Modeling (SLP) Models values (Leadership Odyssey Attributes and Skills Assessment)</p>
30. Servanthood	<p>Serves (Farling, Stone & Winston, 1999) Serves (Laub, 1999) Serves (Russel, 2001) Serves (Munroe, 199) Motivated by desire to serve others (McGee-Cooper & Trammell, 1995) Helpful individuals (Jacobson, 2000) Are generous and magnanimous (Smith, 1996) Do unto others-serve (Smith, 1996)</p>
31. Persuade	<p>Impress will on those led (Moore, 1927) Make people like it (Titus 1950)</p>

	<p>Persuasion (DuBrin, 1997) (Spears & Lawrence, 2002) (SLP) (Hollander 1978)</p> <p>Persuasive (implicit-leadership-theory measure)</p>
32. Empowerment	<p>Share power and control (Schein, 1992) (Ulrich, Zenger, & Smallwood, 1999) (Maccoby, 1981)</p> <p>Empower and engage employees (Covey, 1996)</p> <p>Not fear the strengths in subordinates (Drucker, 1997)</p> <p>Releases intelligence, creativity and initiative of others (Simmons, 1996)</p> <p>Activating talents of others (Rusaw, 2001)</p> <p>Concern for empowerment (Shelton, 1997)</p> <p>Influences people to think-feel-take positive action to achieve goals (Capezio & Moorehouse, 1997)</p> <p>Empower each individual team member to take actions that are needed to achieve vision (Beck & Yeager, 2001)</p> <p>Transfers ownership of work to those who execute the work (Belasco & Stayer, 1994)</p> <p>Create an environment of ownership (Belasco & Stayer, 1994)</p> <p>Empower others to do their best (Yeing & Ready 1995)</p> <p>Empowers others to be leaders (McFarland & Senn, 1993)</p> <p>Effective delegation by setting goals and trust staff (Essex & Kusy, 1999)</p> <p>Involve employees in developing goals, measures, and rewards (HD)</p> <p>Empowers all to win (McGee-Cooper & Trammell, 1995)</p> <p>Create more autonomy and participation so workers have control (Harris, 1989)</p> <p>Enable others to act (Kouzes & Posner, 1995)</p> <p>Leaders are exhilarated by identifying and enhancing their people's strengths (Batten, 1989)</p> <p>Create empowerment opportunities that involve the organization members in making things right on their own (LBQ)</p> <p>Delegation (Ragins, 1989)</p> <p>Distributes responsibility (Gastil, 1997)</p> <p>Share leadership and ownership (Change Mentor 2001)</p> <p>Delegates authority and power (Leadership Credibility Index)</p> <p>Involves others in decisions (TLQ-GLV)</p> <p>Enable every employee (Barnes, 1996)</p> <p>Provide an environment in which every employee has opportunity to lead (Change Mentor 2001)</p>
33. Challenge the status quo	<p>Challenges the status quo diplomatically (Caroselli, 2000)</p> <p>Challenges the status quo positively (Caroselli, 2000)</p> <p>Challenging the process (Kouzes & Posner, 1995)</p> <p>Does not maintain the status quo (Conger & Kanugo, 1998)</p> <p>Challenge the norm (Taffinder, 1997)</p> <p>Go beyond the status quo (Taffinder, 1997)</p>

	<p>By confronting and challenging the status quo-searches for opportunities (Yeung & Ready, 1995) Busts the bureaucracy (Shelton, 1997) Breaks down hierarchy (McGee-Cooper & Trammell, 1995) Maintain a sense of outrage (willing to take the heat and pressure from above to correct wrongs) (Smith, 1996)</p>
34. Power	<p>Power to influence thoughts and actions of others (Zalenik, 1992) Power over decision-making process of community life (Lowery 1962) Ability to use power effectively (Koontz & Weiheich, 1990) Ability to use power in a responsible manner (Koontz & Weiheich, 1990) Power (LMX) (Ragins, 1989) Exert power through dignity (Heskett & Sclesinger, 1996) Personal power (Fairholm, 2001) Share power (Ulrich, Zenger, & Smallwood, 1999) (Maccoby, 1981) (Schein, 1992) Participative approach to management and willingness to share power (Maccoby, 1981) Power of the authority of the office (Deming, 1986) Power of knowledge (Deming, 1986) Power of personality (Deming, 1986) Induce obedience, respect, loyalty and cooperation (Moore, 1927) Control (Cox & Hoover, 1992) (SMP) Position of authority (Olmstead, 2000)</p>
35. Technical	<p>Technical competence (Bennis, 1997) (Smith, 1996) (Hinkin & Tracey, 1994) Technology foresight (Heskett & Sclesinger, 1996) Comfortable with advanced technology (Bennis, 1997) Advance technology transfer and venturing (Harris, 1996) Display technical skills (Bergman, Hurson, & Russ-Eft, 1999)</p>
36. People-oriented	<p>Genuine concern for others (TLQ-GLV) Human-oriented leadership (SBDQ) Identify, evoke, and use the strengths of all resources in the organization-the most important of which is people (Batten, 1989) Relational (Edinger, 1967) Interpersonal (Moloney 1979) (Schriesheim, Tolliver and Behling, 1978) Interpersonal interaction (Schriesheim, Tolliver and Behling, 1978) Read and understand others (Staub 1996) Skill in building relationship with others (O'Connor,1997) Generates confidence in people who were frightened (Bardwick,</p>

