The secret of being a leader

Searching the essence

Rens van Loon

English edition

Illustrations and photographs: Marco Käller

Dutch edition

Illustrations and photographs: Marco Käller
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to Roos

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Contents

Foreword

Introduction

Part I
Defining leadership in essence: basic concept

1   The basic concept
Leadership as influencing
Influencing applied in definite roles
Influencing in the context
          The perspective of the organisation
          The perspective of the culture
Modes of influencing from different sources
Leadership in a relationship of tension
Developing your leadership, what does it mean?

Part II
Developing leadership

2   Modes of influencing (styles)
The visionary leader
The results-oriented leader – 'push'
The inspiring leader – 'pull'
Situational leadership
Learning in four steps
Situational leadership in the development model
Leadership questionnaire: modes

3   Sources of influencing
The physical leader – body
The rational leader – brains
The emotional leader – heart
Leadership questionnaire: sources

4   The basic roles in influencing
A closer look at the roles
Managing others in your own profession
Leaving your profession
Choosing to be wise
'Absorbed in your work'
The leader as coach
The roles within the team of leaders
Leadership questionnaire: roles

Part III
Change

Foreword

At school aged sixteen my friends and I read the works of Virgil in Latin. The story of Dido and Aeneas was much loved. The greatest dilemma confronted by the hero of the story, Aeneas, is whether to be faithful to his beloved, Dido, or to his task, the founding of Rome. The story intrigued me; leadership was my theme even then although I was not yet aware of it. I now look back on a long time of working with leaders, people who sometimes struggle with their task, or (it seems to be a universal theme) their love. In total I have spent nearly thirty years in coming to understand this theme, to feel what it is and where the success and failure lies. The study of leadership was my theme! As a leader, as a consultant and as a writer. In the years before writing this book I read a lot, including specialist books, business articles and novels. Sometimes you get most insight into the theme you are studying through something not immediately related to it. One author who inspired me is the Hungarian writer Sándor Márai, in particular by his book Az Igazi/Judit [*The turning of a marriage*]. In this book the three main characters Ilonka, Pétér and Judit reflect on their lives, in which none of them managed to achieve their actual intentions. He writes: 'Life takes the necessary decisions itself and does it in a surprising and elegant way. (…) Life does not shrink from enormous waste. It is not bothered about individual Ilonkas, but only about the whole, about all Ilonkas, Judits and Pétérs together, because it wants to get a message across. (…) For life knows no laws. (…) Maybe this is the meaning of your life, yes, your calling, to tolerate that state of not knowing (…)'[1].

It seems impossible to meet the world without preconceptions, without mental images, without trying to understand the world through some concept. At the same time it is only through the dynamic of finding laws and then letting them go again that we can live without fear in this unpredictable world. It is here that the essence of leadership comes up in the story. How do you provide a stimulus and, at the same time, let go?

I was moved by Márai precisely because the foundation of many of my activities as an individual, a professional and a leader, is this discovery of perceived laws, overcoming a state of not knowing and discovering the right relationship between giving a stimulus and letting go. To know what is the right thing to do. The course you set, particularly the inner course, is what determines the success of a leader. That is as it were your task.

Real leaders can be recognised by their faithfulness to their task. They can be anything from a team leader in the police, the owner and director of a small business to the CEO of a multinational. If their leadership is anchored in their personal values, they are strong. For each of them, if they lose touch with their inner task, it is only a question of time until they give up. The pressure becomes too much, there is a risk of burn-out, the organizational rules and code of conduct are no longer closely observed and there is a danger of compensating for the inner void by an outer display of money, power and status. Eventually, as Plato knew, the autocrat falls over himself, because he has become isolated. Leadership always has to do with the ability to find a balance in yourself, and between yourself and your environment, other people and nature.

Leadership is currently such a relevant theme. The news every day is about leadership, and usually the lack of it. I would like to invite you to join me on our search for the essence of

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[1] Sándor Márái (Translation into Dutch 2005). 'The turning of a marriage' [*Kentering van een huwelijk*], pages 119, 147, 158, 56.

leadership, structure and success. Hopefully you become aware of the essence of *your leadership*. I will show you a number of my findings in this book as a kind of beacon on the road.

After working with hundreds of leaders and their teams from all over the world, I wrote my first poem about leadership. I have since written many more. All of the poems are the result of a specific intuition or an experience. I started to write these poems because I noticed the language of poetry was easier than prose for me to put into words my strong impressions. To quote Oscar Wilde, it is an important qualification and caveat on this book to note that: 'Education is an admirable thing, but it is as well to remember from time to time that nothing that is worth knowing can be taught'. You have to *experience* it for yourself! However this book can help you because it relies on the basic structure of leadership. Together with the artist Marco Käller, I have tried to express the themes we are dealing with in images. In the tension between text, images and poetry your imagination will be activated spontaneously. You will start to investigate exactly how words and images apply to you personally…

I would never have been able to write this book without the lessons I have learned from my teachers. *Ad Peperzak*, Professor of Ethics, taught me to think conceptually by analysing texts in great detail; *Ulrich Libbrecht*, Professor of Comparative Philosophy, Mathematics and Sinology helped me to understand what freedom is by the concept of 'free energy', *Hubert Hermans*, Professor of Personality Psychology, taught me how you can apply general psychological laws to individuals, *Johan Wessel Ganzevoort*, Professor of Organisational Dynamics and Innovation, showed me that leadership has to do with 'teaching and preaching' within the context of the narrative of an organisation, *Fons Trompenaars*, Professor of Cross-cultural Management, taught me the value of reconciling dilemmas as one of the most important characteristics of a leader! Finally, this book came into being in part thanks to my tai chi teachers, who helped me to experience *the truth that thinking and feeling are rooted in the body* – in my body, with these feet on the ground.

This book was written primarily for leaders, to stimulate them in their process of reflection as they strive for continuous improvement. It was also written for consultants who advise leaders on that process of improvement.

I hope you enjoy reading this book; I believe it can really bring about happiness if your personal leadership improves and is visibly translated into success. What you want to be successful at is largely up to you. As the philosopher Lázár says in the book referred to earlier by Sándor Márai: 'anything people prepare for over a long period and with great force of will, tenacity and cautiousness will finally come about' (page 31).
I encourage you to use this book as a notebook: write down your thoughts, reflections and the tasks you set yourself.

I would like to thank those people who helped by thinking and reading: Arnold Roozendaal, Jeroen Seegers, Lieke Sievers, Kees Flink, Ruud Stassen, Fred De Leuw and Tina Strookappe. Their critical comments have systematically improved the text. Warm thanks to my long-time assistant Marilu Overeem for protecting my hectic calendar. Marco Käller made the book into a work of art by looking at each detail with an artist's eye.

Most thanks are due to my wife, Roos. She made the text readable by helping me time after time with her feel for language and her precision. She also kept our family running while I was either physically absent or too busy writing to just be there.

Above all I would like to thank the people I have had the pleasure of working with over the last twenty-five years. I have always tried to contribute something to their journeys; they have always added value to my development process.

Added in translation 2008

The original version of this book was published in the Netherlands in 2006.
As such it helped the people whom we are working with as part of their leadership development to dig into a deeper level in their understanding and acting.

Translated into English the book was enriched, thanks to my developing over time in working and thinking. Compared to the original version I could improve the text in some details.
For ninety percent this book is based on the Dutch version. Please read to experience it. I added some English titles that I recommend you to read. These books I did not know at the time I wrote the original book in Dutch.

At the moment we are in the middle of a crisis in the financial world. It refers directly to a leadership crisis. Our world needs new leaders, who are able to reconcile the endless human need for '*material belongings*' with the infinite human need for '*spiritual happiness*'.

Hopefully this book might help you to fulfil the journey of your leadership in a *good way: with*in your company, your family and for your soul!

Rens van Loon
October 2008

Introduction

*"People create distinctions out of their own minds
and believe them to be true.
In the sky there is no distinction"*

The Teaching of Buddha[i]

Leadership is a subject on which hundreds of books have already been written.
What does this book add? Initially, I was somewhat reluctant to publish something about my leadership work. Hadn't everything been said? The big names in the field of leadership, such as Stephen Covey, Jim Collins, Charles Handy, Robert Quinn, David Maister, Manfred Kets De Vries, Henry Mintzberg, John Kotter, Rosabeth Moss Kanter have each developed their own view of successful leadership. These vary from

- Leadership is a personality trait and innate, so it cannot be learned! You either are a leader or you aren't!
- Leadership is behaviour and the effectiveness of a leader is determined by the style he uses. Leadership is a matter of training!
- Leadership depends on the situation; the success of a leader is determined by the context.
- Leadership has to do with vision; a leader has a concept, a particular vision that he wishes to realise and thereby he transforms reality.
- Leadership has to do with humility and tenacity.
- The leader is the biggest ape in the group.

This book does not aim to again everything that has been written and point out differences and similarities. The aim is to combine philosophy – as the striving for wisdom, which is a defining characteristic of leaders – with pragmatism, the everyday practice of leadership, as a fusion of industrial psychology and organisational development. In doing this I would like to bring things back to simple concepts and in applying these to practice, we experience how complicated reality is. A leadership concept that is to serve as the starting point for a coaching or development programme must meet a number of criteria – it should be: simple, applicable, clear, challenging and complete.

I have worked with many different people, mostly in a leadership role, in many different organisations all over the world, and I learned from experience how important leadership is. At the same time I have learned from personal experience just how difficult it is to work (and talk) with leaders in such a way that results in better leadership. In particular, I had to learn how important it is to maintain simplicity in the leadership concept we use. That is hardly surprising in view of the endless stream of publications! Practical experience brought us to the point where we use this concept systematically, translating it into programmes at top management, strategic, tactical and operational levels. Over the years I have especially enjoyed working with individual leaders and groups of leaders, as we were able to keep each other sharp in the process of our dialogue. The leadership concept primarily evolved thanks to the people I have worked with, and not so much out of the insights of the big names in the literature on leadership. The concept as elaborated here could evolve thanks to my working with leaders in diverse organisations, of which I will name a few here: Océ, Ijsselland Police[ii].

Based on this practical experience, I developed a descriptive concept over the course of the last ten years.

This book is a conceptual book on leadership.

Leadership is defined here clearly and unambiguously. The concept may be used to *describe* a 'good' leader, but also to *assess* a leader in a general sense. To that end, the concept is normative. The patterns described apply just as much to Jack Welch or George Bush as to Pope Benedict XVI or Barack Obama.

The core of our message is that leadership has to do with *dialogue, development and* ultimately *transformation*. Dialogue is understood as entering into a conversation, the consultation between people individually and groups of people. Development is taken to be the growth and coming to realization of leadership. In the words of Moss Kanter[iii]: 'We need more people who see the importance of dialogue and getting several points of view... Almost all the problems in the world exist because someone decides that a particular territory is his personal property.' Which then excludes any dialogue.

My experience is that the leadership of today can no longer do without dialogue. It seems obvious that dialogue and communication are important for leaders. In today's society with all its means of communication and emphasis on the knowledge economy, dialogue has become essential.

Dialogue is directed *outwards* because ultimately the leader wants to get others on board and inspire them to do something for him. These days a boss cannot just shout and expect employees to jump to attention.

Dialogue is directed *inwards* when it is about the self-investigation that you as a leader need to do in order to identify your actual motives and ambitions – to stand still for a moment and reflect on what you are about, what you want to achieve. A leader, in whatever role, needs people to do something for him, to follow him so that his objectives will be realised. That is why a leader needs to provide direction, to inspire, to have courage and character, to dare to take risks, and to make himself vulnerable (without being weak).

A leader wants *to bring something about*, whether in himself, in others, in the world, in business, in a political party or in a religious community. This *changing or transforming* something comes out of a certain *vision*; it is not something entirely coincidental. If we are to talk of leadership then there must be some direction, there must be some intention behind it. I connect this with change in the outside world, the achieving of certain results, and to change in the inner world, bringing oneself to a higher level of development.

The reader is taken along with me on a journey through various aspects of leadership. This is not exclusively a rational matter; rather I want to set you thinking by combinations of words and images. The central theme here is you, the leader as a person. 'Who I am as a leader'. I work from the inside to the outside, from intentions to behaviour[iv]. Every society, every company, every group of people has a relationship to leadership. It is a centuries-old theme. This book attempts to help the leaders of today, with all of the uncertainties of the modern era, by providing a clear leadership concept. When you use this to look at yourself, you will see for yourself where your own balance and imbalance lies. This is the starting point for a path of development, which for many is long.

The book is structured in three parts.

In the first part, we define leadership as 'getting things done, based on a vision, achieving certain results – business objects, thoughts, feelings, changes – with, for and through other people, within the context of the organisation and society'.

In Chapter 1, I describe the elements of a general concept, which forms the basis for working with leaders. This leadership concept consists of a number of elements which are important in order to understand and develop leadership.

In the second part, we apply the concept to the development of leadership.

The elements are outlined in Chapters 2, 3 and 4, with snippets of theory, examples from practice, reflections, photographs and poems. Leadership:

- involves the leader giving a direction based on a vision (vision), as a result of which the leader gets things done (push) by other people (pull) (Chapter 2)
- involves the leader achieving results (doing) making use of their understanding (thinking) and their intuition (feeling) (Chapter 3)
- involves the leader taking the roles of entrepreneur, manager, coach and professional in turn (changing roles) (Chapter 4).

In the third part, the central theme is change leadership. In Chapter 5 we focus more on the process of change: within oneself as a leader, within the team and within the organisation. In Chapter 6 we show what sort of interventions can be made in order to develop leadership. In Chapter 7 we look at how a concrete programme can be structured.

The Appendix includes a short questionnaire which you can use to apply the leadership concept to yourself[v].

In the literature list you will find a more extensive overview of background literature. There are no references to the literature in the text; however there are footnotes for those who are interested in reading more widely.

Except where the context concerns male leaders in particular, everything written using the masculine forms 'he, him, his' should be understood to include 'she, her'. I have chosen not to repeat 'he/she' on every occasion to avoid the text becoming unreadable. Unfortunately it is a fact that leadership in practice is still mostly masculine, in gender if not so much in style!

This book has been built around a concept that is illustrated with examples, taken from my own practical experience. We have not stated the precise position, age or gender of the people referred to. We hope that the reader will begin the process of association by recognising the universal aspects in specific examples. Try applying the example to yourself!

My mission is to develop the leaders.

Through this book it's my intent to take leadership to a higher level based on what I see as the essence of leadership. I hope to do this by setting off an internal dialogue in you as the reader, by stimulating an external dialogue with your staff and your organisation, and by contributing to the success of your leadership in your own surroundings. By contributing to your happiness.
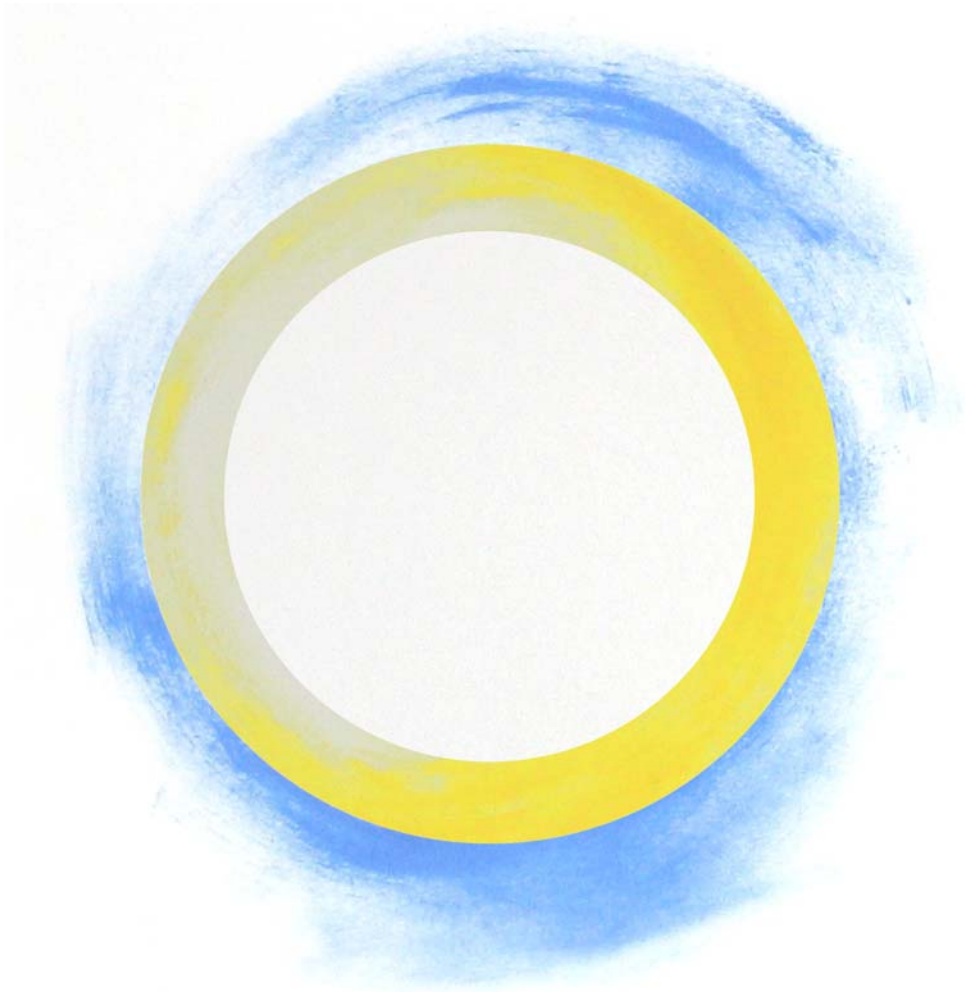
Part II Defining leadership

Chapter 1
Defining leadership in essence: basic concept

'First, the best leaders I've studied all discipline themselves to take out time of their working lives to think. They all muse. *They all reflect*.'
Marcus Buckingham[vi]

In this chapter the leadership concept is the central theme.
In Section 1, we describe leadership as *influencing intentionally*. We also designate a number of views which have inspired me in this approach: looking at an organisation as a *narrative*, leadership as *dialogue*, the *context* of the organisation as being critical for effective leadership, and leadership as the ability to *deal with dilemmas*.
In Section 2, one extra factor is added. Influencing is applied in definite roles. Five basic roles are distinguished: *entrepreneur, manager, coach, change leader and professional*.
In Section 3, we examine another aspect, namely that influencing takes place within a particular context: that of the *organisation* and the *organisational culture*. This is conceptualized through a model of organizing that arises in combining two axes: external versus internal, focus on control versus flexibility.
Section 4 shows influencing takes place using certain *styles/modes*, based on specific *sources*. Here we reach the heart of the concept.
Finally Section 5 is about the process of influencing others in the tension between one's own personal values and the values of the organisation one is representing.
This completes the description of the elements of the leadership concept. In Section 6 we conclude with a description of what leadership development involves. Practical examples are given all through the text.

1. Leadership as influencing
In our work we have made an important simplification by dropping the distinction between manager and leader[vii]. The term 'leadership' is used here to refer to conscious influence. One of the roles in which this influence takes place is the role of manager. So there is no distinction or opposition, rather management forms a fixed part of leadership.

In this approach to leadership attention is given to the elements of vision, organisation, context, behaviour and personality against the background of the definition of leadership as 'getting things done' 'based on a vision' 'through other people' 'within the context of an organisation' 'within a broader social environment'[viii].

Leadership is
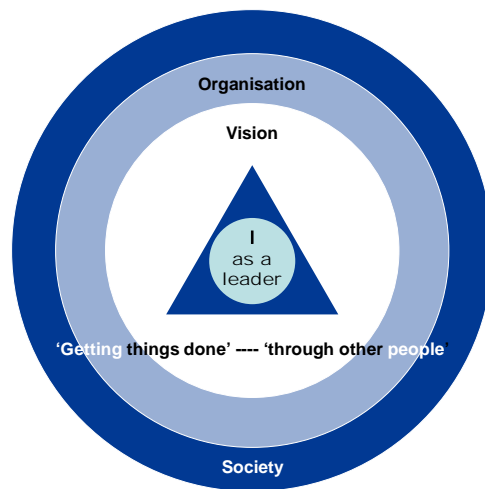
From a vision

Getting things done

Through other people

Within the context of your
✓ organization
✓ society

This concept of leadership was inspired by the following ideas:
- An organisation is a living being which tells a story.
- Leadership is a continuous dialogue with the environment and with oneself.
- A leader's style is partly determined by the context of the organisation and its culture.

A leader can deal with paradoxes and reconcile dilemmas.

The organisation as a living being

My idea is that an organisation can be developed more effectively by seeing it as an organism with a story, and not just as a technical, rational system.[ix] Employees tell their stories and organisations also have stories. The better someone can put their own story into words, the more effectively the organisation and the individual will be able to function. A leader puts into words, represents and embodies what the organisation wants to achieve. Occasionally leaders need to take time for a moment of reflection, and these should preferably happen more or less systematically and in dialogue with another person who can put their ideas to the test, with the aim of increasing clarity and awareness.

Wessel Ganzevoort has spoken of the existence of a new paradigm in organisation theory – one in which the concept of life is central. Organisations are seen as living beings which flourish best if all the energies within each organisation are devoted to the whole. An organisation is understood to be a cooperative endeavour between people with a shared destination in the future. According to Ganzevoort, organisations have biographies; they have received inheritances, suffered traumas, developed traditions and rituals. The pattern for an organisation's continued existence lies concealed in its inheritance, its internalised assumptions, values, views and core skills.

In an organisation as a living being, each individual is seen as a storyteller. If we express who we are and what is important to us in our life, we usually tend to do this in the structure of a story. By telling stories we give meaning to our experiences in and outside the organisation. By telling a tale, we put ourselves in time and in relation to other people in and outside the corporation. In this way we process our experiences and try to make them coherent by giving

them a place in the story of our life. In this way too, people develop their own unique vision of themselves and their surroundings in dialogue with other people. The clearer our insight into our own story, the more grip we have on our life and our future and the more we can also connect ourselves consciously to the story of the organisation, as the sum total of the individuals in it. It is a condition of success here that we make ourselves aware, as individuals and also as an organisation, of this (often unspoken) story, make it explicit and change it on purpose.

Normally the story of the top management within an organisation is the leading narrative. A successful leader has a 'good story'! There has been a great increase in interest and appreciation for this 'storytelling' point of view in recent years. For example, the Dutch Police have illustrated their own core competencies beautifully, based on the stories of leaders within the police organisation. Stories as such are a more effective way approaching complexity, ambiguity, uncertainty and rapid changes in organisation. The more information comes to us, the more complex the situation in which organisations are. Definitions can become blinkers, while stories are like a window, a reference. A story does not only address us as rational beings, it also calls on other human qualities such as creativity, imagination and emotion. Stories offer one of the best opportunities to bring coherence into the complicated and occasionally contradictory reality in which we live. They invite us to develop a new, individual way of looking at reality.

Leadership is dialogue
Our inspiration and guiding principle in bringing together the different roles of leaders, both theoretically and methodically, comes from the concept of the *dialogical self*[x]. Applied to leadership, this is converted into '*the leader in dialogue with his environment and with himself*'. I derived this concept to a degree from the personality psychologist Hubert Hermans. He describes the 'dialogical self' as 'a dynamic multiplicity of relatively independent 'I-positions' in an imaginary landscape. The 'I' has the opportunity to go from one position to another depending on changes in the environment over the course of time'[xi]. Dialogical relationships can be made between a variety of different I-positions or roles. Each role has a voice and its own story. It is important for the various I-positions of a leader, for example: entrepreneur, manager, coach and professional, to converse with each other. In some cases we will conclude that some of the roles of a leader do not fit with the way the particular leader in question acts. The roles become isolated, in a manner of speaking. So far, summarizing three basic characteristics of a leader:
- A leader conducts a clear *dialogue* between the mission of the organisation and his own vision, mission and values; knows what phase his organisation is in, and consciously adapting this in his role as leader.
- *Moves flexibly and effectively* between his various roles as entrepreneur, manager, coach and where applicable also as a professional.
- Operates in an *intentional balance* between taking action and adapting to the environment.

The context makes the difference
In describing the context, we start from the INK management model[xii] and Quinn[xiii]. Depending on the phase of development of an organisation, different roles can be played:
- The role of *entrepreneur*, focused on setting direction for the organisation.

- The role of *manager*, focused on the structure of the organisation, setting up and maintaining processes.
- The role of *coach*, focused on creating the culture and developing people within the organisation.
- The role of strategic entrepreneur, as an inspiring leader, implies an ability to use all the above roles in a flexible manner. Excelling as a leader means being able to change roles depending on the phase of the organisation and its requirements within its context.
- The role of change leader can come up during any phase of the development, to bring the organisation to the next phase of growth.

We will elaborate more on the various different roles later in this chapter.

Compared with others around them, leaders have a tendency to assess the effects of their behaviour more highly. As leaders are crucial individuals relative to processes of change and development, it is important for their judgement here to be accurate. Development and innovation are a dynamic process of mutual communication, in which meaning is given to uncertain and new situations. This requires the leader to have clarity, decisiveness, courage and the ability to break through impasses, in addition to reflection and open dialogue with himself, the organisation and those around him. Unfortunately, organisations often do not have a clear and explicit link between the strategy and the leadership conduct shown by managers. Sometimes organisations do not know exactly what kind of leadership they want to have or develop. Often organisations state in an outline what ideal profile they wish their leaders to have, but the leadership styles actually demonstrated as met in practice do not clearly include the dominant strategic direction. In addition, we often see that organisations do not clearly monitor the relationship between their vision and mission and the leadership styles appropriate for this. In practice, organisations seem to do too little to measure the effect of their leadership styles, and there is no sufficient feedback with a view to rethinking strategy.

There is a great need for leadership development and self-reflection, particularly where little time and attention is made available for this. Unfortunately, this is something we see happening very often. The current fascination almost always takes priority! A leader who is able to assess the effect of his actions correctly has more chance of being successful as a leader in

- his *vision*: the ultimate objective that he wants to achieve;
- his *mission*: the way in which the vision is to be achieved, what the leader does, how he inspires people in the organisation;
- his *values*: the implicit life rules which are demonstrated in the behaviour of the organisation.

Paradoxes and dilemmas
We can also apply the theory of Fons Trompenaars here[xiv]. A leader's ability to resolve or 'reconcile' dilemmas at a higher level distinguishes him and can make a decisive difference. Trompenaars applies this primarily at the organisational level. Here are some examples of dilemmas leaders are faced with:

- should I focus on the person or the deal?
- should I guide things myself or delegate?
- should I discuss problems openly at an early stage or cover them up and put it off?
- should I structure things formally or informally?
- should I make changes gradually, step by step, or all at once?

- should I consult with others or tell them what to do?

We listen keenly to the leader's story. We deepen the story through the dialogue by expanding on the context and dilemmas. If a leader is able to describe various aspects of his performance and dilemmas in his own words with awareness and understanding, he can probably also influence his behaviour. Breaking through routine actions requires awareness. In order to make patterns visible, we dive deep with the leader: he is invited to make his story explicit and investigate it for underlying motives, personal and organisational values. We assume the leader needs to be able to play these different roles, and he will gear his story to the perspective of each of those roles. Effective and successful leadership means that the leader is able to resolve or reconcile the dilemmas between the roles, modes and sources. This is possible by moving flexibly between

- *roles:* entrepreneur, manager, coach, change leader, professional;
- *modes:* visionary leadership, results-oriented leadership ('pushing' people on), inspiring leadership ('pulling' people along or getting them on board);
- *sources:* rational leadership, emotional leadership, physical leadership.

The difference between roles, modes and sources will be elaborated on and illustrated in some detail within the book using several examples. How a leader could reconcile dilemmas at the personal level is discussed in the various different chapters. The reader is also invited to do some self exploration using specific questions at the end of each chapter.

2. Influencing applied in definite roles
Leadership as intentional influencing has to do with the context of the organisation, society and culture. As a leader you play different roles depending on the organisation's phase of development and – naturally – your personal preference. We distinguish between the roles of entrepreneur, manager, coach, strategic entrepreneur, change leader and professional[xv].

The leader as entrepreneur

entrepreneur
(direction)

Entrepreneur: *direction*
Understanding external events, focusing on the future and turn vision
into action, setting direction for the company
The leader as entrepreneur *directs*: *strategy*.

Competencies:
entrepreneurship, customer orientation, market orientation, creativity,
vision
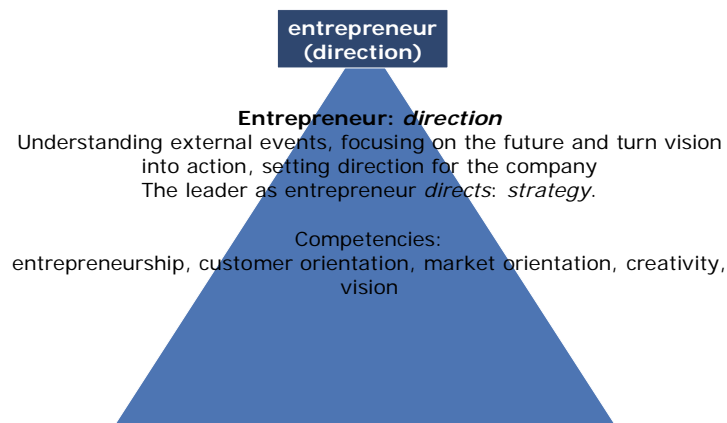
xvi

The leader as entrepreneur directs: vision & strategy
Leadership focuses on the future. Leaders try to influence the course of events here and now

thus confidently setting in motion a desired expansion. Traditionally, this is particularly the role of the innovator, the entrepreneur, the visionary leader, who sees something 'new' and as it were pulls others along with him by his charisma and enthusiasm to great heights – and sometimes to great depths! This type of leader makes new connections, integrates things that were divided and 'makes the difference'. Sometimes this happens deliberately and sometimes it just happens to people, as if by coincidence. In the role of entrepreneur, a leader knows his surroundings and his clients. 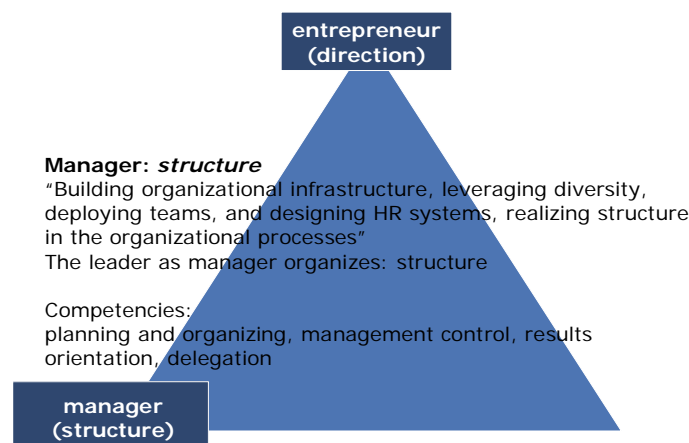He has access to markets and target groups and has the ability to respond to these. He gives direction to the organisation or the unit he manages.

The leader as manager

entrepreneur (direction)

Manager: *structure*
"Building organizational infrastructure, leveraging diversity, deploying teams, and designing HR systems, realizing structure in the organizational processes"
The leader as manager organizes: structure

Competencies:
planning and organizing, management control, results orientation, delegation

manager (structure)

The leader as manager organizes: structure
Leadership also focuses on results. Just as you can tell a tree by its fruit, you can recognise the quality of a leader by his results. That means that leadership also has to concern itself with the structure with which the desired results can be achieved and monitored. There must be something that contains the structure in order to be able to produce the results. Leaders have to be able to make decisions daily, to demonstrate to clients the added value of the organisation's products or services. Therefore it is necessary to have people in the organisation who understand the mission of the company. People that are competent in their subject and continuously develop themselves. In the role of manager, a leader works towards objectives and results based on a sound 'planning and control' cycle. His focus is on the structure and setup of the organisation in terms of its hierarchy, tasks, responsibilities and powers and processes.

The leader as coach

entreprenuer
(direction)

Coach: *people*
"Building collaborative relationships, sharing power and authority,
managing attention, engaging other people, getting things done
by other people instead of doing it yourself"
The leader as coach *implements*: *culture*.

Competencies:
coaching, sensitivity, teamwork, persuasion, organizational
sensitivity

manager
(structure)
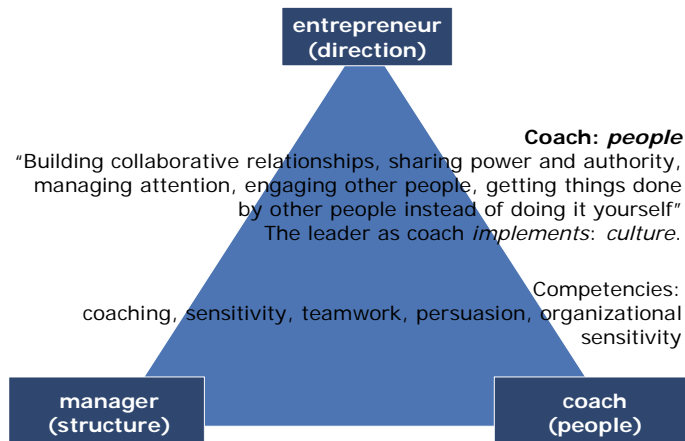
coach
(people)

The leader as coach implements: culture
Leadership focuses on people. After all, people stand for a company. We recognize an organisation by its people. A leader enables individuals to collaborate in teams. As a result members of a team can do more together than they could individually. To attain this, a leader needs to keep his team together, stimulate them, and rewar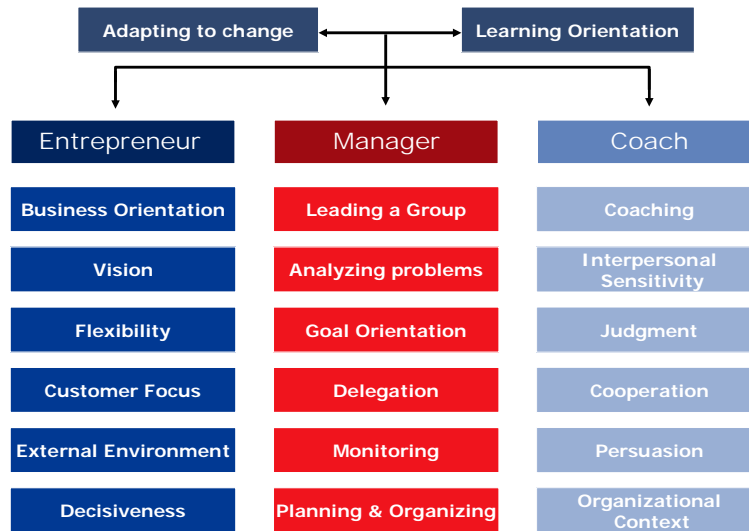d them. He also has to be sharp and not allow undesirable elements moving stealthily in their daily habits. Therefore it is necessary that communication between members of the organisation is open. People must perform in a disciplined and conscientious way. You can observe the culture of an organisation in the daily behaviour, how the office room is set out, what the car park is like, how clients are dealt with. These are the often unwritten and implicit rules about how to behave in the organisation's daily business. Leaders do not only set an example here, they themselves *are* the role model. In the role of a coach, a leader mobilises his employees, provides direction and guides them. By building collaborative relationships, sharing power and authority, and engaging other people, he gets things done by other people. The coach transfers his own power to others, and gives them responsibility. In this role he helps others to get further than they could get on their own.

Each organisation builds its own set of competencies, with descriptions, derived from its vision, mission and values. For the roles of entrepreneur, manager and coach, each diagram gives some examples of how this can be illustrated with specific competencies. In order to be successful, a strategic entrepreneur must be in a position to switch flexibly between the different roles and to make use of all of the elements, either in himself or in his team. A strategic entrepreneur has taken his entrepreneurship in the organisation to a higher level.

Leadership Competencies

Adapting to change	⟷	Learning Orientation

Entrepreneur	**Manager**	**Coach**
Business Orientation	Leading a Group	Coaching
Vision	Analyzing problems	Interpersonal Sensitivity
Flexibility	Goal Orientation	Judgment
Customer Focus	Delegation	Cooperation
External Environment	Monitoring	Persuasion
Decisiveness	Planning & Organizing	Organizational Context

The leader as professional/expert

We believe thinking about the role of the leader as a professional or expert justifies some more thoughts. These days the concept of the professional has a life of its own, surrounded by an air of mystery. If you are a professional, you have a certain position and it is difficult to accept leadership. Leading professionals is probably the most difficult task for a leader. What exactly do we mean when we speak of professionals?

We define a contemporary professional[xvii] generally as someone whose job is characterised by four features:
- a highly valued specialism (knowledge and/or skills);
- a large degree of autonomy in doing the job;
- innovation and creativity;
- professional loyalty (professional standards, codes, and ethics).

Leading professionals implies that you as a leader give attention to what connects those people with the corporation and with one another[xviii]. As said these individuals are most often using a high degree of autonomous thinking, professional expertise and problem-solving capacity. David Maister[xix] distinguishes between two axes of influencing in relation to managing professionals:
- the degree to which a professional does standardised or client-specific work (routine or customised work);
- the intensity of contact with the client while delivering a service or product.

A combination of these axes yields a diagram of four quadrants with which we can distinguish between four types of professionals. In this context Maister speaks of *'nurses'* (lots of client contact, working to a standardised process), *'pharmacists'* (little client contact, standardised working process), *'psychotherapist'* (lots of client contact, client-specific working process) and the *'brain surgeon'* (little client contact, client-specific working process).

The leader as professional

entrepreneur (direction)

Professional (left)
Professional (right)

Professional: primarily related to the *content of the profession*

Being a leader related to the content in which you were trained/educated as a professional, e.g. engineer, accountancy, psychologist, etc.

manager (structure)

coach (people)

Professional
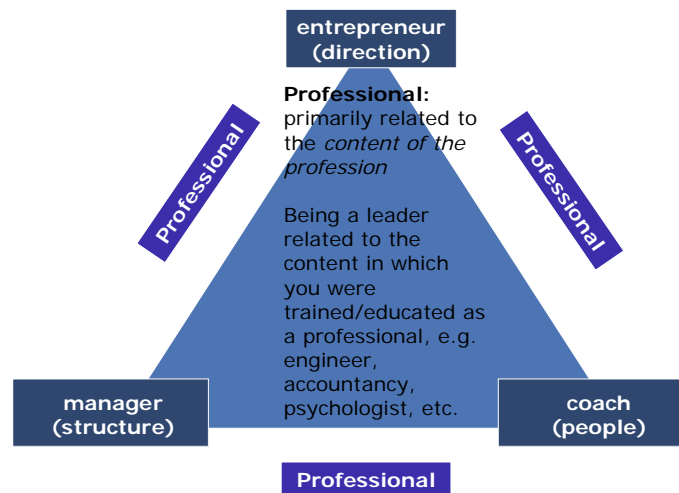
Depending on the category, a management method has to be found that delivers the required result. Where standardisation is possible, working processes and output can more easily be laid down in standard procedures, as for nurses and pharmacists. Where standardisation is less easy to carry out, the leader's guidance must concentrate more on the professional's norms and values, their competencies and the supporting facilities, as for psychotherapists and brain surgeons. The last group of professionals is the most difficult (but also most gratifying) to deal with, as they need and demand the highest level of freedom. Professionals of this type are characterised as: stubborn, creative, agile, critical, autonomous, strongly identified with their profession and difficult to manage[xx]. Leaders often do not succeed here, but if you can be successful in bringing the energy of these professionals together, a huge innovative power is unleashed. Google is a good example. In this business the creative innovative capacities of IT professionals are used systematically to achieve shared success. Larry Page and Sergey Brin know how to get the best computer whiz kids and engineers. They understand how to entrust to them by creating an environment that is constantly innovating and stimulating. They reach this by allowing each employee to work one day a week on their own projects, even if the project has nothing to do with Google at all [xxi].