	<p>1996)</p> <p>Concern for well-being (Shelton, 1997)</p> <p>Focus on relationship (Humphrey, 1987)</p> <p>Friendly (Kanter, 1997) (Tyagi, 1985)</p> <p>Reciprocal relationship (Kouzes & Posner, 1995)</p> <p>Caring (Maccoby, 1981) (Cont) (SLP)</p> <p>Focus on interpersonal interactions to increase organizational effectiveness (Schriesheim, Tolliver and Behling, 1978)</p> <p>Responsibility to represent followers needs and goals they want to achieve (Plachy, 1987)</p> <p>About people (Bennis & Goldsmith, 1997) (Maccoby, 1981) (Mileham & Spacie, 1996)</p> <p>Knowing people are the primary asset of any organization (Buzan, Dottino, & Israel, 1999)</p> <p>Engage the whole person (Corbin, 2000)</p> <p>Emotional side of directing organizations (Barach & Eckhardt, 1996)</p> <p>Individualized consideration (MLQ)</p> <p>Interpersonal skills (Hinkin & Tracey 1994)</p> <p>Sensitivity to members needs (Conger & Kanugo, 1998)</p> <p>Treats with respect (Tyagi, 1985)</p> <p>Change people's physical state of being (Blanchard)</p> <p>Create emotion by generating certainty in people who were vacillating (Bardwick, 1996)</p> <p>Concerned with what others are doing (Grint, 2000)</p> <p>Helps people see themselves (Deming, 1986)</p> <p>People skills (Bennis, 1997)</p> <p>Understands people (Deming, 1986)</p> <p>Sensitive to what motivates others (McGee-Cooper & Trammell, 1995)</p> <p>Guide workforce so they are valued as part of the team (Buzan, Dottino & Israel, 1999)</p> <p>Have heart-caring and compassion and feelings and emotions (Cont)</p> <p>Believe in people (Tichy & Devanna, 1990)</p> <p>Demonstrate through actions that they care for and respect the organization members (LBQ)</p> <p>Provide social support (Leadership Scale for Sports, LSS)</p> <p>Nurturing humane organizations and communities (Crosby, 1997)</p> <p>Support individual effort (Bergman, Hurson, and Russ-Eft, 1999)</p> <p>Guidance (Wilson, George, Wellins, and Byham, 1994)</p> <p>Supportive and mentoring (MPS)</p> <p>Nurture the right relationship processes (Barnes, 1996)</p> <p>Studies results with the aim to improve his/her performance as a</p>
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	<p>manager of people (Deming, 1986) Humanity (Leadership Odyssey Attributes and Skills Assessment) Tries to discover who-if anybody-is outside the system and in need of special help (Deming, 1986) Take care of people (Smith, 1996) Thank people (Smith, 1996) Appreciate people (Smith, 1996) Recognize people (Smith, 1996) Recognition (SMP) Show compassion (Bergman, Hurson, and Russ-Eft, 1999) Nurture the leader-follower relationship (emotional) (Smith, 1996)</p>
37. Diversity	<p>Recognizes diversity of individuals (LOS) Richness of deep diversity—that will lead to deeper unity (Terry 1993) Confronts diversity at every turn (Terry 1993) Reaches across boundaries (Terry 1993) Understands that people are different from each other (Deming, 1986) Fully utilize people regardless of race, gender, ethnic origin, or culture (Fitz-enz, 1997) Seek and cherish diversity (Smith, 1996)</p>
38. Self	<p>Control actions (Cox & Hoover, 1992) Improves self-encouragement and mental skills (Dinkmeyer & Eckstein, 1996)</p>
39. Independent	<p>Work well alone (Handy, 1989) Independence (LMX)</p>
40. Facilitator	<p>Facilitator (Quinn 1988) (Naisbitt & Aburdene, 1990) Facilitates by asking questions, drawing people out to guide group to consensus (Naisbitt & Aburdene, 1990)</p>
41. Culture	<p>Cultural awareness (HPMI) Ability to act in a manner conducive to responding to and arousing emotion (Koontz & Weihrich, 1990) Promote culture (Wilson, George, Wellins, and Byham, 1994) Serve as a catalyst and manager of culture change (Yeung & Ready, 1995) Integrate different cultures, sectors, and disciplines (Drucker, 1997) Build or create culture (Schein, 1992) Provides frame-emphasizes meaning, achieve goals through rituals and ceremonies, provide symbols and recognize culture (LOS) Maintain and support the culture (Schein, 1992) Posses skills in analyzing cultural assumptions (Schein, 1992) Consciously promote a clearly articulated, stimulating culture</p>