3. Influencing in the context

Leadership means influencing in a specific context. What role should be given the most emphasis depends on the phase in which an organisation is. In addition to the roles of entrepreneur, manager, coach and strategic entrepreneur, we will also elaborate here on the role of *change leader*. In 2002 we were asked by INK (Netherlands Quality Institute) to give some attention to leadership within the INK management model through a number of training courses resulting in a publication. This yielded a book entitled *Leadership. In search of the right balance between will and ability*[xxii]. This publication contains the foundation for the leadership concept we are developing here. This is where we intentionally enabled leaders to gain more insight into their own leadership style as related to the development and culture of their organisation. To classify an organisation we use the categories developed by Quinn. In this model there are two axes: one of internal and external focus, and the second of focus on

control versus flexibility. These two axes enable us to make explicit phases of development of an organisation. Indicators based on INK and Quinn make it possible to design a simple method to interpret these phases.

- Does the management of the organisation have a clear vision about where the organisation should be in three years' time?
- Does the organisation use benchmarks to measure efficiency?
- Does the organisation have a systematic process to measure staff satisfaction directly?
- Are clients encouraged to come forward with ideas for improvement?
- Is the organisation characterised by key words such as teamwork, consensus and participation?
- Is competitive behaviour and being number one in the market the organisation's most important ambition?
- Is the conduct of staff within the organisation primarily guided by monitoring and formal procedures?

The effectiveness of a leadership style depends on the context. Each phase relates to another leadership role. We assume that a mature organisation has all, but may show significant differences between sections. It is clear however that a leader has a crucial role in developing his organisation and its culture[xxiii].

The perspective of the organisation
Combining the INK management model and Quinn is our starting point. We have brought these together in one concept[xxiv]. In our leadership concept, the INK management model and Quinn's organisational cultures have been brought together in one concept which serves as a reference point for a leader to determine what style he needs to work with. To do this, we have reduced the leadership roles described by Quinn from eight to four[xxv]. Once again this is primarily to facilitate a meaningful dialogue with the management of a corporation about their roles as entrepreneur, manager, coach, strategic entrepreneur and change leader. We use the concept based on Quinn also to investigate together with a leader how he sees the culture of his organisational unit: 'Does the current culture fit with where I want my organisation to be?' Culture is important because it is a form of collective behaviour, which includes the role of the leader. An organisation's culture makes its implicit values visible – in behaviour, habits and tradition. In how the buildings are set out and equipped. An organisation's culture is also reflected in the story that is told about the company. It reflects how employees talk about their organisation at a party or when smoking a cigarette in front of the office.

one organization, two axes
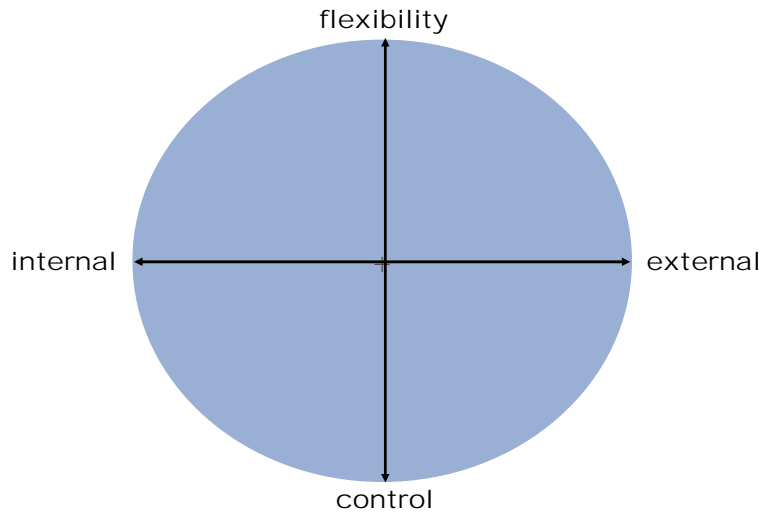
We will describe the phases of development of an organization step by step.
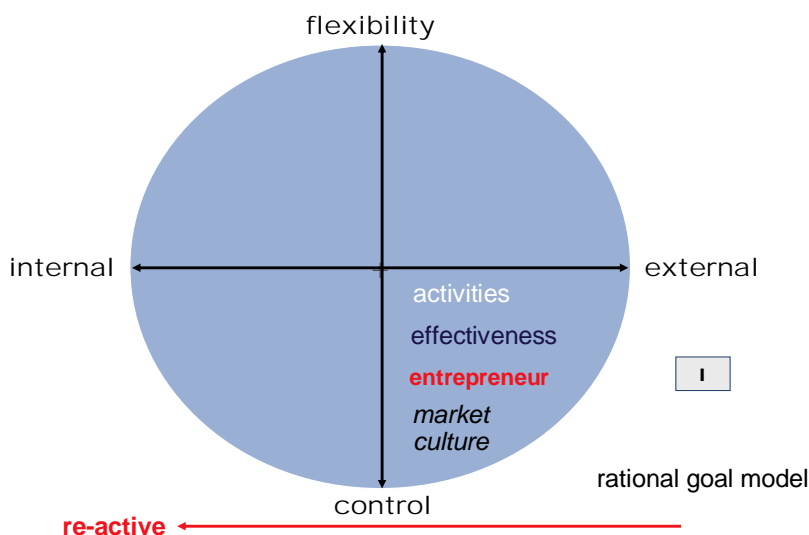
Entrepreneur in the market culture
Phase I is characterised by an external focus on control; some key words are directing the organisation, activity and product-oriented, external action, market-oriented. The entrepreneur has a central role, responding effectively and successfully to a situation in the outside world; excelling takes place in the workplace, in one's own work. We can find lots of examples for this quadrant, primarily entrepreneurs who are successful, often small and growing quickly through a product or service with which they fill a gap in the market.

> For example, the local bakery: the baker knows his customers, knows what the consumer wants, finds it easy to adapt to that. The baker attributes his success to his own quality, and steps in immediately in person if anything goes wrong. No time is lost with long waiting periods. It's hands-on all the time.

In this phase of development of the organisation, the leader is like a conductor, who interprets a piece of music in accordance with his own ideas and insights. He chooses the various different instruments and gets the musicians to play them. He determines the tempo, the volume, the beginning and the end. During rehearsals, he repeatedly checks whether the musicians are interpreting the work correctly. The entrepreneur in this phase sets the objectives and the working methods, instructs employees and checks whether everything is going according to plan. Where necessary, he makes adjustments and takes corrective measures. The central thing is the output, the results that the leader intends to achieve.

entrepreneur & activities

flexibility

internal ⟷ **external**

activities
effectiveness
entrepreneur
market culture

| I |

rational goal model

control

re-active ⟵

With regard to culture, in the rational goal model, the effectiveness of an organisation is determined primarily by productivity and profit. The emphasis is on clarifying objectives, rational analysis and behaving actively. The focus is on a direct connection with the market. Characteristics of a market culture are: strongly motivated by results, competitive, no-nonsense attitude, emphasis on performance, being successful *together* by achieving ambitious results in the market, being a market leader as an important criterion of success. The culture is characterised by *doers*, who risk burnout if they take it too far.

The manager in the hierarchical culture
Phase II is characterised by an internal focus on control. Key words here are structuring the organisation, process-oriented, hierarchically oriented, internal action. The essential role is that of the manager, who responds efficiently to a situation within the organisation; excelling happens in one's own process, often also within one's own specialism.
The transition from the first phase to the second phase is a fairly natural one. Often step-by-step improvements will yield the desired result. It is a gradual journey where many changes take place over a short period of time. The leader grows from being a conductor to being a manager without much extra effort.
In this process-oriented phase, the leader acts as a sort of playmaker. The game is the process or the way in which the results come about. The leader as manager is directly present in the organisation and makes adjustments on the basis of direct observations. For the leader, this process-oriented phase means that he is part of a wider process which is intended to lead to the business results. A certain distance arises between the primary process and the leader. In the first two phases of the development of an organisation, decisive action is central. Influence is exerted directly.

> The local baker with a few shops turns out to be an enormous success with a new formula and he expands. He takes over bakeries in other places. He wants to apply the same formula in several places and opts for a franchise system. He has to bring in a cycle of planning and control, with clear performance indicators in the area of bread quality and throughput time. Each bakery has to produce at the same level of quality.

Management for output is characteristic here, with descriptions of positions, powers and competencies.

Naturally enough, organisations sometimes depart from this process in their development. What we declare here is that a change in the phase of development also needs to lead to an adjustment or change in the style of leadership. Although this appears obvious, in practice it often doesn't happen, because the development of an organisation is not experienced as consciously as it is described here.

manager & processes
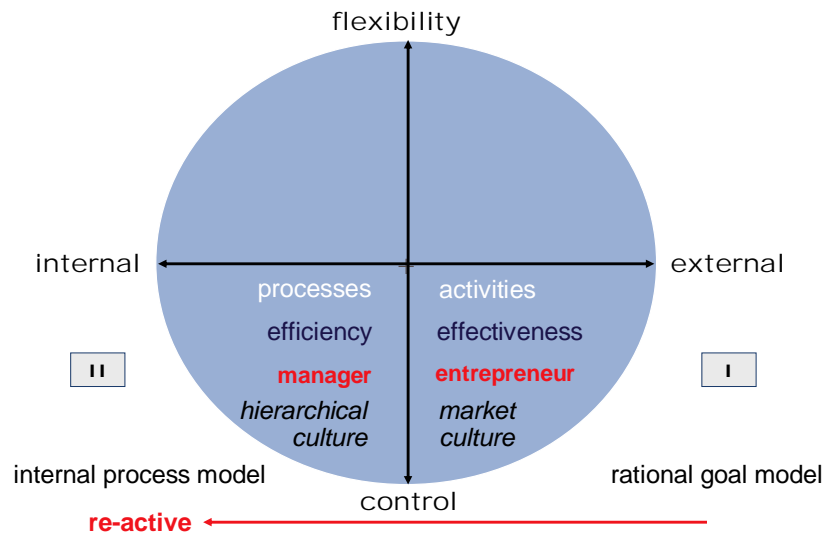
In the internal process model there is a conviction that using routines will lead to stability. The effectiveness of organisations is determined by stability and continuity. The emphasis is on processes such as describing responsibilities, documentation and keeping records. Some characteristics of a hierarchical culture are: strong control and tight management, formal procedures at the forefront in day-to-day action, an emphasis on efficient guiding by leaders, predictability through clear rules and procedures, being successful *together* through a good system of rules and agreements, everything can be controlled, operations run smoothly and in a controlled fashion, production is organised as efficiently as possible, at the lowest possible cost.
If this culture is taken too far, it becomes bureaucratic, with people doing something simply because the handbook dictates!

From reactive to proactive
The transition from reactive to proactive is a change process involving a shift:
- of emphasis from the internal to the external organisation;
- from focusing on short-term results to focusing on the longer term, both for the client and for one's own organisation;
- from individual processes within departments to an integral *system* of processes and support services;
- from a hierarchical style of leadership to a coaching, participatory style;
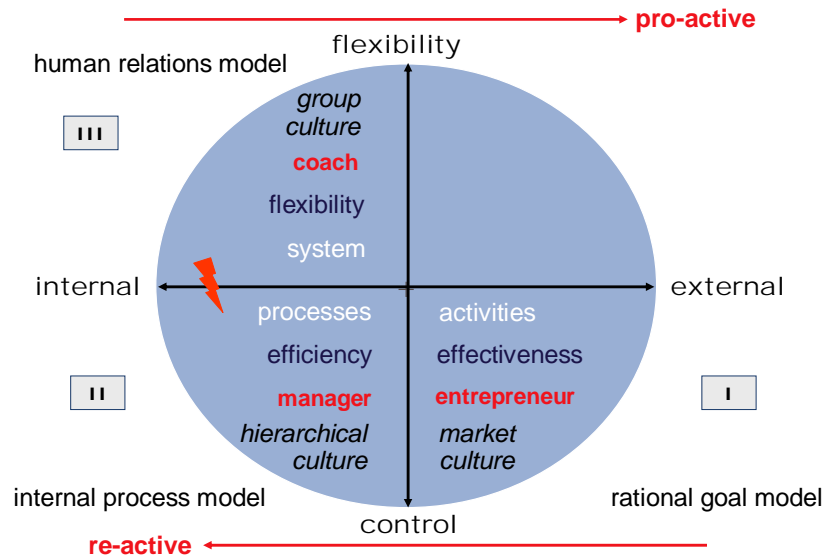- from guiding individuals to guiding a team of individuals.

This transition can be characterised as a paradigm shift, in which the qualities through which you could excel as a leader in the two preceding phases may now get in the way of further growth. Here it is not a matter of doing the same thing differently; in this transition it is different things that are done! This is an exciting, but critical transformation which cannot be carried out without conscious choice. You cannot change from a manager into a coach without being aware! The way you get things done as a manager in quadrant II and as a coach in quadrant III are fundamentally different. We will illustrate this with examples throughout the text. For the organisation, this means that a cultural U-turn is needed. The way of thinking has to change. It's not about doing it yourself any more – it's about making sure things *are done* by others, supported by processes and procedures. How difficult that can be, for people who have been successful through their own decisive action till now! These changes cost energy. As a coach you have to trust the employees and stimulate them to be able to make this change. Yes, you do put forward a clear vision, but no, you don't keep carrying it out yourself. Only a few leaders have the self-awareness and courage during this critical transition to draw conclusions from the insight that they may not be the appropriate leader to bring the organisation to the following phase of its development[xxvi].

The coach in the human relations culture
Quadrant III is characterised by an internal focus on flexibility. The central concept here is performance; the focus shifts from the processes to the people; the environment is no longer regarded reactively. It is engaged proactively in a way oriented to relationships between people in the organisation, to teams and the way people work together, and to how knowledge and skills are anchored in the organisation.

coach & system

human relations model

flexibility

pro-active

III

group culture

coach

flexibility

system

internal — external

processes — activities

efficiency — effectiveness

manager — **entrepreneur**

hierarchical culture — market culture

II

I

internal process model

rational goal model

control

re-active

The leadership role of coach is more central here: the coach ensures that the people in the organisation are in a position to act effectively; excelling takes place throughout the entire organisation. Socially responsible enterprise and sustainability begin to occur as themes within this quadrant.

> Back at the bakery, the leadership role of the little entrepreneur is definitely no longer sufficient to manage the bakery business that has come into existence. The leader needs to move away from his need to influence all activities and processes directly. He has to delegate and put people in a position to complete the production processes on their own. Authority has to be delegated, people have to be trained, and the leader has to shift from the immediate process to guiding staff through his management team. Vision, communication and inspiration are given a different character. The baker may no longer be baking loaves, but he is now shaping people and structures!

In the role of coach, a leader stands aside and allows the employees or the team to take the decisions themselves. He makes sure that everyone has the right resources, knowledge and skills to take responsibility themselves for the processes and results. The coach looks after the prerequisites for achieving a good result. These are: having and communicating a clear vision, deploying staff consciously and developing potential strengths, developing a team spirit, communicating transparently and purposefully. Employees are managed like professionals, depending on the sort of organisation and product or service, with a definite degree of freedom and creativity.

In the human relations model, the primary focus is the influence of relationships and informal processes on the performance of groups. The most important values in this model are working for the group, cohesion within the group and the morale in the organisation. The essential processes are participation, conflict resolution and reaching a consensus.
Some characteristics of a group or culture are: people know each other and have a lot in common; the management style is more coaching than prescriptive; people primarily work together in teams; people search for consensus; participation and loyalty are highly valued.

Openness is valued; success is achieved *collectively* as a result of teamwork as well as the satisfaction of employees within the organisation.

The transition from coach to strategic entrepreneur is certainly an important one, but it is less critical than the previous transition. Integral management is now anchored in the organisation and the change to a real external orientation is made. Dependency and uncertainty increase, but the ability of staff and the organisation as a whole to deal with this also increases. One gets more and more used to deal effectively with uncertainty. Leadership becomes more of a proactive dealing with uncertainty. In this process of development, the leader as coach transforms and makes the organisation do so as well.

This is put beautifully in a quote from Buckingham about the precarious balance between stability and change. 'To transform our fear of the unknown into confidence in the future, you must discipline yourself to describe our joint future vividly and precisely. As your skill at this grows, so will our confidence in you. […] As we've seen the critical skill is not balance, but its inverse, *intentional imbalance*[xxvii].'

The strategic entrepreneur in the developmental culture
Phase IV is characterised by an external focus on integral cohesion and flexible development; key words here are illuminating, a shift in focus to the outside, to the total organisation as part of a chain with external partners, more oriented to the relationships between organisations, focused on development, as an open system that proactively encourages and takes up new developments, the role of inspirer, the strategic entrepreneur as more central; excelling takes place with external partners. An example could be Philips with the innovation of the Senseo (Douwe Egberts), whereby relationships are established outside one's own organisation in the chain. In this case, one plus one equals three. There is a real adding up of value.

strategic entrepreneur & chain
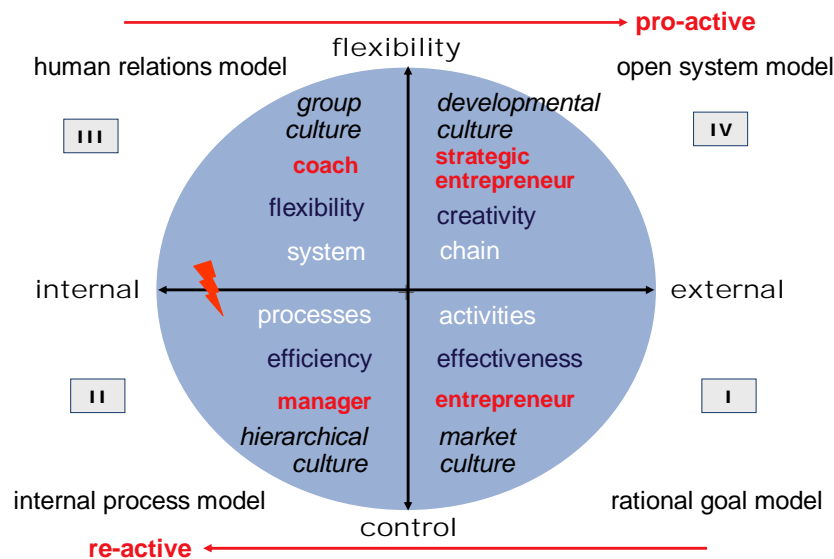
An entrepreneur at this level is an inspiring leader that ensures above all employees to feel involved in the shared creative process of solving problems. This can also create a support

base for the introduction of new ideas. Empowering employees leads to creative and innovative behaviour and makes it possible for organisations to excel.

> The bakery has now become part of a chain. The entrepreneurship has changed in quality. The leader of the bakery is no longer a baker, but a strategic entrepreneur, who has transformed the business from reactive and direct to pro-active and flexible.

The open system model emphasises the need for organisations to compete in an uncertain environment. The willingness to adapt and to build external relationships are crucial values in this model. Emphasized are flexibility and innovation. Some characteristics of the development culture are: a strong dynamic; a strongly developed entrepreneurial spirit; it is innovative; there is a great willingness to take risks; employees are stimulated in their uniqueness and freedom of action; we are successful *together* through innovation and permanent development; we are constantly driven by new challenges in the market. Searching for new possibilities is valued; the business is a trendsetter for new products and services.

Different cultures can exist next to each other within one organisation! The transition to a new way of thinking does not mean that the old ways of thinking and acting will have completely disappeared from the company's culture. In describing the culture of an organisation, we tend to see a complete mixture of elements from the various different models. In many cases there is in fact a clear preference, both in terms of the current situation and what people would actually like to achieve in the company.
Our conclusion is that a mature organisation, just as a mature leader, actually needs to have aspects of all of these cultures. A deliberate and open-minded examination of the culture is an important part of a leader's reflection process. It is not easy to look in a detached way in the mirror of your organisation. You are part of the reflection yourself!

The organisation transforms
The change leader, who has successfully reshaped his organisation from reactive to proactive entrepreneurship, transforms it to a higher level of creativity.
- The *strategic entrepreneur* acts from an understanding that creativity and innovation are rooted in the autonomy of the organisation's employees. This requires learning at all levels: at the level of knowing yourself, at the level of your behaviour and the effect of your behaviour in relation to your own vision. The vision concerns both you, the organisation with its customers and staff, and society. The strategic entrepreneur is capable of permanent learning and improvement.
- The *strategic entrepreneur* moves flexibly between leadership styles, sources and roles: he consciously increases the pressure if he wants to get something done but can also, even in response to what is happening on a particular day, or stock market prices, sit back for a while and listens to the employees around him. This type of leader consciously and visibly adapts his style to the level of the people around him and the level of organisational development.
- The *strategic entrepreneur* is effective *and* authentic. This could mean that the leader in this phase does not work within or from structures, but adapts these to the vision and the activities needed in order to create added value. Structures have become networks and interactive processes between various different internal and external parties.