	<p>(Fitz-enz, 1997) Protect culture from perils of crisis (Murphy, 1996) Creates an environment that encourages trust, freedom, and innovation (Deming, 1986)</p>
42. Environmentally aware	<p>Environmental sensitivity (Conger & Kanugo, 1998) Make sense of happenings in their world that otherwise would not make sense (Pfeffer, 1977) Aligns assets and skills of the organization with the opportunities and risks presented by the environment (Timpe, 1987) Ability to block out the unnecessary and concentrate on the necessary (Cain, 1998) Political sensitivity and skills (TLQ-GLV) Are expected and perceived to make contributions to social order (Hosking 1988) Public relations (HPMI) Monitoring environment (MPS) Demonstrates uncompromising environmental responsibility (Kanter, 1995)</p>
43. Training	<p>Provide training and instruction (LSS) Concern for growth (Shelton, 1997) Promote training and development (Syrett & Hogg, 1992) Maximizes the capability of people to fulfill purpose (Jacobs, 1997) Coach the development of personal capabilities (Belasco and Stayer, 1994) Encourages others to learn quickly (Belasco and Stayer, 1994) Develop employee talents (HD) Deliberately causing people-driven actions in a planned fashion (Crosby) Coach people (Vaughn, 1997) Willing to teach skills (Smith, 1996) Develop followers (Eales-White, 1998) Develops potential (TLQ-GLV) Guide the organization and people to new levels of learning and performance (DePree, 1989) Concerned with self-development and the development of others (Maccoby, 1981) Commitment to growth of people (Spears & Lawrence, 2002) Education and training available to people (Change Mentor 2001) Interest in subordinate growth (SMP) Promotes continuous learning (Leadership Odyssey Attributes and Skills Assessment)</p>
44. Communication	<p>Provide a system of communication (Bernard, 1938) Communicates his/her vision (Leadership Credibility Index)</p>

	<p>Influence through communication (Tannenbaum, Weschler & Massarik, 1961)</p> <p>Influence exercised in a situation and directed through the communication process (Tannenbaum, Weschler & Massarik, 1961)</p> <p>Articulate vision-values-strategy (Yeung & Ready, 1995)</p> <p>Align people by communicating (Kotter, 1990)</p> <p>Frequently communicate (Syrett & Hogg, 1992)</p> <p>Unshakeable commitment to communication (Essex & Kusy, 1999)</p> <p>Good communication skills (Miles, 1997)</p> <p>Communicates the big picture (HD)</p> <p>Communicate the big picture of the change in the organization (Change Mentor 2001)</p> <p>Communicate change to build excitement (Change Mentor 2001)</p> <p>Provide open communication and information to personnel-customers-suppliers (Harris, 1989)</p> <p>Actively communicate a wide range of information to employees (Covey, 1996)</p> <p>Creating and communicating meaning in formal and informal forums (Crosby, 1997)</p> <p>Shares the big picture information (Change Mentor 2001)</p> <p>Use language to touch the heart (Heskett & Sclesinger, 1996)</p> <p>Effective organizational communication to get everyone to understand the focus (LBQ)</p> <p>Upward communication (SMP)</p> <p>Communicates rationale behind the vision (Leadership credibility index)</p> <p>Have communication skills (Stettner, 2000)</p> <p>Communicate creatively upwards and downwards (Smith, 1996)</p> <p>Clarify roles (MPS)</p> <p>Clarify objectives (MPS)</p> <p>Creative ways to build two-way communication (Change Mentor 2001)</p> <p>Hold meetings to discuss goals and directions (Change Mentor 2001)</p> <p>Engages in dialogue (Leadership Odyssey Attributes and Skills Assessment)</p>
<p>45. Humor</p>	<p>Uses humor to take the edge off during stressful periods (Dubinsky, Yammarino, & Jolson, 1995)</p> <p>Utilize humor to keep perspective (Dinkmeyer & Eckstein, 1996)</p> <p>Uses a funny story to turn an argument in his or her favor (Dubinsky, Yammarino, & Jolson, 1995)</p> <p>Makes us laugh at ourselves when we are too serious (Dubinsky,</p>

	<p>Yammarino, & Jolson, 1995) Uses amusing stories to defuse conflicts (Dubinsky, Yammarino, & Jolson, 1995) Uses wit to make friends of the opposition (Dubinsky, Yammarino, & Jolson, 1995) Use humor (Smith, 1996) Use humor to lift others up (McGee-Cooper & Trammell, 1995)</p>
46. Self-confident	<p>Dares to be themselves (Munroe, 1997) Self-awareness (Bennis, 1997) (Bushe, 2001) Self-esteem (Bennis, 1997) Self-confidence (Auguinis and Adams 1998) (SLP) (TLQ-GLV) (Leadership Odyssey Attributes and Skills Assessment) (Roberts, 1990) Secure sense of strengths (Miles, 1997) Possess a belief in self (Heskett & Sclesinger, 1996) Self-confidence with humility (Heskett & Sclesinger, 1996) Understands oneself (Crosby, 1997) Determination (TLQ-GLV) (Snyder, Dowd, & Houghton, 1994) (Cox & Hoover, 1992) Submit self to mirror test and find comfort with person there (Drucker, 1997) Self-efficacy (Harung, Alexander, & Heaton, 1999) Confidence (Meyer, Houze, & Slochta, 1998) Determination to achieve (Meyer, Houze, & Slochta, 1998) Awareness of self (Spears & Lawrence, 2002) Conscious of weaknesses and strengths (Maccoby, 1981) Well-adjusted (Campbell's Leadership Potential Index) Disciplined and determined (Snyder, Dowd, Houghton, 1994) Decisiveness (TLQ_GLV) Decisive (Implicit-leadership-theory measure) (Harung, Alexander & Heaton, 1999) (Smith, 1996) Conviction (Taffinder, 1997) (Bardwick, 1996) Focused and disciplined (Leadership Odyssey Attributes and Skills Assessment) Welcomes criticism and fights paranoia (brutally honest with self) (Smith, 1996)</p>
47. Optimistic	<p>Identify and combat discouraging fictional beliefs (Dinkmeyer & Eckstein, 1996) Models optimistic philosophy (Dinkmeyer & Eckstein, 1996) Optimism (Leadership Odyssey Attributes and Skills Assessment) Enthusiasm (Vaughn, 1997)</p>
48. Knowledge	<p>Intelligent (Implicit-leadership-theory measure) Superior intelligence (Crabb, 1839) Think deeply (Kanter, 1995)</p>