The complete model with the phases of development of the organisation, the culture and the various leadership roles looks like this.

change leader & transformation
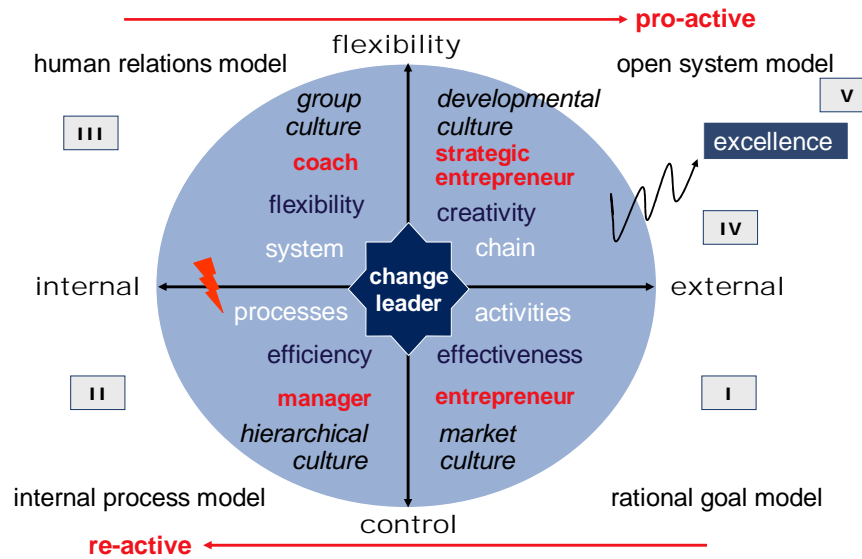
4. Modes of influencing from different sources

Leaders use various methods of conscious influence in the process of getting things done. We can distinguish the following elements: three *sources* from which we obtain information – thinking, feeling, and doing; and three *modes/styles* of exercising influence – vision, push, and pull. Let us first take a closer look at the sources.

The epistemological model of the Belgian mathematician and sinologist, Ulrich Libbrecht is my guideline here[xxviii]. In our dialogue we explore the leader's self narrative (= story) for rational, emotional/intuitive elements and behavioural/non verbal elements. Libbrecht's message is that each of these sources is a legitimate way of getting information from the world around us. We gather knowledge by analysing and understanding events using our *mental power*. For example: analysing a problem, describing patterns in a process, playing chess, taking a wristwatch apart, etc. We also get information from the world around us by listening to the language of our *feelings*: we feel ourselves in sympathy with a marketing concept, we are determined to drive an Audi Q5, or we feel at home in a corporation. Finally, we get to know the world around us by experiencing it through our *bodily senses*: a handshake, sweating, the way you get to your feet, look, shiver, migraines, a smell you pick up, stressed muscles, etc. I myself was passionate at an early stage in my education by the way in which Libbrecht describes the different ways of obtaining information from the world around us. To get a good picture of reality it is important to use all three sources in a balanced way, and not to focus unilaterally on just thinking or intuition: using the thinking power of rational knowledge, but to combine it with the intuitive, insightful power of poetry and symbols. Therefore our description of a leader uses all three sources: rational idiom in explanations and descriptions, emotional and intuitive words in poems and photographs, and the (non verbal) bodily language in giving examples. Let us take a closer look at the three sources.

Using your head – thinking

A rational leader puts thinking and speaking about the content of what needs to be done clearly at centre stage. Such a leader is often conceptually and analytically highly gifted. He is

primarily guided by his intellect, by logic and the related criterion of truth/falsity. We tend to meet this kind of leader in research institutes and universities. An example from history would be a man like Einstein. Or Henry Ford. For him manufacturing a car for the masses was primarily a rational exercise in terms of efficiency. A stumbling block for this type of leader is that he can become detached from the reality of the market and the world in general.

using your rational power

thinking
(head)

I
as
a leader
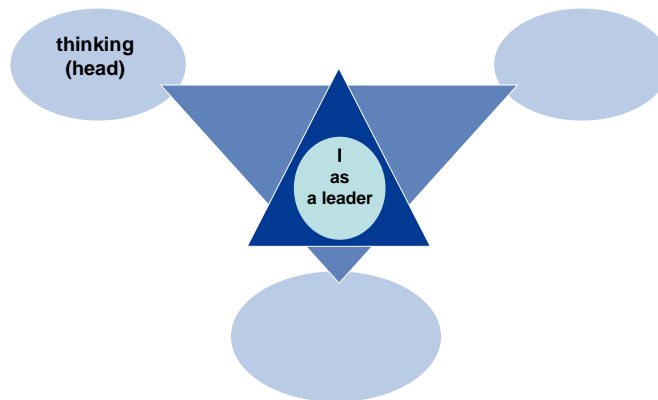
- The primary ability of a rational leader is in his thinking power and talent to analyse things clearly.
- In contact with others, this type of leader is primarily guided by the content of the matter at hand.
- This type of leader can only achieve and accept something once he has understood it.
- The rational leader runs the risk of developing a one-sided focus on rationality and thereby forgetting the importance of emotional aspects in the process of influencing his people.

Using your heart – feeling and intuition

An intuitive leader primarily uses his intuition and emotions to operate. He follows what he feels. He shows his feelings and in doing so, connects with others. This type of leader tends to be determined, and often has charismatic traits. Followers are motivated more by emotional involvement than rational reality! This type of leader tends to follow intuition closely as a source for action. An example of this type of leader could be Barack Obama or his rival Sarah Palin, whose power lies in their social skills. A problem for this type of leader could be that he can become separated from the rational reality of the everyday world.

using your intuition and feeling
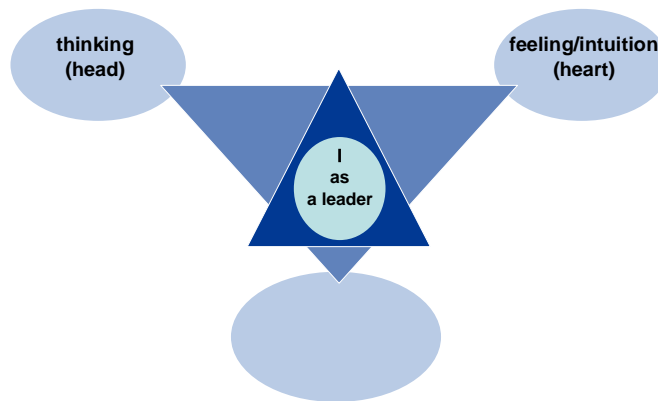
- The fundamental power of an intuitive and emotional leader is in his interpersonal skills and ability to sense others' feelings and motivate them by empathic understanding.
- In contact with others, he can be primarily guided by his feelings in the relation.
- This type of leader is primarily focused on feeling, and can sometimes forget that feeling is just one of the many ways of looking at the world around you, and not necessarily the one and only right way.

Using your hands - non verbal behaviour

A physical leader will primarily put him forward because of his physical power and manifestation. The prototype is the 'strongest man' or the 'most beautiful woman'. This type of leader is often seen in sports – a man like the Jamaican runner Usain Bolt (Olympic champion) is an example. In the world of cinema and politics: Arnold Schwarzenegger. This type of leader adapts to others nonverbally, as in the Eastern martial arts. In organisations, the main thing with this type of leader is congruence between intention and conduct. You cannot refer to integrity as one of your core values and then ignore it in your own behaviour. As Anthony Burgmans of Unilever has said 'The top level of the organisation must be a good example in words and deeds!'

using your non verbal behaviour

```
      thinking                                    feeling/intuition
      (head)                                        (heart)

                          I
                          as
                       a leader

                      acting/non verbal
                         (hands)
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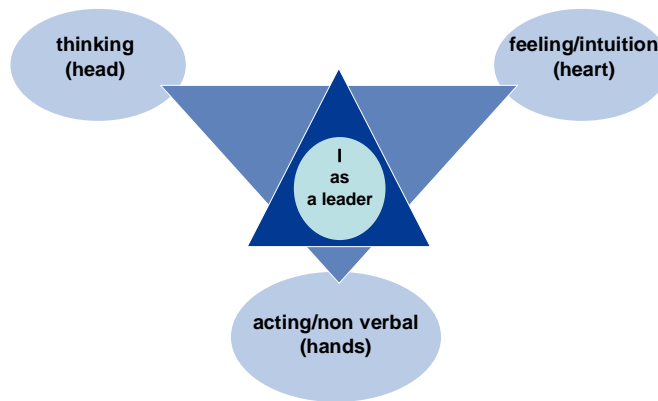
- The primary power of this leader is in 'what he does'.
- He is visibly congruent in his performance.
- This type of leader is aware of the energy he radiates as charisma and through body language.
- A stumbling block for this type of leader is that he is too hands-on.

A leader who is effective in his way of influencing others is able to organize these different sources in a flexible way, and intentionally make choices and switch between them. For example, if one of the participants in a rational discussion shows an emotional reaction, responding to that instead of persisting with an intellectual analysis. Changing sources also has to do with being able to change style. Let us now look at the styles/modes more closely.

Setting direction from a vision
A visionary leader creates an image and perspective for the future, both for himself and for the people in the corporation. He knows what he wants based on that vision; his dream is the compass for his daily actions. A clear idea is a sort of guiding principle for a good balance between *what do I want?* (authenticity) and *what can I do?* (effectiveness); between *push* (getting things done) and *pull* (with, for and through other people). A visionary leader runs the risk of becoming a dreamer, if he gets disconnected from reality. Looking back in history we can find various examples of visionary leaders, such as John F. Kennedy, who dreamed, for example, of putting a man on the moon before the end of the twentieth century.

setting direction from a vision
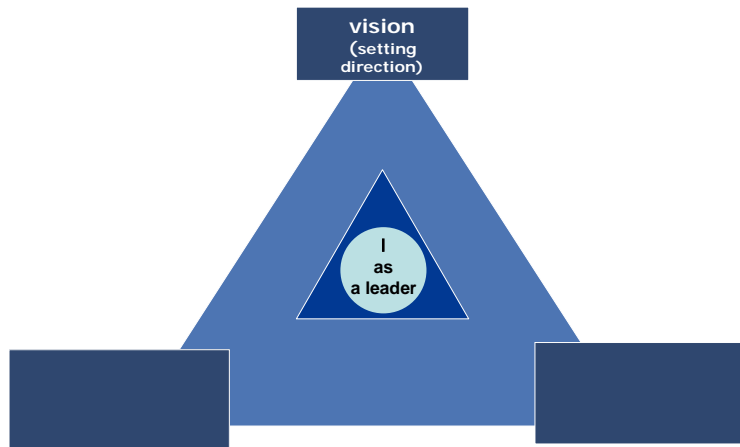
- A visionary leader has a clear future image and perspective.
- There is a clear realisation of what the leader wants to achieve for him and for the organisation.
- There is clarity so that the employees know exactly what is expected of them.
- A risk for this type of leader is that he communicates his vision too little.

Pushing for results – 'go!'

A 'push' leader brings people and processes into motion by his strong outgoing energy and autonomy. He shows his power to persuade the organisation and the environment. This comes down to decisiveness and strength. An example of this type of leader from history might be General Eisenhower. This sort of leader can turn into a dictator. Think of a man like Saddam Hussein.

pushing for results
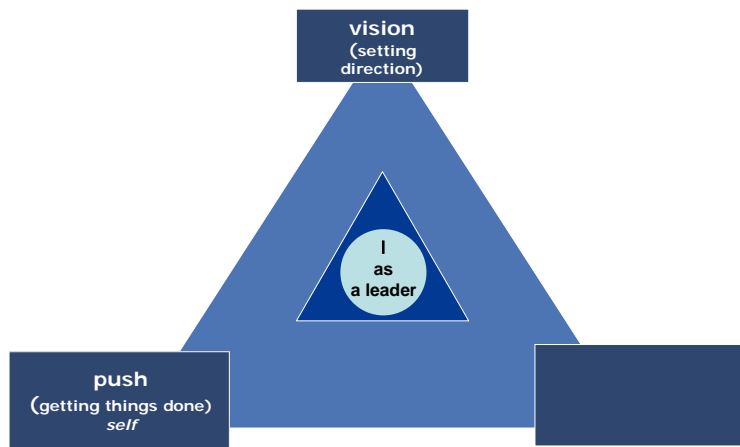
- A push leader has strong autonomy and outgoing power.
- He is purposeful in influencing people inside and outside the organisation.
- He is primarily results-oriented.
- A common stumbling block for this type of leader is impatience and running too far ahead of the troops with the danger of losing contact with the organisation.

Pulling inspiration – 'let's go!'
A 'pull' leader works primarily from his engagement with the organisation.

pulling inspiration
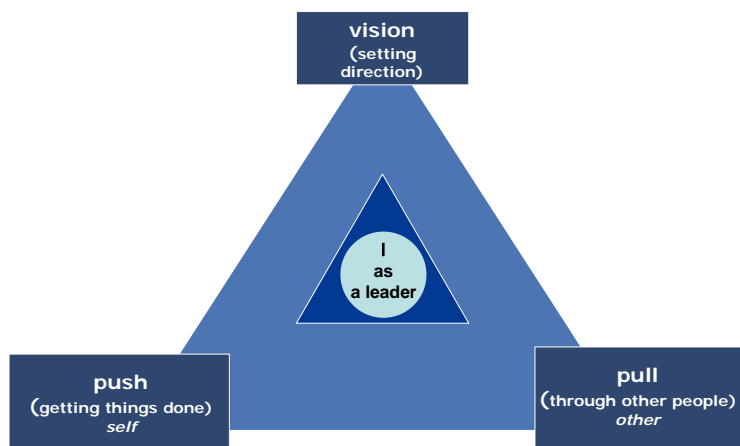
He tries to move people and processes. This comes down to a sort of passionate energy through which the masses come into motion. A good example is the statement by Nelson Mandela: 'a leader is like a shepherd. He stays behind the flock, letting the most nimble go

out ahead, whereupon the others follow, not realising all along that they are being directed from behind.'

- A pull leader focuses primarily on the interests, needs and values of others, inside and outside the organisation.
- He purposely allows himself to be influenced by people and processes in his immediate environment, instead of bending others to his own will.
- A risk for the pull leader is that too much engagement can lead to instability in setting the direction.

Transforming

A characteristic of a *change leader* is that he flexibly uses all sources, modes and roles. On this base he can adapt his style of influence, depending on the situation and the person(s) at his table. He is thus capable of dividing the roles effectively for himself and within his team.

styles and sources combined

This also means that he does not need to be able to do everything himself, like some superhuman being. Some aspects can be delegated to others in the management team. An example of this type of leader could be Jan Timmer of Philips in the phase of Operation Centurion. This type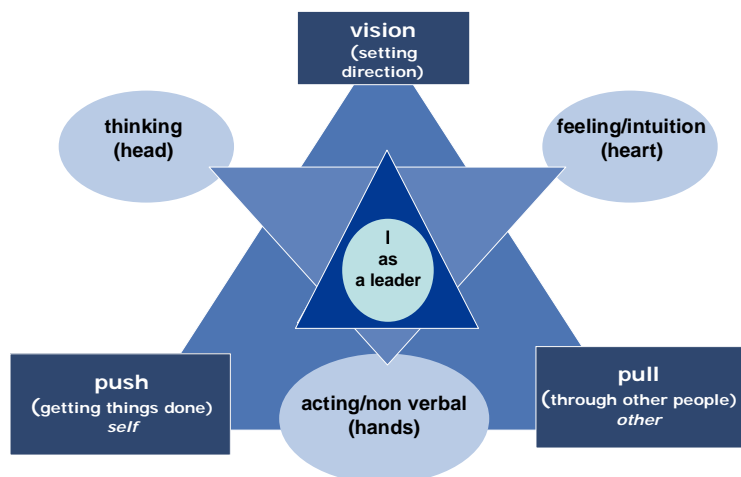 of leader succeeds in reconciling the hard and the soft, results orientation and relationship orientation, thinking and doing, feeling and rationality. This is the reason why the public opinion is divided about their leadership, as often these are leaders with two (or more) different faces. It is characteristic of this type of leader that he takes entrepreneurship to a higher, strategic, proactive and creative level: empowered and sustainably anchored in the organisation in the context of society. He is able to innovate in relation to the products, processes, systems and the chain as a whole.

5. Leadership in a relationship of tension

We have described leadership as intentionally influencing. A leader tries to get something done from a certain vision, with, for and through other people, within a context and making use of different *roles* (entrepreneur, manager, coach, change leader, professional), *sources* (intellect, emotion/intuition, body) and *modes* (vision, push, pull). The context is determined

by the organisation and its culture, but also by the leader's own personal values. The process of influencing takes place in the tension between the values of the organisation and the personal values of the leader. We therefore get a double relationship of tension in this process of influencing:

- outward in the relationship with the organisation;
- inward in dealing with individual preferred styles and personality (authenticity).

A leader finds himself in between the organisation, its mission and core values, and his own character, his personal motives, his personality and intelligence. In this dynamic field of tension, which cannot be exactly expressed in any static appraisal, a leader operates in the organisation. A leader who no longer feels challenged within the organisation will automatically pass this on to his staff. Our dialogue with each leader explicitly looks for what connects him with his organisation and what the organisation adds to his development. If these two are in balance, this will help both the organisation and the individual.

> This man can easily keep the business running on automatic pilot, successfully, generating more than sufficient profit. He has another ten years to go and is wondering if he could be of significance to the organisation after this role, at the level of the Supervisory Board. He already feels offended by the fact that he has not been asked to take on a position at that level. On top of that, he has to bring this up for discussion himself in the context of his further career planning. He does not feel calm in the organisation anymore. His effectiveness is at a satisfactory level. But he does not dare to simply leave the organisation. Although he has a very successful career behind him, and is very well liked and successful in the organisation, he feels not sure whether this would be recognised in the same way outside his own well-known organisation. In the tension between the old organisation, a new unknown organisation and his own personal structure, doubt starts creeping in: am I really a good leader outside my own club? Could I really make the leap to the level of the Supervisory Board? Why am I being passed over? What do I show others to make me associated with old behaviour and former roles and not with new challenges?

Many organisations have made their values explicit, not just to communicate to clients what they stand for, but also to inform their own staff and leaders. It is essential to work at the level of values in developing leadership in people, society and organisations[xxix]. Values give a clear direction for daily action. The leader is the personification of the organisation's values. He *is* the example ('walk *his* talks') for the people in the company. If there is a difference between what he says and what he does, this will lead to confusion, misunderstanding and resistance.

If leaders learn to formulate the results of the process of self-reflection clearly in a single sentence, that might function as a 'core value' in their daily work and help them to achieve a desired development or change. A few examples are:

Develop the dancer.
This expresses the will to develop oneself more broadly and not only rationally. The man in this example has a tendency to completely isolate his role as a dance teacher in his free time from his role as a leader in the organisation. In dancing he trusts his intuition and feeling, but in his daily work he hardly dares to do that at all. His wish to understand everything fully before acting means his conduct is not very smooth or convincing. By keeping this phrase in mind he could bring the dance teacher into a dialogue with the leader, and maybe even reconcile them… by leading as a dance teacher!

Listen and explore.
This phrase summarises a self-insight from someone who tends to repeat what he has already said with more force and emphasis when faced with resistance. Instead of changing modes and listening to the objection, he puts more pressure on the 'push'. By asking himself every day whether he is listening and exploring, he deliberately changes his style.

Act in the now.
This core value represents the leader's wish to respond more to what is happening today instead of running ahead of the facts. The simplicity of this advice makes it possible to remember it in situations where people are inclined, in the middle of a hectic day, to forget it and not apply it. By making the core values personally visible, leaders will be more aware of how their own personal values relate to the organisational values.

The organisation's values
Many organisations formulated their values explicitly, often in a shared process of self-reflection. Two examples. One from the Dutch Police and one from Océ-Technologies NV.

The Dutch Police organisation has illustrated its values through stories as a compass for leadership[xxx]. To do this they mostly listened to and used stories from people's lives, to avoid drifting into too much abstraction. There are nine values: *integrity, courage, sociability, empathy, social orientation, results orientation, creativity, enterprise and political/administrative sensitivity*.
A short description of the first two:
- *Integrity*: integrity exists on two levels. On the one hand there is the organisational anchoring of integrity, and on the other hand personal integrity. The example set by the strategic leader is crucial here: being consistent oneself and challenging others on any behaviour lacking integrity.
- *Courage*: courage has to do with the heart. Courage is the willingness to act at your own expense. Although there are personal risks, you can't *not* act. Courage comes from the heart, but does not work without a test by the intellect.

The second example is taken from Océ-Technologies NV, which has given attention in the context of its *Focus on Professionals* programme to the values of the organisation, competency management and leadership development. *Focus on Professionals* implies that a leader has to work on his development in the *business*, his *professional skills* and his *behaviour* as a leader. At the heart of that development is his own unfolding as a leader held in the context of the organisation's core values. In the dialogue with leaders, the aim is to clarify where the individual's personal values coincide with or depart from those of the organisation. The core values of Océ are divided into three categories: focus (1-2), attitude (3-5) and style (6-7).

- *Customer first:* With professionals the client comes first. The client is the ultimate reason for everything we do.
- *Result-driven:* Professionals are results-driven. Tirelessly focus on the achievement of clear and challenging objectives.
- *Quality-driven:* Professionals are quality-driven. Always search for high and consistent norms in our people, our processes, our products and our services.
- *Entrepreneurial spirit:* Professionals have entrepreneurial spirit. Look for an environment that stimulates people to create new horizons or profitable growth.

- *Innovative:* Professionals are innovative. Constantly improve our people, processes, products and services by thinking out of the box.
- *Ethical:* Professionals are ethical. Your conduct must always be fair, reliable and open.
- *Human value:* Professionals have respect for human values. Show respect for one another and make sure the environment is one in which individuals can fully develop their potential[xxxi].

Personal values

If leaders want to develop in an organisation in which the core values are clearly formulated and anchored in the culture, this might contribute to simplifying and speeding up the learning process. They can then go back to their (often implicit) life rules and translate these into behaviour. Although sceptics may dismiss these values as 'open doors', and only formulated because reality is different, I am more positive about it. By formulating values explicitly, practising them and reflecting on them, leaders and staff get a practical set of guidelines for their daily work. If leaders at all levels model the core values in their daily actions, thinking and feeling, this influences the success of the organisation enormously. Anchoring one's personal leadership in your own values and those of the organisation is important for success in the long term. Joseph Jaworski's book 'Synchronicity: The Inner Path of Leadership' is a lovely illustration of this (long) process a person goes through before feeling synchronised. This means your personal values and the organisation's values are in line with one another; you can act effectively without denying your authenticity.

Intermezzo: when your values are infringed

Some authors claim the human immune system is weakened when we act against our deeper values and conscience[xxxii]. And conversely, our immune system is strengthened when we act in harmony with our values. So acting in accordance with your values is not only more productive in terms of effectiveness, but also more successful from the perspective of physical health and happiness. An example will suffice here: I worked with a man whose set of personal values could be characterised as: integrity, independence, authenticity, modesty, trust, honesty, respect, not manipulating, and straight talking. He found himself in a culture characterised by fear. People at the top did not object when things happened that they did not like. The prevailing culture was characterised by people who did not commit themselves to the organisation for the long term, but only took on a short commitment – always free to move on if a better opportunity came up to improve their CV and their own career. The top leadership did not have an attitude of willingly listening to what was going on in the organisation, but primarily allowed themselves to be led by their own ambitions and assignments. The culture sacrificed individuals; when anything went wrong people were sacrificed and had to leave. The man concluded that this organisation was not adding any value to his own personal mission as a leader, except that he could learn to deal with a culture of values that did not accord with his own personal values. To survive, he had to learn:
- how to respond adequately when emotionally overwhelmed, not using 'push' behaviour but a 'pull' response;
- to keep his level of autonomy intact even when his set of personal values was being infringed. Hands on the wheel, even when a crash is imminent!
- to continue to perform effectively even when those around him seemed to show a lack of respect;
- dealing with people and situations that cannot be trusted, or not entirely. I watched this man becoming ill, until he was in danger of having a breakdown or ending up in a

burn-out situation. By redefining the situation, strength can be built up; by identifying for yourself what your task is in the current situation.

What we could learn from this example is that successful leadership means learning how to deal with this kind of situations, which occurs more or less in all organisations. Personally I like the example of Nelson Mandela. He was kept in prison, a situation where his personal values were violated strongly. Nevertheless he did not become revengefully. In stead he grew power and autonomy, real autonomous power. He used this period in prison to intentionally develop and improve. The result is a brilliant leader!

Developing your leadership, what does it mean?

'To breathe differently and become receptive'
Johan Verstraeten[xxxiii]

If you want to develop your leadership, what does it mean? It involves that you start a dialogue with yourself, with others and searches for the essence of what makes *you* a leader. This will concern your values, your motivation and what drives you wanting to be a leader.

My experience has been that the more clearly a leader can tell his story (his self narrative), the better he will be capable of consciously altering its course. Telling the story is a dialogue, telling makes the unconscious conscious, especially if the conversation partner asks questions and makes comments beyond your own perspective. A systematic form of reflection, a structured open dialogue, anchor points in the organisation in the form of measurements, solid rational analysis and the use of intuition mean that leaders will have more clarity in gaining insights into their own leadership, formulating these and checking them in their daily work. Besides this, the search is also for the leader's actual behaviour, what he does and how this is perceived by people around him. Developing leadership means creating awareness of what I am doing as a leader. This process is referred to by the term 'attending'[xxxiv]. The essence of development is stimulating leaders to be unrestrained and open in simply observing what they are actually doing, without wanting or having to change anything. It is about creating more awareness and acceptance.

When the leader's personal vision and mission have substantive interfaces with the mission of the organisation, and is emotionally significant to him, he will show more effective and authentic leadership. Experience shows that fully maturing into a good leader takes a long time and stretches out over many years of commercial, technical and professional study and concentration. The moment of insight – 'a split second of illumination as a wake-up call' – only lasts a fraction of a second, and it *can* be sufficient to bring about fundamental change. Sustainable growth requires in addition to insight, also tenacity and discipline. Besides these the following are important:
- *Courage.*
  A leader who wants to develop shows the courage to conduct a clear dialogue between the mission of the organisation and his own vision, mission and values. You dare to see yourself as you are, in what you want to do and what you can do. You dare to admit it if you reach the conclusion that you are not the right leader for the organisation in its current phase of development. You have the courage to change your behaviour. You dare to permit different opinions.

- *Knowledge*.
  A leader who is developing dares to take an unprejudiced look at his organisation, knows what phase his organisation is in and consciously adapts his leadership role to that. You can involve both rational and more intuitive aspects of the analysis in your process of weighing things up. You are capable of really learning and adapting your vision and standpoints when new facts or events occur. You actually change your opinion on the base of new facts and insights in relation to your own leadership.
- *Flexibility and learning ability*.
  A leader who is developing devotes time and energy to switching between different leadership roles, sources and modes. You learn to adapt your behaviour purposefully to the requirements of the environment, without denying your genuineness. It becomes a habit to consciously apply feedback to your development process.

Looking ahead
In Chapters 2, 3 and 4 we will take a closer look at the modes/styles, sources and roles against the background of the leadership concept. Openly, honestly investigating one's own skills and especially noting their limitations is essential for good leadership. You could apply the theory to the practice of your conduct by consciously considering the questions at the end of every chapter.
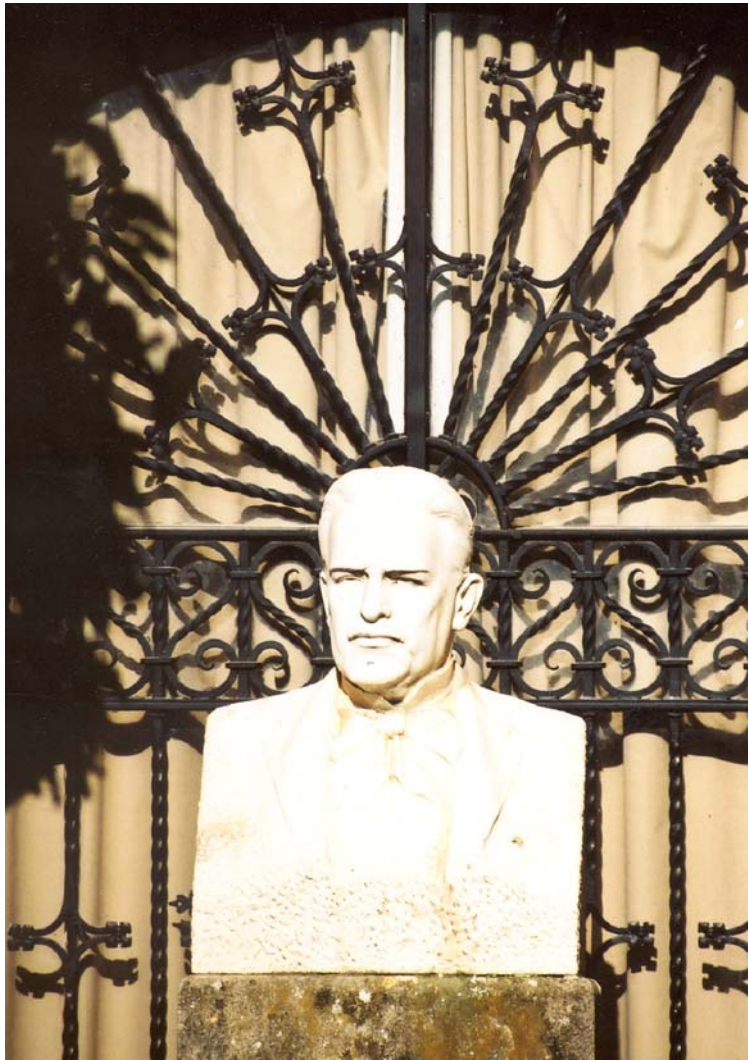
your first face

in your eyes
deeply hidden
behind the black
of your pupil

your first face
lively alive

tender
untouched

searching for her destination
in this world

the fool

next to you a fool
challenging
putting perspectives
to reality
gently reminding
of the value of truth
harshly wresting
you
from your illusions

Part II Leading

Chapter 2
Modes of influencing (styles)

'Because truthful words find their way in the world.'
Sándor Márai

In this chapter we will look at the three basic modes of influencing: the vision mode, the push mode and the pull mode. These are expressed in three types of leadership: the visionary leader, the results-oriented 'push' leader and the inspiring 'pull' leader. Describing these styles is a simplification of reality, but it does help leaders to get more insight into their own dominant style. The everyday world of work involves complicated hybrid styles. The description links up with aspects of the leadership concept presented in the first chapter, and we will also be looking to deepen and illustrate parts of it. So the movement is always from theory towards practice, from the concept to its application.

The visionary leader
Inspiration is important for successful leadership. What inspires you as a leader, and how do you inspire others?
Vision and inspiration are closely related. The more a leader bases his vision on a solid inner foundation, the more powerfully he will be able to operate in the world. A firm base does not mean being dogmatic or unchanging, but strongly anchored and able to withstand adversity and resistance.

One of the best known writers on leadership, Stephen Covey, talks in his latest book about what inspires people. He describes this as an inner voice which is the motivating force behind people's activities in the world. The aim of the leadership concept is a mindful inner and outer dialogue between various different roles, modes and sources, allowing leadership to be taken to a higher level.[xxxv]

The first question reflected on by individuals in a leadership role is the subject of their vision and mission. Here we make no distinction between leadership in and outside an organisation, for example the family or in society. Leadership has to do with personal choices with consequences for all of a person's life, in business and private. Of course there are differences, but essentially leadership inside or outside the organisation is the same according to Covey, and I tend to agree. A visionary leader paints a picture of the future and builds a perspective. Based on this vision, the leader knows what they want. The leader's vision is the compass they use to guide their day-to-day activity. A clear vision functions as a guide for finding the balance between 'what do I want?' and 'what can I do?', between 'getting things done' (push) and 'with, for and through others' (pull).

Using vision to provide direction
A successful leader has a dream or a vision, which occupies an important and unmistakable place in his daily activity. This is what allows such people to get others on board – visionary leaders describe the future in terms that touch the hearts and minds of people working for them. The ideal leader lives his vision personally, and this makes him credible to others. He shares the glory and dares to doubt himself. The philosopher Charles Handy attributes these characteristics to this kind of leader. He also speaks in this connection about healthy egotism: you have to believe in yourself or you cannot be of use to others. In his view, self-respect

arises primarily out of the responsibility for getting better and finding an objective that is bigger than you. In our time people can no longer be owned and they claim more and more responsibility.[xxxvi]

Stephen Covey also emphasises how important it is to have vision and to give direction to people in the organisation. Leadership is, in his view, a question of choice, character and discipline. In his books he elaborates on eight principles.[xxxvii] In the context of visionary leadership I will limit myself to the first two principles: 'be proactive' and 'begin with the end in mind'. Look ahead to what you think will happen and try to direct things yourself rather than being pushed around by circumstances and coincidences outside your control. My experience is that many people only discover late in their career that in order to be really successful, they need to make choices and not allow themselves to be entirely determined by their environment. Look to your objective! Be proactive. It is like a motorcyclist who has to look a long way off to be able to build up stability and power. If he only concentrates on what is close to him, the likelihood of reaching his destination is smaller and the chance of an accident is larger.

Covey identifies one of the characteristics of a leader as 'beginning with the end in mind'. This means thinking about your aim right from the start. Guide yourself towards your objectives by drawing a line of concentration and energy between where you are now and where you want to get to. My experience is that if you can build up a good level of concentration, you no longer need to be distracted by irrelevant details. Successful leaders do pay attention to details, but they do not allow the details to distract them from the objective they want to reach!

> Let's take an example about whether or not you have to have a 'mission'.[xxxviii] One leader said in one of our discussions: 'I don't have a mission. I don't want to just make something up. It's a fashionable question and I don't want to answer it!' The fact that he didn't want to make anything up is good. The fact that he could not give an answer reduces his development and effectiveness as a leader. In our conversations he discovered that he was actually motivated by ambition. He was not intentionally moved by a certain direction over the longer term; it was mostly status that was a clear motive for his ambition. He was stuck in the eternal here and now, the issue of the day, the targets he needed to reach, his direct communications, his dislike of people telling him what he should do. Some people never keep quiet and just keep on talking because they cannot bear the confrontation with silence.
> This man saw, over the course of our discussions, that this was also a reason why he could not and did not want to formulate his mission. Any time he stopped to listen to what actually moved him, he found himself confronted with his own superficial and short-term efforts. This stopped him thinking about it. My function as his partner in the dialogue was to tempt him to think about this and to put him in a position to actually give an answer. I helped him to put his long-term vision into words.

> *Intermezzo: Leadership as charisma*
> When people talk about leadership at a party, the word charisma is likely to come up. Leadership is often associated with charisma. If you continue the conversation a bit, a few more characteristics come up, such as energy and vision.
> In a small study we carried out on leadership in the Netherlands, we found that charisma came up as an essential characteristic of a real leader.[xxxix]