	<p>Possess learning agility for self-knowledge (Lombardo & Eichinger, 1997) Think through problems (Lombardo & Eichinger, 1997) Critical thinking skills (Harung, Alexander, & Heaton, 1999) Knowledge (Giblin, 1986) (Waitley1995) (Deming, 1986) Learns fast (Belasco and Stayer, 1994) Analytical thinking (Ulrich, Zenger, & Smallwood, 1999) Learn from mistakes and successes (McGee-Cooper & Trammell, 1995) (Kanter, 1995) (Kouzes & Posner, 1995) Learn form failure (Smith, 1996) Intellectual stimulation (MLQ) Crystallized thinking (Meyer, Houze, & Slecta, 1998) Expertise (SMP) (Bardwick, 1996) Think strategically (Heskett & Sclesinger, 1996) Learns unceasingly (Deming, 1986) Logic (Auguinis and Adams 1998) Seeks opportunities to learn (Kanter, 1995) Wise (Implicit-leadership-theory measure) Encourages critical and strategic thinking (TLQ-GLV) Seek broad business knowledge (Kanter, 1995) Practice insight by seeing things from new angels (Kanter, 1995) Expands information and access to new knowledge (Leadership Odyssey Attributes and Skills Assessment)</p>
<p>49. Influence</p>	<p>The role of the manager/leader is to motivate (McGregor, 1960) Interpersonal influence (Tannenbaum, Weschler & Massarik, 1961) Process of influencing the activities of an organized group (Rauch & Behling, 1984) Process of influencing the activities of an individual or a group (Hersey & Blanchard, 1988) Attempt at influencing the activities of followers (Donnelly, Ivancevich, & Gibson, 1985) Art of influencing others to maximum performance (Cohen, 1990) Influence through communication (DuBrin, 1997) Influential increment over and above mechanical compliance with the routine directives of the organization (Katz & Kahn, 1978) Leadership requires power to influence the thoughts and actions of other people (Zalenik, 1992) Influence process to get people to willingly do what must be done and do well what ought to be done (Cribbin, 1981) Process of influencing the activities of an organized group (Stogdill, 1950) Influence over movements and actions of others (Crabb, 1839)</p>

	<p>Influence attempts that avoid the invocation of power and relative status (Whyte, 1943)</p> <p>Influencing people toward cooperation (Teard, 1935)</p> <p>Ability to persuade or direct men (Reuter, 1941)</p> <p>Influencing activities or an organized group to goal setting/achievement (Stogdill, 1958)</p> <p>Influence behavior toward desired end (by word or deed) (Engstrom, 1976)</p> <p>Acts which influence to shared direction (DuBrin, 1997) (Shartle, 1956) (Seeman, 1960)</p> <p>Influences decisions and actions of others (Lowry, 1962)</p> <p>Influence agent (Edinger, 1967)</p> <p>Influence actions of others in shared approach (Gibb, 1959)</p> <p>Process of influence-persuasion (Hollander, 1978)</p> <p>Two-way influence relationship (Hollander, 1978)</p> <p>Influential increment over and above mechanical compliance (Katz & Kahn, 1978)</p> <p>Influence members that is successful (House & Baetz, 1979)</p> <p>Influence activities of an individual or group (Stogdill, 1950)</p> <p>Influences group activities (Rauch & Behling, 1984)</p> <p>Influence behavior of another individual or group (Hersey, 1997)</p> <p>All about influence (Maxwell, 1993)</p> <p>Influence planned change (Harris, 1989)</p> <p>Influences dreams (Danzig, 1998)</p> <p>Influences individuals or groups to think (Capezioo & Moorehouse, 1997)</p> <p>Influence between leader and follower (Hollander, 1978)</p> <p>Influence activities of organized group (Rauch & Behling, 1984) (Stogdill, 1950)</p> <p>Ability and willingness to influence others so they respond willingly (Clawson, 1999)</p> <p>Influence outside of formal authority (Blank, 1995)</p> <p>Social influence that aids and enlists support to accomplish (Chemers, 1997)</p> <p>Interpersonal influence directed to attaining goals achieved through communication (DuBrin, 1997) (Cont) (DuBrin, 1997) (Tannenbaum, Weschler & Massarik, 1961) (Donnelly, Ivancevich, & Gibson, 1985)</p> <p>Influence people so that they will contribute (Koontz & Weihrich, 1990)</p> <p>Influencing actions of individuals, groups, and organizations to get results (Olmstead, 2000)</p> <p>Organizational influence (Hinkin & Tracey, 1994)</p>
50. Goal-oriented	<p>Influence toward goal achievement (Stogdill, 1958)</p> <p>Toward goal achievement (Donnelly, Ivancevich, & Gibson,</p>