What exactly do we mean when we talk about charisma? It is a kind of magnetic pull and appeal on the emotional level, that a leader has which gives the sensation of trust. There are other words that point in more or less the same direction, such as motivating, inspiring, authentic, and having an impact. Charisma is expressed in the way in which a leader communicates his vision. The talent to be outgoing is an important characteristic that is attributed to real leaders.

Leadership is about pointing the way. A genuine leader is able to get others on board by something that he radiates. Young top managers say that getting the best out of others is the most important characteristic of the leader of the future. So that is more than having a good plan or a consistent analysis of a social or business problem.

The big question we have to ask ourselves is how we can develop visionary leaders and how we can train them in charisma. And whether you can actually train leaders, or whether they are just born like that. The fact that one in five leaders has coaching must at least mean that they are confident themselves that leadership qualities can be trained. A good leadership coach needs to be able to get the vision and charisma of a leader to blossom. This means bringing content together with what a person radiates, in behaviour that visibly and reliably brings movement into a situation.

It is clear that investing in leadership pays for itself from a study carried out recently by Hewitt Associates. The Netherlands' major management magazine, Management Team, devoted an article to this study and concluded that there was an obvious link between involvement in leadership development and financial performance. Almost all companies that pay a lot of attention to developing talent perform financially better than companies that do less in this area: 92 per cent of the best performing companies have a clear focus on leadership at business unit level, as against only 50 per cent of the organisations that perform less well. Companies that are successful in the field of leadership development link the responsibility for the development of leadership with measurable results.[xl]

In one small study, the leaders referred to by respondents were people who can be said to display sincerity and irreproachable conduct, visionary empathy, charismatic vision, passionate self-confidence, charismatic progressiveness, tenacious vision, authoritative vision and clear seeing with integrity.[xli]

Providing direction without vision
The clearest way of illustrating the importance of vision is by an example of the opposite – no vision.

A man said from the start of our dialogues that he had no personal vision. He was a friendly, gentle man. He thought it important to know exactly what his staff were doing, but not why they should be doing that. That was something he left to the department, which was about long-term strategy. The man was open, made an impression of directness, and was primarily reactive. He was not inclined to sit still, listen, ask questions and investigate something before setting to work. Only results and efficiency were important. What the objective was was something decided by other people. In this context the man said that he himself had no vision and did not think it necessary to have one.

Because of the difference between the concepts of leader and manager, which has crept into our thinking unnoticed over time, it seems that vision is limited to the first category. A leader has to decide what needs to happen. He has to have a clear vision for the long and short term,

on which strategy can be built. A manager has to decide how the objective can be achieved, so he does not need to have that vision himself. In our view, the higher the level at which someone is providing leadership in an organisation, the more capable they need to be of moving at the level of vision. Yet a leader in a manager's role needs to be able to reflect on the 'why' behind his task, in order to be really successful.

> To get back to our example, this leader without vision was primarily characterised by efficiency. He therefore saw his task as providing a context within which his staff could achieve their objectives. However I noticed that during our conversations, he did not spontaneously move up a level in communication. He even showed resistance when I invited him to do that. He really needed to think for a minute when he was confronted with the question of why he reacted so sharply to any perceived attacks on his integrity from people in his organisation.

What we keep in mind constantly during a dialogue is that we want to take that human being to an improved insight into their thinking, feeling and acting. This requires a certain distance, taking a 'helicopter view' – looking at your own performance from a distance, building up a meta-perspective on your own conduct. Not doing something because you did it yesterday, but because it's the right thing to do now, in this particular situation, with this person. This requires a certain degree of vision, freedom and consciousness.

> During our conversations the man learned to be still. Not to give his own opinions so much but to listen: to himself, to me, to things he did not yet know for certain! He learned that it can sometimes be effective to have a perspective beyond the short term of today. He learned to think and act outside the context of his own group in order to be able to see the perspective of the whole of the organisation. He became aware that emotion and intuition are strong forces, but rationality cannot be denied. He understood that he still had a long way to go before he could become a strategic leader.
> Finally he formulated his own vision, thereby giving himself a compass to guide his future development as a leader.
> *'My vision is that my role as leader consists in bringing the full potential of my staff to development, and developing the freedom to act at a strategic level within the organisation.'*

This last step (formulating your own vision) is the major challenge for many people. It is something we often come across. The step from operational leadership (mostly the first quadrant) to tactical leadership (second and third quadrants) is not so very big. The step from tactical to strategic leadership (mostly the third and fourth quadrants) is a huge, qualitative leap. What makes someone suitable at the first levels is likely to be just the thing that makes him less suitable for the strategic level. It is about no longer doing yourself, but putting others in a position to act; allowing thinking to go before doing.

In my view vision is always involved in leadership, at the operational, tactical and strategic levels, although in different amounts. If someone succeeds in formulating their vision, and the mission and objectives derived from these, they will have given themselves a compass to guide their leadership and an anchor for the use of different styles.

Personal mission as leader

Giving direction through vision is not something abstract or even dreamy, but a concrete and practical question that can be put to every leader: what is your personal mission as a leader? Obviously the answer to this question is different depending on the rank. If a leader at the strategic level cannot give an answer to this question, they will inevitably have a problem. We can expect a leader at the operational level to have a much less clear, explicit answer without that leading to problems. We need to realise that there is no unambiguous or correct answer to this question. The answer to this question reflects a level of the consciousness of a leader in the process of influencing. Experience has taught me that the vision level is accurately reflected in the way in which he answers this sort of questions. In dialogue, we focus on making conscious things that are often said automatically.

> A young leader at the strategic level wrote in a memo, before we met, that he did not want to waste any time on our meeting if he would not be learning anything new. I then asked him exactly what sort of new things he wanted to learn, that he would not find out in general leadership training. With this simple question, I invited him to articulate much more precisely his wish to be trained than just the negative statement 'I don't want to waste my time!' I gave him the opportunity to think about this at his leisure, and as a result we talked about the right things from the start of our dialogue. An important change had taken place in this young leader's performance over the preceding months. He noticed that in his presentations to the Board, he was no longer expressing his opinion as he really wanted to and as he had been used to doing in his previous jobs.
>
> Without his noticing, the brakes had been applied to his performance, so that both his effectiveness and his well-being had been badly affected. By focusing this question narrowly at the beginning of our dialogue, we had meaningful discussions from both perspectives. This brought him to an insight that had been there in some form but that he now dared to formulate explicitly. This insight was that he was covering himself in advance against any negative criticism and thereby was actually putting the brakes on his overall functioning. I like to make a comparison with driving a car: it's like driving with the handbrake slightly engaged. The wear and tear on the mechanism is devastating in the long run!

The flip side of 'mission'

Really visionary leaders with a mission often have in common that they have a dream. They will sometimes have had this dream from a young age, such as becoming a doctor, renewing architecture in the Netherlands or contributing to developing drugs against AIDS. With their dreams, such people inspire others around them. In order to get others on board for something, as a leader you have to know how to unseal the source of inspiration in those individuals. It will be obvious that this has a flip side. A strong missionary drive can involve a danger, certainly when people are not very flexible. A mission like that of a dictator is dangerous for the development of people and the world. A certain balance between the six elements we attribute to *good* leadership (vision, push, pull, thinking, feeling and doing in the correct proportions) is something that conflicts with autocratic, dictatorial and monomaniacal leadership. In effect this means that this type of autocratic leadership will - by definition - not comply with the requirements we make of leaders from a perspective of *effectiveness*, even ignoring any moral judgments we might make about the quality of the mission being fought for.

Between push and pull, vision gets lost
In practice we find day after day that leaders want to develop themselves to a higher level of leadership, for example from operational leadership to strategic leadership. I would like to highlight here that this transition requires a thorough re-examination of the leader as a person to see whether they can achieve this. With many potential leaders, their *ambitions* are greater than their possibility of developing the leadership *competencies*. I would like to illustrate this with an example.

> A young leader, excellent as an operational leader, very emotionally involved with his work and his staff, had climbed his way up from the shop floor to the level he is at now (tactical leader level). As a sportsman he had learned how to deal with top performance and tenacity. These are things he applies in his work. He is very ambitious and says he would like to become a manager with ultimate responsibility. A strong point is his empathy and his ability to get people moving. His weakness is in his ability to develop rational vision. Something gets lost in the transition from his thoughts to the reality of his staff. He is very engaged, but because of his inadequate rational abilities he has a sort of slowness as a result of which the pace of the influencing process disappears. He himself says he has the feeling that he loses momentum for change when he is confronted with emotionally unpredictable reactions. He would prefer to choose the right moment at which to reveal his opinion (rationally).

People often ask me if I think that they can achieve a development that they desire, or whether 'I've got what it takes for what I want to achieve'. If someone wants to develop to the level of strategic leader, the criterion is that they need to be at least capable, during our conversations, of moving autonomously and proactively to the vision level of thinking and communicating, without being forced to do this by their dialogue partner. The best leaders can move on several levels spontaneously and without coercion.

Influencing the team at the vision level
Leadership growth always has to do with team development. A leader who fails to get his team to take on his vision will always achieve less. We see that this is actually known and it is taught at all institutes that train leaders. But it is almost always forgotten. A leader of the team has to find the most desirable style of influencing, depending on the level of development of the organisation, that of the team, and its ambitions. This is a process of trial and error. Nobody can simply prescribe this for you or advise you; only insight and experience can bring this. The leadership concept as described here could be a guide to adapting one's own leadership style to what the team needs. Ultimately it is about the right balance between the various modes, sources and roles in yourself and in your team. Another example.

> The team leader of eight members is a cautious man who had already spent many years in the organisation and earned his spurs. He is friendly to his staff, sometimes too much so. Although he is ambitious in the sense of wanting recognition from the parent company and ensuring he made his contribution to the organisation as a whole each year, he was lazy and on the surface extremely motivated. Status was important. Sometimes it seemed that he did not challenge his staff enough. In his dealings with his team the most noticeable thing was that he did not actively influence the group enough. The team members individually gave the feedback that discussions mostly took place one to one and that they never really sat together as a team in the context of forming a vision together. The team leader then realised that in order to build a good

team, he needed to organise meetings with the whole team, and that the team was the place where the vision of the organisation needed to be laid down and where the team members could listen to each other in order to give that vision shape.

The lesson we can learn from this example is that a leader needs to be aware of their own mode of influencing others. Sometimes you need to influence people individually; sometimes to focus more on the team as a whole, or even the organisation. The leader's style needs to be adapted to suit the phase of development of the organisation. This is a big task for leaders to fulfil. Some leaders feel better influencing others one to one, while others prefer to work with the group. Some prefer a push approach, others prefer a pull approach. The objective a leader should strive for is to be able to choose freely between these styles. We frequently come across the phenomenon of leaders not being explicit about why and how they have reached a certain conclusion or decision, thereby undermining their support base and hence the effect of their decisions. Because the individual's own thinking is clear to them, it does not seem necessary to explain to others the process of arriving at a certain vision. Nothing could be further from the truth. The occasional question or comment picking up on something the other person has said can be very effective in the process of persuading others and getting them on board to follow your vision.

The results-oriented leader – 'push'
A 'push' leader has a style of getting people and processes moving using his own autonomy and drive, in order to apply an influence on the organisation and environment. This comes down to decisiveness and strength. There is a limit to how much you can impose your own drive or 'push' on others. If you intrude too much into someone else's space and sphere of influence, it can demotivate them and you will not get them on board. Therefore the right balance between push and pull is essential.
Although this seems obvious, too many people still tend to try and jump too high; forgetting that top achievements need long preparation and quiet discipline. Too many leaders want to change too much and achieve too much in too short a time. As the Chinese philosopher Lao Tzu said: the longest journey begins with a single step. I have noticed that people are often inclined to want to skip those first small steps because they are focused on getting to the end of the journey. In our time, when ambition and speed have gained the upper hand, this simple principle can help: begin at the beginning. A small correction at the beginning can have a big effect after a long time.

> An adventurer described himself as a powerhouse. Someone whose objective was to keep on pushing the boundaries, someone driven by a very strong ambition: wanting to achieve the maximum *and* at the same time to be relaxed. He compared himself with holding sand in your hand: if you relax optimally, the sand will stay lying in your hand best. He combined intelligence with feeling. He was extreme in his emotions, deliberately going to the edge both individually (motorbikes, parachuting, deep-sea diving, car racing) and in relationships (love, trust, fear). A remarkable thing about this man was that he said he was very stable in his essence; that he adapted what he expressed to the circumstances.

> Another example. This man was also high on rational 'push' behaviour. He was very forceful and dominant, arranging everything in detail. He clearly showed that he had an overview of things and could guide things at vision level. He came across as a powerful leader. However this came together with a risk, as he was in danger of

becoming detached from the environment around him and imposing his own direction too strongly.

The core of my observation was that the way in which he formed his judgments was not communicated clearly to others. He did not explain how he reached his opinion. I advised him to make his quick thinking explicit, even though this would mean he would experience the process as being slowed down. As a result, his thinking would become more comprehensible to the person he is trying to convince and win over.

A last example of strong 'push'. This was a young, ambitious leader. He was a high flier at a young age and now led a prestigious part of a large company. In our conversations, I noticed a remarkable combination of great openness *and* at the same time a strong push forwards. Initially this confused me, as I mainly noticed the openness while the push was far less clear. Sometimes it even took on the form of uncertainty. Later I put this into words as '*mental push*'. We discovered that the source of this strong push was primarily in his uncertainty and lack of self-confidence. This young leader's drive to excel mostly came out of a source of uncertainty and a need to compensate.

It is physically impossible to satisfy all the requirements of an organisation and one's surroundings. The pure 'push' leader should always examine them carefully. We have often noticed that the basis of strong push behaviour is in uncertainty. Although those around the individual will often feel this, in many cases the reaction to this type of leader is unsatisfactory because the reaction is unconscious. If a leader is led by something external, he will remain vulnerable. If a push leader succeeds in anchoring his leadership in himself, this will benefit his leadership. Often it is only a small step, an insight into his own pattern, a remark from a colleague. His power then becomes *real* authority.

The inspiring leader – 'pull'
Let us now look at the opposite of the 'push' leader: the type of leader who is more at the other end of things – making a connection with the other person, listening, sometimes even forgetting themselves. A 'pull' leader works primarily out of their engagement with the organisation. They try to get people and processes moving in order to influence the organisation and surroundings in this way. This comes down to a sort of inspiration that can bring the masses into motion. We have all heard the expression 'leaders pull, managers push'.[xlii] As a variant on this statement we could also say: 'coaches pull'. This type of leader is at the other end of the continuum of influencing, the 'pull' end.

We would like to describe coaching as *consciously creating change*. In this role, the leader always begins by looking for a connection with the other person. It seems to me virtually impossible to really help someone make progress in their work or career without getting to know them well. It is characteristic of a good coach that he can listen but also challenge. He can release energy, but also contain or channel it so as to stimulate growth. In Chapters 4 and 6 we will devote more attention to this exciting process of coaching.

A possible danger for a primarily pull-oriented leader is that he will listen to others too much, as a result of which he may lose his way. 'If you want to do everything for everybody, you will end up doing nothing for anybody'.[xliii] Although this is not a phenomenon we deal with every day, because it seems to be almost inherent in leadership that people do not listen enough to what those around them say, and do too much pushing, it may be a point of attention for a certain type of leader.

The art of listening
Listening is a characteristic of the 'pull' leader. Many people have a tendency to keep up an inner monologue while outwardly they are silent. It may look like listening, but it is not listening. Experience teaches us that many of the leaders we work with are not exactly aware of what they do. They often repeat old patterns of behaviour instead of consciously choosing a specific style. What often happens is that leaders keep on pushing when they meet resistance, sometimes even pushing harder instead of listening to exactly what is going on. It seems many 'push' leaders have still to learn the art of listening. This means deliberately switching to the pull mode and consciously listening to the resistance being offered, making a connection with it and only then trying to get the other person on board. This resistance may be rational or emotional in origin, but in theory it makes no difference for the process. The important thing here is for the leader to be aware of what is happening at the other end of the communication line, including moments when he is not prepared for this. A style of communicating in which you say something other than what you think or feel can lead to conflicting messages coming across. People will often feel this intuitively, with a feeling of unease. As a result of the perceived conflicting messages, a leader's conduct is often interpreted as being inauthentic, and therefore not worth following.

In this situation, some practical advice can be found in advice given to leaders by Lao Tzu.[xliv] 'The most submissive thing in the world can ride roughshod over the hardest in the world – that which is without substance entering that which has no crevices.
That is why I know the benefit of resorting to no action. The teaching that uses no words, the benefit of resorting to no action, these are beyond the understanding of all but a very few in the world.'

What Lao Tzu is saying here is that just creating more awareness can resolve many matters. We would happily agree with this, as it is so often clear that leaders are not aware of what they are doing.

Seek first to understand, then to be understood
Another way to describe the pull style of leadership is with Stephen Covey's line '*Seek first to understand, then to be understood*'. By this he means that in order to be effective in convincing and influencing others, you need to train yourself to understand what the other person is really trying to say. Just by asking and investigating you can find out what motivates the other person. Covey advises us to do this before taking action ourselves, taking a decision or reaching a judgment. Here we see that this characteristic is an expression of the pull style. You can experience any day how important this simple principle is and how often it is forgotten. Ask questions, develop a naturally curious attitude. People find this pleasant and they feel that they are being taken seriously if you investigate what they say, instead of immediately laying down your own standpoint in opposition to it. If you look around in your surroundings you will see how often this principle is sinned against. Leaders should never disobey this principle because it is at the foundation of effectively influencing people.

Successful leaders have, in addition to a number of other characteristics, the ability to connect to other people. Without this ability it seems that it is not possible to persuade people they should follow you as the leader. In this connection the psychology of the 'follower' is interesting, as most people on the globe are followers; only a few are leaders. A fine book came out about the art of following, of receiving leadership as the counterpart of giving leadership.[xlv] Just as a lot of attention is paid to the leader, correspondingly little is given to the follower. The paradox: 'leading by following' is often not understood, or misunderstood.

Covey refers to this with his principle that as a leader you are always dependent on others. This is always the case. If you are only interested in your own success as a leader then at the end of the day you will fail to inspire others and get them on board. He refers here to a naturally cooperative attitude, instead of a purely competitive way of working. A good leader allows others to do what they are good at and brings cohesion to the organisation by pointing out and upholding the objective and the direction. Leadership is about others; as we saw earlier the results depend on the degree to which the leader succeeds in getting others to cooperate in achieving his vision and mission.[xlvi] An example from practice will illustrate this.

> This man can be described as a 'pull' leader. He has years of experience both in and outside the world of business. The dialogue with him means constantly sitting on the edge of my chair. He is alert, both rationally and relationally. I have the impression that nothing escapes him. Within the organisation he is responsible for commerce. As well as the products, he has studied the 'how' of the message that is given out. His power is primarily in the relational aspect of communication. He steers gracefully between content, humour and relationship. If the tension threatens to rise because he wants to get something done that doesn't suit the other person, he first attunes to them, neutralises the tension and then starts the search again for a shared result. He influences the other person directly via the pull end of the continuum, without losing sight of his objective.

Situational leadership

Reviewing our search so far, we arrive at the conclusion that one of the most important principles for good leadership is about being able to switch roles consciously. We have already referred to this as flexibility. The relationship with changing the surroundings is of course also of great importance. In the first chapter the emphasis was on the context of the organisation; here it is mostly at the level of the person at your table, in the team or the organisation. The best known authors on the situational switching of styles by leaders are Hersey and Blanchard.[xlvii] They state that adjusting to suit the situation and the level of the person you are talking to is crucial for effective leadership. To be able to choose and decide your behaviour well, the authors distinguish between the level of *direction* that the leader gives and the level of *support* that the staff member needs. The criteria for determining this have to do with the level of development of the staff member.

Hersey and Blanchard distinguish between four sorts of leadership behaviour:

leadership development
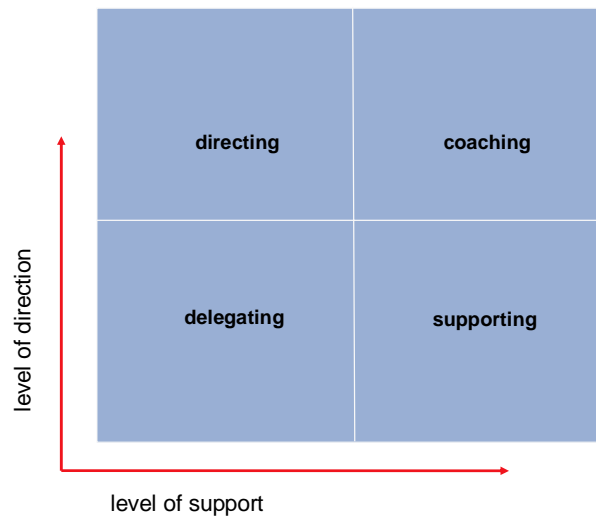
- *Directing*