	<p>1985) Efforts toward goal achievement in a given situation (Moloney, 1979) Toward the attainment of some goal or goals (Donnelly, Ivancevich, & Gibson, 1985) Inspires as to goals (Munroe, 1997) Accomplishment of a goal through the direction of human assistants (Prentice, 1961) Successfully marshals his human collaborators to achieve particular ends (Prentice, 1961) Gets them to move along together with competence (Jaques & Clement, 1994) Influences goal setting and goal achievement (Stogdill, 1950) (Stogdill, 1958) Strives to achieve organizational goals and objectives (Leadership Orientation Survey, LOS) Stimulates accomplishment of goals (Davis, 1942) Organized efforts to achieve goal setting and achievement (Stogdill, 1958) Cooperation toward goal (Tead, 1935) Cement unifying men for cooperative action to achieve given objectives (Titus, 1950) Cure behavior towards objectives (Edinger, 1967) Move towards production goals (Boles & Davenport, 1975) Influence to common objectives or compatible goals (Gibb, 1959) Aimed primarily at attaining goals (Hollander, 1978) Influence to goal attainment (Moloney, 1979) Elicit goals (Staub, 1996) Adopt personal-active attitudes toward goals (Zalenznik, 1989) Causing willing effort to be expended to achieve purpose (Jacobs & Jaques, 1990) Accomplish common task or goal (Chemers, 1997) Achieve organizational goals (Meyer, Houze, & Slechta, 1998) Responsible to accomplish tasks (Fairholm, 2001) Helps the group to achieve its goals, increase effectiveness (Bushe, 2001) Accomplish the leaders agenda (Crosby, 1997) Provide transcendent goals (Batten, 1989) Achieves goals through negotiation and compromise (The Leadership Orientation Survey, LOS) Evaluates progress towards objectives (Murphy, 1996) Goal clarification (Hinkin & Tracey, 1994)</p>
51. A force	<p>Principal dynamic force (Davis, 1942) Key dynamic force (DuBrin, 1997) Hard-driving (Campbell's Leadership Potential Index)</p>

	<p>Ambitious (Campbell's Leadership Potential Index) Competitive (Campbell's Leadership Potential Index) Competitiveness (Roberts, 1990)</p>
52. Values	<p>Rational exchange of values (Schlesinger, 1967) Articulate values (Yeung & Ready, 1995) Operate from a set of inspiring core values and beliefs (Fitz-enz, 1997) Define, shape, and use core values (Heskett & Sclesinger, 1996) Common ground based on shared values (Daft & Lengel, 1998) Values based (Meyer, Houze, & Slechta, 1998) Ensure structures and systems in organization reflect values (Covey, 1996) Higher states behavior in terms of principles, values, and intentions (Kent, Crotss, & Aziz) Have values and beliefs that serve as basis for direction and action (Snyder, Dowd, & Houghton, 1994) Show tolerance of diversity and intolerance of performance, standards, and values (Fitz-enz, 1997) They are value driven (Tichy & Devanna, 1990) Models values (Leadership Odyssey Attributes and Skills Assessment) Well-integrated values system (Cox & Hoover, 1992) Live the values of 'my unit' (Heskett & Sclesinger, 1996) Develops core values (Leadership Odyssey Attributes and Skills Assessment)</p>
53. Resourceful	<p>Resourcefulness (SLP) (Leadership Odyssey Attributes and Skills Assessment) (Giblin, 1986) Adaptive (Bennis & Goldsmith, 1997)</p>
54. Loyalty	<p>Loyalty (Roberts, 1990) Loyalty to spiritual reality (Kullman)</p>
55. Mission	<p>Create a path-finding mission (Hesselbein, Goldsmith, & Beckhard, 1996) Ensure structures and systems in organization reflect mission (Covey, 1996) Alignment of the workforce to the mission (Essex & Kusy, 1999)</p>
56. Commitment	<p>Commitment from people (Ulirch, Zenger, & Smallwood, 1999) Gain commitment from members (Conger, 1992) Commitment through ownership (Change Mentor, 2001) Develop commitment to carry vision (Oakley & Kurg, 1994) Voluntary commitment of followers (Nanus, 1989) Encourage commitment (Dinkmeyer & Eckstein, 1996) Mobilize individual commitment (Ulirch, Zenger, & Smallwood, 1999)</p>
57. Manages	<p>Manage systems and keep them as stable and serviceable as possible (Vaill, 1998)</p>

	<p>Set standards (Smith, 1996) Understands and conveys to other the meaning of a system (Deming, 1986) Takes a systems approach (Leadership Odyssey Attributes and Skills Assessment) Pumps life and meaning into management structures and brings them to life (Barach and Eckhardt, 1996) Align and ensure the match between organization and strategy (Covey, 1996) Engender organizational capability (Ulrich, Zenger, & Smallwood, 1999) Fully commit to a long-term strategy of building a valuable institution (Covey, 1996) Assembly and reassembly of organizational components, including projects-teams-locations (Essex & Kusy, 1999) Financial management (HPMI) Effective management of risk (Cox & Hoover, 1992) Active management by exception behavior (Waldman, Ramirez, & House, 2001) Good management (Fairholm, 2001) Management skills (Humphrey, 1987) Blend multiple organizational models (Corbin, 200) Monitoring operations (MPS) Understands a stable system (Deming, 1986) Manage projects through cross-functional teams (Barnes, 1996) Materials management (HPMI) Manage cross-functional purposes (Bergman, Hurson, & Russ-Eft, 1999) Resource management (HPMI)</p>
<p>58. Listening</p>	<p>Listening (Spears & Lawrence,2002) (Dinkmeyer & Eckstein, 1996) Attentive to what is said (Tyagi, 1985) Listens (accepts ideas, criticisms, feedback) (Smith, 1996) Asks great questions and listens carefully to responses Listen more than tell (Heskett & Sclesinger, 1996) Asks what and why (Bennis, 1997) Listens deeply (McGee-Cooper & Trammell, 1995) Listens respectfully (McGee-Cooper & Trammell, 1995) Listens to others-especially those who disagree Most likely to listen first (McGee-Cooper & Trammell, 1995) Listens and learns without passing judgement (Deming, 1986) Listens without judgement (Deming, 1986) (McGee-Cooper & Trammell, 1995)</p>
<p>59. Resources</p>	<p>Organize resources—human people (O’Connor, 1997) Organize wide range of resources (Rusaw, 2001) Art and process of acquiring, energizing, linking and focusing</p>

	<p>resources of all kinds (Bradshaw, 1998) Focus on resources (Bradshaw, 1998) Champions of resources (Waitley, 1995) Have resources needed to form networks (Kanter, 1995) Provide resources needed for continuous improvement (Fitzenz, 1997) Dedicate resources to process innovations (Kanter, 1995) Provide direction and resources (HD) Cultivate diverse resources (Leadership Odyssey Attributes and Skills Assessment)</p>
60. Energy	<p>Energizes (Nanus, 1989) (Senge, 1990) (Bennis & Goldsmith, 1997) Breathers life into the organization (Senge, 1990) Active (LBQ) (Zalenznik, 1989) (White, Hodgson, & Crainer, 1996) Ensure energy is released and sustained across initiatives (Taffinder, 1997) Energy (Danzig, 1998) Fast (Kanter, 1998) Participate actively (Kent & Moss, 1990)</p>
61. Attractive/approach able	<p>Attract followers (Bennis & Goldsmith, 1997) (Richardson, 1844) Friendly (Kanter, 1997) (Tyagi, 1985) Easy to approach (Tyagi, 1985) Accessible (TLQ-GLV0 Approachable (TLQ_GLV) (Smith, 1996) Approachability (SMP) Visible and approachable (Smith, 1996)</p>
62. Healing	<p>Healing-oneself and others (Spears & Lawrence, 2002) Heal wounds inflicted by change (Murphy, 1996)</p>
63. Selection of people	<p>Selects the right people (Murphy, 1996) Knows future lies in the selection-nurturance-assignment of key people (DePree, 1989) Select the most talented team members available (Kanter, 1997)</p>
64. Responsible	<p>Responsible (LIQ) (Fairholm, 2001) Responsible attitude (Maccoby, 1981) Uses power responsibly (Koontz & Weilhrich, 1990) Takes responsibility for own actions and actions of group Responsibility (Roberts, 1990) (Aguinis & Adams, 1998)</p>
65. Dedicated	<p>Dedicated (Implicit-leadership-theory measure) High dedication to the job (Cox & Hoover, 1992)</p>
66. Time management	<p>Time emphasis (SMP) Use time effectively (Smith, 1996) Manage time and resources (Bergman, Hurson, & Russ-Eft, 1999)</p>
67. Networks	<p>Well-connected (Campbell's Leadership Potential Index)</p>

	Networking (MPS)
68. Ethics	Emphasize ethics (Syrett and Hogg, 1992) Have ethics (Stettner, 2000) Ethical (Campbell's Leadership Potential Index) Display professional ethics (Bergman, Hurson, & Russ-Eft, 1999) Sanctioning conduct (enforcing ethical conduct-laws-norms) (Crosby, 1997)
69. Integrity	Integrity (Ulrich, Zenger, & Smallwood, 1999) (Leadership Acts with integrity (Kanter, 1995) Exudes integrity (Smith, 1996)
70. Courage	Courage (Roberts, 1990) (Snyder, Dowd, & Houghton, 1994) (Cont) Courageous individuals (Tichy & Devanna) Passion and courage (Leadership Odyssey Attributes and Skills Assessment)
71. Reflection	Reflects feelings (Dinkmeyer & Eckstein, 1996)
72. Emotion	Create emotion by generating action where there was hesitation (Bardwick, 1996) Create emotion by generating strength were there was weakness (Bardwick, 1996) Create emotion by generating expertise where there was floundering (Bardwick, 1996)
73. Human resources	Human resources frame (recognizes the importance of congruence between individual and organization) (LOS) Human resources management (HPMI)
74. Conflict resolution	Negotiate resolution to conflict (Murphy, 1996) Resolves conflict diplomatically and finds common cause (Kanter, 1995) Interpersonal competencies to resolve conflicts in a constructive manner (Harung, Alexander, & Heaton, 1999) Resolving residual conflict in formal and informal courts (Crosby, 1997) Managing conflict (MPS)
75. Decision-making	Make decisions (Bergman, Hurson, & Russ-Eft, 1999) Making decisions and implementing decisions about legislative, executive, and administrative policy (Crosby, 1997) Making decisions (MBTI) Decisiveness (TLQ-GLV) (Harung, Alexander, & Heaton, 1999) (Roberts, 1990)
76. Disciplined	Develop self-discipline (Barnes, 1996) Well-organized life (Cox & Hoover, 1992)
77. Ambiguity	Tolerates ambiguity and paradox (Leadership Odyssey Attributes and Skills Assessment) Deal effectively with complex, ambiguous, and contradictory situations (Lombardo & Eichinger, 1997)