If the person you are leading is still at the beginning of their development, the leadership style 'directing' (in Hersey and Blanchard's words '*telling*') is the most effective. In this case you as it were replace the other person at the wheel and you tell them very precisely what they should and should not do. You are right on the case and you comment on every detail. The leader directs one hundred per cent. Actually little support is being given because the staff member is just an extension of the leader, without their own autonomy or authority to make decisions. If we make a comparison with the development of a person, this phase is when the small child cannot yet walk and is still entirely dependent on the caregiver. In the push-pull balance the ratio is 90-10.

- *Coaching*

With a staff member who is beginning to develop themselves, the most effective style is persuasion ('*selling*'). This means a leadership style that gives a lot of direction but also clearly offers support. In this situation you take the staff member by the hand as it were and help him explore the new landscape of his desired behaviour, step by step, as you teach a child to ride a bicycle. You give the child the confidence that they can do something, or learn to do it, but in fact they can't do it yet. In the balance between push and pull the ratio is 60-40.

- *Supporting*

With a staff member who is highly developed but has not yet completed their development, the most effective style is that of supporting. This means that as a leader you offer a lot of support, but relatively little direction. In this situation you already trust that the staff member can do their job independently, and just needs to get into a routine and therefore needs to feel supported. If we continue the analogy of teaching a child to ride a bicycle, this is when you let the child go. The child is cycling itself, but as the caregiver you remain close by. You give support now and then in words. You show the way too. The staff member is not yet entirely dependent on themselves and their own capacity to make decisions. In the push-pull balance, the ratio is now 40-60.

- *Delegating*

With a staff member who is fully developed, the most effective style is delegation. This means that as leader you no longer have to give much support or direction. In effect this is the

level of competency for the task, the level to which every leader wants to get their staff and their organisation or unit. If we continue the analogy with learning to ride a bicycle, here the staff member not only knows how to cycle themselves, but he can also do this without the other person being physically close by. You can send him on an errand and he will come back with the right result. The ratio of push to pull is now 10-90.

With their model of situational leadership, Hersey and Blanchard have added a very practical aid to the leader's toolbox. The starting point is that the leader always consciously considers the level of the person they want to influence. This means that it is always necessary first to investigate the level of the person who is to be led. *Good* leaders *always* look into this and ask questions; they all the time try to connect with the level the other person is at, *before* they start guiding the person. Choosing the right leadership role involves some uncertainty at the beginning because you don't yet know exactly what the other person knows, what they can do or what they want. The influencing referred to here can relate to all areas in which staff members need to develop themselves: professionally, in business and behaviourally. And what we find is that growth in the areas referred to does not always proceed at the same rate. My experience is that leaders who may have completed their development professionally, when it comes to behaviour may be at the beginning of their development.

> A man is at the top of his tree in his speciality, but as far as his interactive skills are concerned he cannot get something done by others. He cannot, in a manner of speaking, get his secretary to do what he has in mind, let alone break through the routine of a fellow professional who has been doing things the same way for years.

Amid all the interventions and changes of style, the person in the leadership role has to keep an overview (bird's-eye view, meta-position, helicopter view) in order to be able to choose their style themselves, reactively or proactively, and put it into practice. At the same time we need to keep in mind that whether someone really learns is determined in the first instance by the person themselves, however well put together or well thought out the programmes on offer. People always learn; sometimes they don't know exactly how or what. The primary purpose of change is for people to experience free space and safety in which they can learn. For this we need a moment of reflection, a starting point for the process of learning and developing along new lines, getting away from our well-trodden paths and familiar ways.

Learning in four steps

To carry on as a successful leader, continuously learning is necessary. Knowingly adjusting your style of influencing based on feedback makes you powerful. Following Kolb, we can identify four steps.[xlviii]

learning in four steps

Change: Creating new behaviour	3	4	Anchoring: Getting results
conscious competence			unconscious competence
conscious incompetence			unconscious incompetence
Awareness Acceptance	2	1	Attending
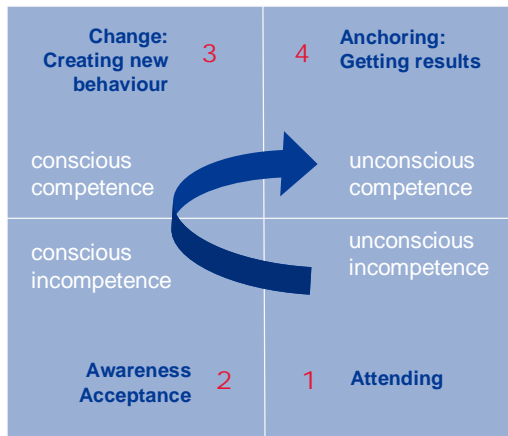
- *Unconscious incompetence*: this is the start of the learning cycle, when you are becoming conscious of the fact that you do *not* know something or cannot do something. By *attending*, you learn to observe yourself in specific situations. Example 'when am I not able to continue questioning?', 'with which people do I have a tendency to do too much pushing?' The phase of attending usually need not last longer than a few weeks. By then the individual knows very precisely what they need to learn. This phase runs into and to an extent coincides with the second phase.
- *Conscious incompetence*: in the second phase of the learning cycle, you understand what is going on and what it is that you need to be able to do, but cannot yet do (*awareness*). Emotionally this is a difficult period, because you consciously feel your inability. Apart from awareness, *acceptance* is an important precondition here for further development and in order to bring about a natural learning experience. Persistence and honesty towards yourself are essential. There is also an interesting paradox at this stage. As soon as somebody is conscious of what is going on, this can be enough in itself to allow new conduct to *arise* that is more effective in the situation in question. In effect, the automatic linking of stimulus and response is undone here, and into the conscious emptiness of incompetence new conduct can be born, where the space was previously filled with old routine behaviour.
- *Conscious competence*: the third phase of the learning cycle, in which you actively experiment with new conduct. In this phase, behaviour-oriented training and behaviour-oriented coaching can be valuable aids allowing you to extend your behavioural repertoire. Experience shows this phase of learning can take three to nine months.
- *Unconscious competence*: in the last phase we see that the person is able to display the newly acquired conduct automatically, without a conscious effort of will. Your new behaviour is anchored in your daily routine.

If leaders can bring themselves to investigate the process of their influencing others systematically and honestly in this way, their power grows visibly. In the beginning this costs energy, but after some time it makes more energy available. The fact that a reaction is geared

to this particular action, and is not an automatic unconscious repetition of a reaction to a similar action, makes behaviour infinitely more effective!

Situational leadership in the development model

We see that the level of development in the learning cycle determines the way in which a leader will guide his staff.

- A staff member who is becoming conscious of what is expected of him in a certain role needs to be helped by having his attention directed and guided towards the right things. We may think here of someone who is totally unaware of their non-verbal behaviour and the signals this gives to others. For example, sitting with arms crossed, thinking about something else, coming across as unfriendly when that is not the intention.
- A staff member who has become aware of the fact that he cannot do something that he should actually be able to do in order to be effective in his job, needs to be helped by a more coaching style. This means a lot of support and a lot of direction. This can be provided by asking a lot of questions. Questions can help people to discover new aspects. For example, if the leader asks something of you, not daring to say 'no', even though you ought to do that based on the amount of work still on your desk.
- A staff member who is consciously experimenting with new behaviour needs to be helped primarily with a supportive style. This means a lot of support and not much direction. This is done by creating the conditions in which someone can learn. Setting an example through behaviour is crucial here. We may think of someone who is experimenting with new behaviour, both in and outside the working situation, for example by *always* asking a question before giving his own opinion, by making *at least* three comments at every meeting, by saying '*no*' to a request at least *once* every day.
- A staff member who has succeeded in permanently extending their behavioural repertoire needs to be helped by a more delegating style. This means not much support and not much direction. Letting the staff manage and solve things by themselves - empowering them! Research shows that leaders learn most by being allowed – at the right moment – to undertake tasks independently, and being given real power to make decisions.[xlix] Think of the example of a project leader who has learned to take systematic control of monitoring progress. He only needs to be guided at the beginning of the process and evaluated at the end. In between he is occupied independently with the project in all its facets.

What style a leader shows depends on the context. There are no fixed rules for this, only guidelines. Being aware of the many possibilities there are and the few that are used, makes development possible.

And then...
This chapter has brought influencing by leaders down to three basic modes: a vision mode, a push mode and a pull mode. The following questions can help leaders to apply this to themselves and discover where their power and stumbling blocks lie. Remember that this is a self-scoring system, and the results would need to be tested in the environment for correctness. The key is found in footnote[l].

Leadership questionnaire: styles

Choose from the five options: *'This statement applies to me…'*
1 = never
2 = sometimes
3 = regularly
4 = often
5 = always

1   I have a clear idea of the future and a clear perspective for myself and for the staff members I lead.
2   I present myself as a leader coming from my own autonomy and power.
3   In my role as leader I am primarily focused on connecting with others' interests, needs and values.
4   I know from my own vision what I want to achieve for myself and for the organisation.
5   I deliberately influence the people and processes that I lead in my immediate surroundings.
6   I consciously allow myself to be influenced by the people and processes in my surroundings.
7   Because of the clarity of my vision, my staff knows what is expected of them.
8   I intentionally influence people and processes in the external context of the organisation.
9   I purposely allow myself to be influenced by the people and processes in the external context of the organisation.
10 I am the living example of my vision for my staff.
11 In my role as leader I am primarily focused on results.
12 As a leader I adjust to the organisation.
13 My stumbling block as a leader is that I forget to communicate my vision frequently and consistently.
14 My stumbling block as a leader is that I am too impatient and run too far ahead of the troops.
15 My stumbling block as a leader is that I am too easily led by what other people think.

everything he says is untrue

truth
hiding itself
in words
grains of sand
without meaningful connection

written in text
spoken dialogue
words become true

words are always to the point

silver tears

tears
in your eyes
transforming
sadness
of life past
in silver *now*

Chapter 3
Sources of influencing

> 'Our bodies are the most public signals of our identities; our bodies are also the most private and intimate reminders of who we are.'
> Ursula Ilse-Neuman[li]

In this chapter we will look at the three sources of influencing. These could be summed up in the words head, heart and hands; thinking, feeling and doing; reason, emotion and body. The essence of successfully influencing and persuading others is identifying the right 'frequency' to allow you to convince the other person. This requires flexibility, an ability to switch between sources and modes smoothly. As each person has their own preferences, this is often difficult. Just as in the previous chapter, the modes could be applied to one's own situation, here again this is done using a number of questions at the end of the chapter.

The physical leader – body

Natural laws, moral laws
The coexistence of body and mind (consciousness) is something that has always interested humanity. The body-mind debate is not something we will address here – so much is written about it that it is hard to keep up. We would prefer to make a link with the leader's practice. Leaders often fail to realise how much their non-verbal impact can differ from what they want to achieve. If the behaviour and the underlying intention are not congruent and consistent, the leader runs the risk of giving an ambiguous message. Instead of clarity he sows confusion and gives out different messages at different levels. For example, at the rational level he says 'we are on the right path' while at the non-verbal level his collapsed posture says 'but I am not sure if we will get there'. Ideally communication should be consistent on all levels, which is what we call authenticity. What someone says and does seems right and does not raise any questions or uncertainty. Someone like that you could imagine following! We also call this charisma, a certain energy people give off.

At the level of the body and our instincts, we are not bound by any moral laws. At this level everything is about reproduction, life and death, physical power. Moral laws are something humanity imposes on itself, individually and collectively. And we can fall back, apparently very easily, to the level of untamed instinct, the smell of blood and lust, the smell of power and dominance. Examples from the recent war in Iraq seem to illustrate this. The danger of returning to our animal nature is ever present.
In my view this is one of the aspects of leadership that is hardest to understand. Even in our time it seems that people are sacrificed for something their leader wants to achieve – what he sees as a higher vision or dream. We all know where this can lead to, from recent and less recent history. In particular our culture does not know what to do with questions about the sacrificing of people. A text from the Tao Te Ching puts this theme beautifully but inscrutably:

> 'Heaven and earth are ruthless; they treat the myriad creatures as straw dogs.
> The sage is ruthless; he treats the people as straw dogs.'[lii]

Let us return to the body as the basis for our acting in the world. Philosophy becomes a living subject by returning to bodily experience. Mark Johnson turns Descartes' classical idea of 'the

mind in the body' around, in the phrase 'the body in the mind'.[liii] He claims that the body projects itself *into* the mind. Our bodies thereby turn out to be the foundation of our imagination. At the bodily level, the structure of the human body contains all the variety, contrasts and contradictions of human experience. We use a verticality schema that corresponds with the shape of our body in structuring the world. The vertical line from feet to head implies the opposition between low and high; the horizontal from left hand to right hand implies the opposition between left and right. The opposition between our fronts and our backs contrasts what lies ahead of and behind us, future and past.

For myself this was an important step in gaining a better understanding of the leadership process of 'getting things done'. The role of the non-verbal, of physically observable behaviour is crucial in achieving our objectives in the world. This basic structure of the body is something we find in all cultures and as such is universal.[liv]

The appreciation of this basic structure of the body differs from one culture to the next, but the foundation is essentially the same everywhere. Trompenaars and Hofstede have described in detail the differences and the confusion that can result.[lv] For example, think of the value accorded to the individual in America as opposed to the importance of the collective in Japan. In both cultures we see the same basic body structure as the basis for influencing the world.

Body knowledge
In understanding leadership it is therefore important to get back to the level of the body – to what we perceive directly. That is a body that manifests itself, a leader who wants to get something done by the way in which he shows himself to the people around him.

> I once worked with a man who said that he consciously created an image that made him come across negatively. He said he strengthened this by his body language, for example by crossing his arms during discussions. This was often experienced and interpreted by others as being closed, whereas he himself experienced it as a relaxed posture. He also said that he was more sensitive to ideas than to people.

Here we see that body language is used deliberately. However the way in which this is experienced and interpreted by others differs considerably from person to person. At the same time we see in this example that the man (subconsciously) thought that his *openness to ideas* could go together with his *being physically closed*. It is questionable whether people in his environment are able to perceive anything other than what they see in front of them. If we are trying to read a text or make complicated calculations then it may well be that we can make contact without the physical and non-verbal coming into it. But when we are trying to influence people in our team, they have a problem in interpreting what exactly the behaviour of the leader means. Is he open to the team members or is he shutting himself off from the group?

Basically, the man in our example is a quick thinker who disconnects his thinking too much from direct dialogue with his surroundings and counters the effect of what he says by his non-verbal way of communicating. He is strong on 'push', vision and reason but has a severe block in relation to 'pull', emotion and body. Although he is essentially emotional, he does not show this in his way of communicating. He puts across two different messages by the contradiction between his non-verbal behaviour and the actual content of what he says. In addition, he does not make his thought processes sufficiently explicit. As a result, he loses people during the process of persuasion. This indicates his limitations as a leader, because consistency between thinking, feeling and doing is essential if we want to really influence

people deeply and lastingly. This man does in fact have great difficulty in the leadership role of coach. A leadership profile like this can only exist alongside someone else in the team who has good interpersonal skills and who can take on the coaching role effectively.

Flow
Let us get back to the role of the body. Theoretically, Bert Hermans, Harry Kempen and I have applied Johnson's ideas to the concept of the 'dialogical self'. But practically I learned to experience the connectedness of mind and body through martial arts and Tai chi. I mean the discovery that there is such a thing as *body knowledge*, which is neither rational nor emotional, but just *is*. Bob Klein calls this the 'body-mind'. 'This inner intelligence, which we call Body-Mind (BM), does not need the thinking […], does not worry or have anxiety, it simply acts […]'.[lvi]

If our *being* is completely absorbed in the functions of *body and mind*, if we have become entirely one, without sensing any distinction between doing, thinking and feeling, we arrive at a state that Csikszentmihalyi describes as *flow*. In this state the activity we are engaged in at any one moment becomes an end in itself – *life doesn't need anything beyond*.[lvii] There is no longer any distinction; people are capable of making superhuman efforts, because no energy is lost. Leaders who have had this experience, for example in sports, can gain a lot from this in their daily work. The root for the experience of flow begins at the bodily level. An interesting example would be an experience I had with the police, where the physical level of connection between individuals within the team is especially important. A young leader stated that he had learned the most important lessons for his leadership from basketball – what it is like to form a team, to strive to achieve something together, to get over defeats, to reach success, to be challenged by the coach. His most important lesson was that a leader in the role of coach must have a positive attitude. Even negative feedback must have a positive charge in order to create a real learning experience and improvement in performance. Football trainers also confirm this – even footballers who actually do not play in the field contribute to the result achieved by the team as a whole, just by their physical presence and mental and emotional involvement.

I have learned a lot myself about this mechanism by watching my daughter's basketball matches. The best coach has his attention for all of the players on and off the court at all times; he gives commitment and demands involvement from others; is honest in his feedback and at the same time always builds people up, however sharp the criticism is. We can all see these rules being broken on a daily basis. Many sports coaches do a lot of shouting without really making contact with the players' behaviour. Or else people become afraid of the coach. In the world of business it is no different with fear. We often encounter people who have come quite a way up the hierarchical ladder themselves and are still scared of their boss in one way or another – both in individual interviews and in team meetings. Of course these people need to discover the source of their fear and conquer it. But leaders who create fear within their organisation, without even being aware of it, and are followed because of it, need to realise this. In the most extreme form, this type of leader can become a sort of dictator, who ends up isolating himself, albeit after causing a lot of damage and suffering. This has been sufficiently illustrated in history. In the end the development of human potential, which is primarily expressed in the role of coach, is the most important task of a leader in an organisation which has reached the phase of pro-activity in the third and fourth quadrants. This requires an exact and disciplined application of the dynamics of pull and push, without losing contact. People learn and experiment with behaviour when they feel safe. Fear blocks the process of development and therefore of *flow*.

Showing respect, feeling respect
I once had a remarkable difference of opinion. It was about *feeling* respect and *showing* respect. Can you show respect without feeling it? To me it makes more sense and is more effective to begin with teaching yourself to really feel respect for people, rather than pretending to feel it by behaving in a certain way. Behaviour-oriented training and role-play can be very useful to extend a behavioural repertoire, but not if it is with the objective of masking the truth. If your behaviour does not fit who you are, your personality, eventually you will get yourself into a difficult position. Other people perceive instantly that you are doing something that doesn't fit you, and staff members are not easily deceived. In my vision it is important, if you want to learn something new, to start at the level of your own intentions, your attitude. Let's take the example of smiling. People who laugh or smile during the sale process are more successful and more effective than salespeople who look irritated and grumpy. But if someone has learned that they must smile, while on the inside they feel upset or angry, you get a monstrous mismatch in their outer behaviour. You see the person smiling, but you feel intuitively that something's not right. For an experienced leader it seems to me more important to investigate *why* he feels upset inside and unable to smile. This can be done by self-reflection, but also by asking for feedback on his behaviour, by investigating what exactly other people are observing. After this he could come to a conclusion about what he wants to change, in his attitude, or in his behaviour and whether for example he wants to smile more visibly, so that the positive radiance can have a clearer effect. The advice every time is: change your attitude first and only then alter your behaviour. Our experience is that many people don't need to go on a training course because the behaviour they want to learn is already somewhere present in their surroundings, sometimes even in their own existing repertoire. In politics we sometimes see politicians appearing who have been on behaviour-oriented training courses and have then started *doing* something differently, as a result of which their conduct is *no longer authentic*. Whether something is true or not can remain hidden, but whether or not someone is authentic escapes nobody, however much leaders would sometimes like to think otherwise.

Being visible through the body
We often see that leaders do not make enough conscious use of their body.

> A leader was asked to show in a role-play how he would influence a staff member. We gave him a situation in which he was asked to motivate a frustrated staff member to get to work and start doing his best again for the company. In his role as leader he took this up with great energy. However he gave mixed messages: physically sprawling, amiable, more lying than sitting on his chair as he addressed the staff member. He communicated enthusiasm in his use of language, and in his eye contact he was stimulating, but in his physical posture he was demotivating.

In the discussion afterwards it became clear that his non-verbal conduct, his body language, did not match the message he wanted to communicate in terms of content. Although it looks like pointing to an open door and saying that the door is open, I am sometimes surprised how many people do not understand what effect unintended non-verbal conduct has on others. They say that they are open to something and they visibly shut themselves off physically, for example by keeping their arms crossed in front of them. They say they trust the person they are talking to but look away while saying this. They say they want to motivate someone but sit around looking uninterested. The contradictions are observed, and do not lead to a correct interpretation, let alone the desired effect from the influencing behaviour.

The leader as falconer

The maturity of the leadership model has been strongly influenced, as far as the sources are concerned, by the philosophy of Ulrich Libbrecht.[lviii] He is a man with a rare combination of subjects: a mathematician, Sinologist and comparative philosopher. Libbrecht, as someone familiar with Taoism, has made clear how important a source the body is. If we solicit something of the body that is against its nature, it will cost us *notable effort*. The freedom to learn that characterises human beings comes at a price that has to do with how we regulate our body, our nature. According to the vision of Taoism, we need to leave nature in peace, look after our body well, not trying to change and alter too much in the world. Then we will be happy. The world would not look as it does today if mankind had followed the vision of Tao. Whether the world would have been better or worse off is an unanswerable question. What we can learn from it is the importance of recognising our starting point in nature, in our body. Our behaviour, thinking and feeling must exist in relationship with the natural basis of our being. Many of the diseases that prevail on earth are the consequences of our own wrong way of living, which are not in harmony with the laws of nature.