	Ability to deal with complexity, ambiguity, and uncertainty (Tichy & Devanna, 1990)
78. Effective	Effectiveness (Munroe, 1997) Lead effectively (Bennis & Goldsmith, 1997)
79. Boundaries	Clarify boundaries (TLQ-GLV) Sets parameters (Leadership Odyssey Attributes and Skills Assessment)
80. Internal	Inner locus of control (Harung, Alexander & Heaton, 1999) Internal locus of control (Cox & Hoover, 1992) Intrinsic motivation (Cox & Cooper)
81. Financial	Broker (Quinn, 1988) Financial management (HPMI)
82. Personality	Personality in action under group conditions (Bogardus, 1934) Interaction of specific traits of one person and other traits of many (Bogardus, 1934)
83. Stays the course	Stay the course (not follow fads) (Deming, 1986) Constancy of purpose (Deming, 1986) Don't totally change direction (Deming, 1986)
84. Authentic	Sincere (Implicit-leadership-theory measure) Authentic (McGee-Cooper & Trammell, 1995)
85. Inspires and motivates	Simulates, motivate, and coordinated the organization (Davis, 1942) Inspires others to go (Munroe, 1997) Motivates and inspires (Kotter, 1990) Motivates by satisfying basic human needs (Kotter, 1990) Causes people to respond with vigor (Danzig, 1998) Inspires people to understand the social, political, economic, and technological givens (Crosby, 1997) Produces movement in the long-term best interest of the group (Kotter, 1990) Recognize that people must motivate themselves (Cain, 1998) Inspire extra effort (Bradford & Cohen, 1984) Catalyze, stretch and enhance people (Batten, 1989) Motivates and coordinates (Davis, 1942) Comprehend that humans have differing motivation forces at different times and situations (Koontz & Weihrich, 1990) Ability to inspire (Koontz & Weihrich, 1990) Motivation (Ragins, 1989) To cause to follow or pursue (Richardson, 1844) Inspire enthusiasm (Vaughn, 1997) Inspires confidence (Montgomery, 1961) Inspire staff to discover natural creativity, express creative ideas freely (Buzan, Dottino, & Israel, 1999) Motivate themselves to draw on (Richardson, 1844) Create a motivational climate (Batten, 1989) Inspire others to lead (Humphrey, 1987)

	<p>Inspiring (Kent, Crofts, & Aziz) (Campbell's Leadership Potential Index) Inspiring followers (LAI) Motivates (Davis, 1942) Inspirational networker and promoter (TLQ-GLV) Conceptualization (nurture abilities to dream great dreams, think beyond the day today) (Spears & Lawrence, 2002) Motivates across generation boundaries (Essex & Kusy, 1999) Exhibit extraordinary levels of motivation to enable group members to learn change (Schein, 1992)</p>
86. Direction of the vision	<p>Determines direction (Timpe, 1987) Process of giving purpose (meaningful direction) to collective effort (Jacobs & Jaques 1990) Leadership revolves around vision-ideas-direction (Bennis, 1989) Sets direction for vision (Ulrich, Zenger, & Smallwood, 1999) Create and describe the vision (Bergman, Hurson, & Russ-Eft, 1999) Create direction (Kotter, 1990) Establishes a purpose (LAI) Consistently provide the organization a clear direction (Kanter, 1995)</p>
87. Inspires the vision	<p>Rally men and women to common purpose (Montgomery, 1961) Exhibit conviction in creating a vision (Hesselbein, Goldsmith, & Beckhard, 1996) Marshalling, energizing, and unifying of people toward the pursuit of vision (Kent, Crofts, and Aziz, 2001) Challenging a team of people to reach to a vision (Beck & Yeager, 2001) Create a compelling vision (Shelton, 1997) Establishment of a thrust toward a purpose (Kent, Crofts, and Aziz, 2001) Inspiring a shared vision (Kouzes & Posner, 1995) Create a vision with meaning (Bennis, 1997) Inspires pursuit of a shared vision (Leadership Odyssey Attributes and Skills Assessment)</p>
88. Articulates the vision	<p>Articulate tangible vision (Yeung & Ready, 1995) Convey vision (Syrett & Hogg, 1992) Looks at the horizon (Bennis & Goldsmith, 1997) Communicates the rationale behind the vision (Leadership Credibility Index) Shares the vision with others willingly (Leadership Credibility Index)</p>
89. Sells the vision (buy-in)	<p>Integrate agreed vision of the future (Simmons, 1996) Present vision so that others want to achieve it (O'Connor, 1997)</p>

	<p>Ability to get members of the organization to accept ownership of vision as their own (Oakley & Kurg, 1994)</p> <p>Infuses dreams-inspires vision (Danzig, 1998)</p> <p>Energizes and attracts people to enroll in a vision of the future (Bennis & Goldsmith, 1997)</p> <p>Focus on gaining understanding and buy-in from all parties (McGee-Cooper & Trammell, 1995)</p> <p>Shares big picture (McGee-Cooper & Trammell, 1995)</p>
90. Guides the vision	<p>Provide guidance through shared vision (Stabu, 1996)</p> <p>Guides the vision (Munroe, 1997)</p> <p>Work into context by providing vision (Eales-White, 1998)</p> <p>Ensures structures and systems in organization reflect vision (Covey, 1996)</p> <p>Claim the future through reconnaissance (Heskett & Sclesinger, 1996)</p> <p>Strongly define a sense of purpose and vision (Bennis, 1997)</p>
91. Visionary	<p>Transcend the vision (McLean and Weitzel, 1992)</p> <p>A broad view, a new territory of the organization's direction (Martin, 2001)</p> <p>Develop vision (Bradford & Cohen, 1984)</p> <p>Creates the big picture (Eales-White, 1998)</p> <p>Farsighted (Campbell's Leadership Potential Index)</p> <p>Forward looking (Campbell's Leadership Potential Index)</p> <p>Have a vision (Kanter, 1995) (Snyder, Dowd, & Houghton, 1994)</p> <p>Ability to see clearly (Sadler, 1997)</p> <p>Knows the future (Spears & Lawrence, 2002) (Heskett & Sclesinger, 1996)</p> <p>Has a long-range perspective (Bennis, 1997)</p> <p>Are visionaries (Tichy & Devanna, 1990)</p> <p>Has eye on the horizon (Bennis, 1997) (Bennis & Goldsmith, 1997)</p> <p>Thinks completely (big picture) (Leadership Odyssey Attributes and Skills Assessment)</p>
92. Stamina	<p>Physical stamina (Roberts, 1990)</p> <p>Emotional stamina (Roberts, 1990)</p> <p>Perseverance (Danzig, 1998)</p> <p>Build stamina (Smith, 1996)</p>
93. Miscellaneous	<p>Emphasizes competition (LOS)</p> <p>Pragmatic (Cox & Hoover, 1992) (LIQ)</p> <p>Preserve what makes the company special (Deal & Kennedy, 1982)</p> <p>Charisma (Danzig, 1998) (SLP) (MLQ) (Whetten & Cameron, 1983)</p> <p>Respectable (Maccoby, 1981)</p> <p>Is his/her own person (Bennis, 1997)</p>

	<p>Experienced (Campbell's Leadership Potential Index) Unconventional behavior (Conger & Kanugo, 1998) Savvy (Campbell's Leadership Potential Index) Enhance the quality of work life (Harris, 1989) Initiation and maintenance of structure (Stogdill, 1974) Candid (Campbell's Leadership Potential Index) Consistently make effective contributions to social order (Hosking, 1988) Must be able to leverage more than his own capabilities (Bennis, 1989) Answers the question what is really going on (Terry, 1993) Balance (Leadership Odyssey Attributes and Skills Assessment) Do the right thing (Bennis & Nanus, 1985) Create follower-ship (Staub, 1996) Be chief (Cox & Hoover, 1992) To begin (Cox & Hoover, 1992) Capable of inspiring others to do things without actually sitting on top of them with a checklist (Bennis, 1989) Art of mobilizing others (Kouzes & Posner, 1995) Orchestrate a 360 worldview (Corbin, 2000) Talk more than others (Kent & Moss, 1990) Make federations of corporations (Bennis, 1997) Agile (Bennis & Goldsmith, 1997) Astuteness (Giblin, 1986) Producer (Quinn, 1988) Planning (MPS) Compatibility (Giblin, 1986) Order the chaos (Corbin, 2000) Quality (Danzig, 1998) Competence (SLP) Give a point to the working lives of others (Birch, 1999) Strategic humility (LIQ) Follows through on promises (Leadership credibility index) Hard work (Miles, 1997) Multi-tasking (Essex & Kusy, 1999) Values others input (McGee-Cooper & Trammell, 1995) Accountability (Roberts, 1990) Pragmatic approach (Cox & Hoover, 1992) Persuasion (SMP) (Spears & Lawrence, 2002) (SLP) Break major tasks into bite size chunks (Gower) Control of details (SMP) Tenacity (Leadership Odyssey Attributes and Skills Assessment) Empathy (Spears & Lawrence, 2002) Timing (Roberts, 1990) Credibility (Roberts, 1990)</p>
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	<p>Handles emotion in self and others (Bergman, Hurson, and Russ-Eft, 1999)</p> <p>Ensures that boundaries are porous and permeable (Bennis, 1997)</p> <p>Learn from adversity (Cox & Hoover, 1992)</p> <p>Descriptiveness (Bushe, 2001)</p> <p>Curiosity (Bushe, 2001)</p> <p>Appreciation (Bushe, 2001)</p> <p>Attitude of mind (Birch, 1999)</p> <p>Desire (Roberts, 1990)</p> <p>Procedural justice (Hinkin & Tracey, 1994)</p> <p>Autocratic (Leadership Scale for Sports, LSS)</p> <p>Dependability (Roberts, 1990)</p> <p>Type A personality (Cox & Hoover, 1992)</p> <p>Supervision (HPMI)</p> <p>Functionality (Ragins, 1989)</p> <p>Accountably to make it safe to learn from mistakes (McGee-Cooper & Trammell, 1995)</p> <p>Industriousness (Auquinis & Adams, 1998)</p> <p>Shifts paradigm (Leadership Odyssey Attributes and Skills Assessment)</p> <p>Summons old-fashioned work-place virtues like loyalty-commitment-on the job exuberance (Wadsworth, 1997)</p> <p>Promote an entrepreneurial spirit in innovative ventures (Harris,1989)</p> <p>Judgement (Bennis, 1997)</p> <p>Excellence (Harris, 1989) (SLP)</p> <p>Self-renewal (Leadership Odyssey Attributes and Skills Assessment)</p> <p>Stewardship ((Spears & Lawrence, 2002)</p> <p>Controls ambition and ego (Smith, 1996)</p> <p>Passion (Leadership Odyssey Attributes and Skills Assessment)</p> <p>Tests assumptions (Leadership Odyssey Attributes and Skills Assessment)</p> <p>Open mind (Cont) (Schein, 1992)</p> <p>Reach out to partners (Schein, 1992)</p> <p>Does not expect perfection (Deming, 1986)</p> <p>Maintain high standards of dignity (Smith, 1992)</p> <p>Share their passion and expertise (McFarland & Senn, 1993)</p>
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