During an in-house conference on 'leadership in a changing environment', I was asked to speak about leadership. The organiser had also invited a falconer to attend. The hunter, accompanied by a dog and birds, gave a fascinating demonstration of leadership and the laws of nature. I have summarised the learning here in a few sentences:
1. Nature has *clear laws*; take them into account, use them, apply them.
2. Everything is a matter of *conditioning*.
3. The difference between humans and animals is that humans are able to *learn throughout life*. By contrast a falcon for example can only be trained during a limited period of its life.
4. We humans like birds, but birds do not like us!
5. *Stress* should be reduced as soon as possible.
6. Animals should be rewarded *individually* when they show successful *cooperative* behaviour.
7. The *hunter* is the leader. He learned to apply the laws of nature effectively.

The *hunter* is the one who changes the course of nature and conditions animals: the dog and the ferret lie next to each other without attacking each other; the bird does not eat its prey. These behaviours are a consequence of conditioning by humans. Although the comparison between a hunter and a leader always breaks down at some point, I do think that many leaders would do well to remember these seven rules during their daily work. Even the fourth rule is often more applicable to leaders than they would like to admit. When it comes down to it, staff members often do not like their bosses! During the demonstration with the birds it became clear once again that animals (because they do not have language?) cannot be deceived. There is a nice saying on this subject from the linguist Noam Chomsky: '*Birds have wings, people have language*.'[lix] By having language, people are able to raise themselves above nature, but also run the risk of losing their relationship to it.

The message here is that success for a leader begins with authenticity and consistency in conduct. This means channelling energy, both intellectually and emotionally. Although I do not often have the experience of someone working with me getting really angry, I do observe from reactions in people's bodies when certain subjects come up that there is more energy going through their *body system* than can be discharged effectively. This is seen in trembling feet and knees, sweaty patches, hot faces, restless eye movements or tics. If what I have said

above is correct then communications made on the non-verbal level need to be investigated seriously.

When instinct surfaces again
If we look at the basis of leadership, we may ask ourselves how different it is from the hierarchy of the jungle.[lx] Boehm describes this as follows:
- Humans developed from the animal stage by living together in groups in the wild.
- One tribe would be in constant competition with some other tribes, while seeking to cooperate with others.
- If a certain group was conquered, the men were killed and the women carried off.
- Whether a group survived depended primarily on the strength of the individual members; leadership was a key factor for survival of the group.

Thinking along these lines, leadership has everything to do with the ability to form and maintain successful teams. Leadership must always be evaluated in terms of the performance of the team. The message of all of this is that in thinking about leadership and the important role vision plays in it, we must not forget that the natural basis of a human being, as a body, is instinctive and animal. If people's natural energies are not regulated, the leader runs the risk of being the 'alpha male', beating his chest and trying to impress the females with his status and power.

Experience makes a leader
Warren Bennis uses Oscar Wilde's maxim '*nothing that is worth knowing can be taught*', to make it clear that it is difficult for leaders to prepare for their work as a leader.[lxi] You can read about it, you can do training courses, but at the end of the day it comes down to *doing* it. It is the experience of being a leader and noticing how it is to guide others that really contributes to one's development as a leader: influencing others and getting them to do, think and sometimes even to feel the things that *you* want them to.

> An accountant complained that the people in his department did not do what he wanted. Technically speaking he was good. As a leader he had a tendency to compensate verbally for what he lacked non-verbally. In concrete terms you could see this in his non-verbal attitude: when he corrected a staff member verbally, he undermined what he said by his non-verbal behaviour, such as looking away, going red or sweating. During our conversations he discovered that in his heart he would rather be a professional than a leader. In essence, he did not want to lead others outside his own profession.

Leaders can improve their own development by ensuring that they find out what they really want and who they actually are. Leadership has everything to do with building up experience, making choices and gathering honest self-knowledge. Basically the process of becoming a *good* leader is exactly the same process as becoming a *whole and healthy* person. Bennis names three characteristics that he believes are crucial for successful leadership:
- Being able to *cope with adversity*. Leadership means both winning *and* losing.
- Being able to *adapt* to changing circumstances.
- Being able to retain a certain youthfulness, openness and *eagerness to learn*.

The rational leader – brains

> If you can't conceive,
> You can't create.[lxii]

Analysing and controlling
A first and foremost rational leader tries to mould the world to his wishes primarily by making use of his ability to analyse things and thereby control them. Reason has to do with a distinction between the person who is making the observation or putting the insight into words, *and* the subject matter; a distinction between *'I' and 'it'*, between *subject and object*. Western science has grown up with this concept. By investigating and describing phenomena rationally, unambiguously, analytically and empirically, we humans are able to get to know them (science) and to control them (technology). Discoveries can be rationally explained and repeated by others. These are the principles of science and its applications, in which reason is the most important instrument. Our schools and universities primarily educate for the development of this rational aspect. It is a consequence, among other things, of this type of education, that the secretary to a municipal authority might advise the mayor to use the word 'empathy' as a mental screensaver.[lxiii] Many people in top jobs think rationally and are much less involved at an emotional level. Applied to leadership, this means that a rational leader will give clear priority to thinking and talking about the content of what needs to be done. Such a leader will often be conceptually and analytically highly gifted. He allows himself to be led by logic and the related criterion of truth or falsehood. We meet this type of leader in research institutes and universities. But MBA courses are also technical training courses in the first instance. It is interesting that a football trainer says that success is based on a philosophy, a unity of thinking.[lxiv] This means that thinking is conceived of more widely here than just rational thinking; it is the combination of thinking, feeling and doing that needs to be a single starting point for the team.

Thinking in the new economy
In the new economy, in which knowledge workers have an important place and will become increasingly important, thinking plays a very important role. Someone who does mental work can remain physically invisible to others. The work can be done at home, in front of the computer, but also jogging through the woods. It is not immediately obvious *that* our brains are at work, and certainly not exactly *what* they are thinking. For you as a leader this has important consequences. In an organisation in which the entrepreneur's role is crucial and has everything under control, actions and thoughts go together very obviously. In the first quadrant, the work consists of directly observable acts and results. In an organisation in which you are much more at a distance and have to take on the role of coach from quadrant three onwards, and where the relationship between the immediate market and what goes on in the back office is far less easy to observe, we need to be much more careful in judging the behaviour directly observed. A staff member in the Research and Development Department sitting with his eyes closed might just be asleep, or he might be working. As Moss Kanter says, 'thinking is private work. In a world that is constantly changing, you can't make rules and expect people to follow them. You don't know what is going to happen and knowledge workers also are too proud and too independent to follow rules. They can think for themselves. You have to support them and let them work flexibly. But never tell them what to do.'[lxv] If you do they hit the roof and resist you. That has huge consequences for you, because it requires a completely different style of leadership.

Learning by integration
The process of gathering knowledge has become extra exciting with the advent of the new media. The PC, internet, Google and MSN have ensured that pretty much all knowledge is available virtually, all over the world, providing that you have access to a computer with a connection to the internet. This actually means that with regard to knowledge, everything has become accessible, and you no longer really need to make an effort to acquire that knowledge. These days the skill of knowing how to get access to various sources of knowledge and make creative and effective use of it is more important. For knowledge development, this is a far-reaching change because the role of rational knowledge is fundamentally changing. The *integration* of knowledge in one's daily conduct also seems to be becoming more important than it used to be, when you had to learn facts and details and you were tested on that. This prevents a situation in which we try to gather knowledge and learn it 'as if we were driving into snow with no way of clearing ice from the windows – so that the knowledge stays stuck on the windscreen and eventually stops you seeing anything much. Fairly soon you can see nothing at all and you get lost'.[lxvi] Although it remains to be seen whether or not the information technology age will itself result in a sort of *smog* between people and the world! Looking at a screen all day and thinking that you have exercised influence is something that can happen to a present-day knowledge worker. Some people like the 'managing by e-mail' style, even when the employees they deal with are working on the same corridor.

> A very intelligent man had many years of experience in leading organisations throughout the world. He was critical, both of himself, the organisation and the society in which he operated. I noticed that he was primarily analytical and distant in his role. Only when we had talked and worked together for some time did another side of him emerge, that was more focused on relationship. He was aware of this. The reason I am discussing him here under the heading of 'reason' is that this man was a textbook example of a rationally one 100% correct approach, *without persuading effectively*. He was very alert in investigating things, found out everything he needed to know, especially through his well directed questions, which forced the other person into answering. So he himself reached correct conclusions. He got a very clear view of the facts, even of the emotions that had led the other person to certain conduct. But… we noticed that he had disconnected this rational, analytical approach from the relationship. Objectively he would have right on his side, but he wouldn't really get the other person on board; they would stick to what they thought and felt themselves. His thinking was sharp, to the point and alert and if the other person happened to be on the same wavelength he could certainly be very persuasive.

The emotional leader – heart

Feeling into the world
Emotion and intuition have to do with how people see the world around them. Looking at the world through in this way means being absorbed into what you are looking at. Whereas we spoke in relation to reason and science of a division between myself and the world around me, expressions such as 'feeling how it is', and 'I just know it' fit more with this way of looking, which we find among poets, artists, musicians and mystics. In Eastern religions and psychology these aspects get a lot of attention. By investigating and describing phenomena through feeling, in a way that has a plurality of meanings, is synthetic rather than analytical

and is engaged, we are in a position to get to know them as it were from the inside out, and to say something sensible about them. The products of this form of information acquisition usually have multiple meanings by their nature, such as works of literature, art, poems, pieces of music, religious works. An open attitude is needed in order to understand these products. The fact that they do not have unambiguous meaning also often leads to confusion and sometimes even to conflict. Daring to observe reality without being led by everything you already know and have heard. Schools and universities do not so much educate people to develop this aspect, although more attention is given to it than used to be. The good leader is not the leader who simply always shows his emotions or who always values the emotions of those he manages. An effective and successful leader knows how to deal with emotions in various different situations. With emotions in organisations, too often it is just a question of talking *about* emotion – often there is too little *real* empathy in the form of compassion.

Using your intuition
Although intuition and feeling are not the most favourite subjects in the world of business and science, they are frequently made use of, both consciously and unconsciously.
The CEO of an IT company said in an interview about his leadership style: 'In addition to that, in addition to communicating a lot but not making notes, I also have a strong intuitive capacity. If something is wrong and needs my attention, *I can feel it'*.[lxvii] By saying this, he means that he trusts his intuition and acts according to it. Writers such as Jagdish Parikh and Hubert Rampersad, although they are also rationally and scientifically educated, display much more of this type of knowledge in their reflections on leadership and organisational development.[lxviii] As it happens, both authors have a typically Eastern background, which can be felt on every page of their books. It might seem undisputed that intuition and feeling have an important place in leadership, but we can do a lot to improve the way in which reason on the one hand and intuition and feeling on the other hand can strengthen each other. Daniel Goleman made an attempt at this with his theory on emotional intelligence. He also locates the basis for this somewhere in the body where the 'connections between the amygdala (and related limbic structures) and the neocortex are the hub of the battles and the cooperative treaties struck between head and heart, thought and feeling'.[lxix] Without deciding whether this solves any part of the riddle of how head, heart and hands cooperate, he does make a relationship with the basis in the body, like the falconer with his birds. But the question is whether the *mystery of man's felt reality*, which experiences that there is more going on than the words that are spoken during a meeting, can be solved with this physical explanation?

Influenced by stress
If people function badly, in particular the leader, it often happens under the influence of stress, so that a personality aspect that under normal circumstances is deployed effectively and provides strength becomes counterproductive. If we think here again about the influence of stress on the falcon and the rules derived from that for leaders, we can see that the relationship with physical functioning takes an important role again. There is a book by David Dotlich and Peter Cairo that is well worth reading, entitled 'Why CEOs fail'.[lxx] Based on the central characteristics of the Big Five personality theory, the authors reach the conclusion that what is *a strength* in one situation can change into *a weakness* in another situation, or even a real danger to performance. The five factors are: emotional stability, extraversion, intellectual autonomy/openness, friendliness and carefulness.

> An entirely self-made man had worked his way up within the organisation and was now in a responsible managerial post. His stumbling block was that at times when he felt he no longer had things rationally under control he was not able to express his

vision clearly; then he tended to start pushing in an ineffective way. Instead of just remaining himself and listening to the viewpoints and different opinions or visions of others, he pushed his own vision in non-verbal ways. Talking in a loud voice, he tried to force others to understand what he wanted to say. Using his friendly nature he could have achieved this naturally, *because other people would then follow him spontaneously*.

We often see this type of behaviour among leaders put under a certain amount of pressure, even if the strain is subtle. Mostly old patterns of thinking cause this kind of trouble. Instead of setting themselves free and deciding autonomously at that moment what action would be most desirable, people respond to the pressure of the moment. They fall back on basic behaviour learned in a previous phase of their life. If you are confronted with resistance, from the perspective of effectiveness your first reaction should be a *pull reaction* in order to maintain contact with the other person. Verbally this could involve first investigating what the other person is resisting. By asking a few questions, often a lot of the emotional charge that is hidden in a resisting reaction can be neutralised. Then an opposing move or push reaction could be used effectively. However simple it might sound, we see that leaders very often break this rule, mostly because they are too preoccupied with what they want themselves. Jim Collins believes that a really powerful leader is the one who *leads by asking questions*, and not by giving answers.[lxxi] This is simply about seeking again and again for new information, in the first place because the other person always knows more than you do yourself. That is why dialogue and conversation are so important for successful leadership.

This is not a plea for never pushing! Leadership is by definition, as is already clear from the way it was defined above, impetus, setting something in motion, *applying momentum*. Energy has to be added. But if the power is used wrongly, energy is wasted. This strengthens resistance instead of channelling it in the right direction. The Americans have a good expression for this: *push back*! To the extent that the leader pushes others, he will also create resistance in the other person, in his team and in his organisation.

Jerusalem is in your heart
Often we are asked after we have spoken together, usually when we are finished: 'So am I more like a feeling person or a thinker? What do you think?' Of course this is a difficult, if not an impossible question, because both aspects are always present to a greater or lesser degree in each person. Nonetheless, it can be helpful to decide for yourself where you put the emphasis and where your strength lies: whether you are more rational or more emotional and intuitive.
It is exciting to investigate this sort of question in practice. This is where the basic tension is found in relation to effectiveness and a person's success as a leader. At the same time I have reached the conclusion that it is difficult to teach someone how to synchronise thinking and feeling except by pointing out experiences and actively creating learning experiences during interactions. Each person demonstrates a mixture of thinking and feeling in their conduct. If you are capable as a leader, and therefore as a person, of clearly directing your thinking and feeling and gearing them to each other, your energy will become more focused and you will be able to generate more power. In the film Kingdom of Heaven, the main character played by Orlando Bloom identifies this power as '*Jerusalem is in my heart*'. Calmness and trusting that what happens to you is what you actually have coming to you. Allowing to be nourished in life by the experience of success, disappointment and betrayal, sickness and fighting for healing. Finally, to be able to choose a course of action that is entirely your own. Joe Jaworski described this beautifully in his book *Synchronicity, the Inner Path of Leadership*.[lxxii]

Being helped by metaphor
It is often difficult to express yourself precisely and exactly in language, especially if you do not really know exactly what you think, but you have an intuition and feeling for what you want to say. In that case the use of images or metaphors could be a helpful technique. Consciously using images as a way to get leaders to think what they are motivated by can facilitate them to put their personal vision and mission into words more clearly and explicitly. Maya Rasker[lxxiii] gives a usable description: 'a metaphor is nothing other than a circular movement with which you approach the essence without naming it in all its rawness'. I myself am alert to the use of images and metaphors by my partners in dialogue. These are often used spontaneously, for example '*I am a chess player*', '*I am an untamed horse*', 'and I am like *Quasimodo* ', '*Nelson Mandela*'.
In a workshop with a team of police leaders, we once asked them all to bring something with them to the session, an object that symbolised their leadership. The objects varied from a glass egg with colours, a piece of cord, to some tongs and a pair of scissors. By talking about these objects, you can be helped to get a sharper focus on what exactly you want to communicate, that you feel intuitively but cannot communicate clearly in words. An image or a symbol can help make an unconscious meaning explicit. People are sometimes embarrassed to say what really motivates them at a deep level. I have also noticed that both individually and in groups, any expression of motives on a religious or spiritual level cannot be put forward simply in a dialogue about leadership. Many people have learned to articulate these explicitly and keep them private.

My conviction is that in the first instance *amplified awareness* is necessary in order to make a change in leadership style possible. This is mainly because we have seen that the images and symbols that people choose when they think about their leadership are often a source of power and certainty. For that reason alone, we should cherish our personal symbols. And leaders could try to anchor their leadership in an uncertain and unstable world in these symbols, thereby giving them a place in their own small story, the story of their team and the bigger story of the organisation.[lxxiv]

The next step
This chapter reduces influencing by leaders to three basic sources: head, heart and body. Are you a rational leader, or an intuitive emotional leader or more physically oriented? The questions below allow you to apply this to your own situation and to discover where your strengths and your stumbling-blocks lie. Do not forget that this is a self-scoring analysis, which needs to be tested in your actual surroundings. I have sometimes worked with people who described themselves as rational but who were described by those who knew them in their surroundings as definitely emotional types. The key is in footnote[lxxv].

Leadership questionnaire: sources

Choose from the five options: *'This statement applies to me…'*
1 never
2 sometimes
3 regularly
4 often
5 always

1 My main strength is in my ability to think and my capacity to analyse things.
2 My principal strength is in my interpersonal skills such as empathising with and motivating others.
3 My biggest strength is in decisive action.
4 In my contact with people I am primarily led by the content of my work.
5 In my contact with people I am primarily led by the emotional relationship.
6 In my conduct I am visibly consistent for other people.
7 I have to understand something first before I carry it out.
8 I am mainly led by my intuition.
9 As a leader I am mostly led by the conduct that I observe in others.
10 Because I am primarily focused on rationality as a leader, I forget emotion in the process of influencing others.
11 Because I am primarily focused on feeling and my relationship with others, I forget to analyse things rationally.
12 I am aware of the energy I put out (charisma, body language).
13 My stumbling block as a leader is that I do not connect my analytical ability with the reality of the organisation in its current objectives.
14 My stumbling block as a leader is that I am guided too much by my feelings.
15 My stumbling block as a leader is that I am too hands-on.
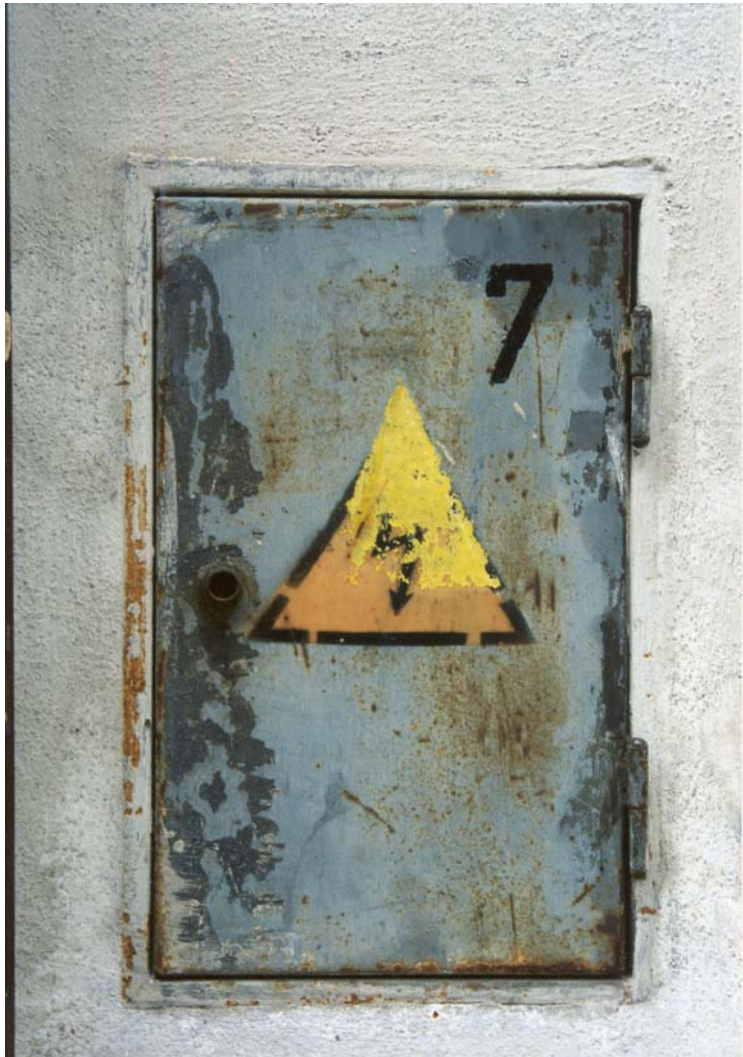
hidden love

your soft body
contradicting
hardness of your words

without resisting
you are beautiful
strong words in soft hands

the pupils of your eyes
reflecting a dark shadow
past deeply

heaven and earth open
when the tango contacts
the miracle of the silence

movement in stillness
man and woman

eternal sorrow

outside
a child crying
getting her way
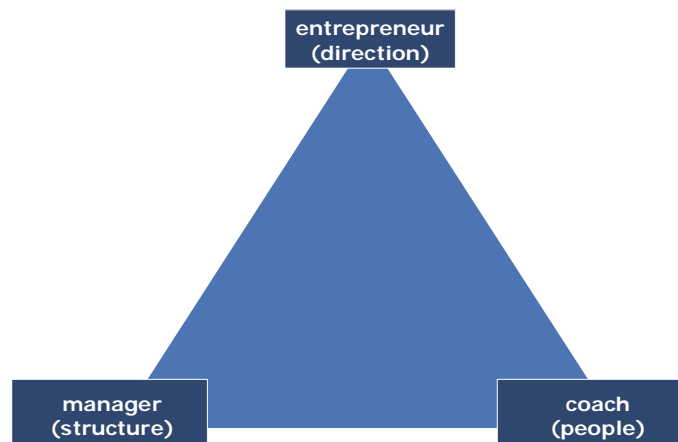in my ear the clock ticks
barking dogs far off

inside
a man crying
for the loss of his child
eternal passing
heartbreaking grief

Chapter 4
The basic roles in influencing

In this chapter we will be looking in more detail at the basic *roles* used in leadership, which may be summarised as entrepreneur, manager, coach, strategic entrepreneur, change leader and professional. The essence of good leadership is using the right role or combination of roles depending on the situation in the organisation. This requires awareness, but above all flexibility, the ability to change roles (and sources and modes) smoothly. As it is almost never one hundred percent clear precisely which role is asked for, this is often difficult. In the preceding chapters we saw how sources and styles can be applied to one's own situation, and now we will be doing this again with leadership roles.

basic leadership roles

```
                    entrepreneur
                    (direction)


            manager                    coach
            (structure)                (people)
```

A closer look at the roles

Before looking more deeply at the role flexibility that is necessary for successful leadership, we will first examine what exactly is meant by the roles of entrepreneur, manager, strategic entrepreneur, change leader and professional. The dictionary defines '*entrepreneur'* as someone who is 'a person who undertakes an enterprise or business with the chance of profit or loss'.[lxxvi] In the role of an entrepreneur, a leader gives direction to the organisation or a part of it.

If we look at the description of the role of *manager*, it emerges that a 'manager is a leader who is assigned a certain task in an organisation or business, at all levels from supervisor to director or manager'. In the role of manager, a leader guides others with a view to objectives and results based on a sound 'planning and control' cycle.

It is interesting to see where the term '*coach'* comes from. In English, the word originally referred to a horse-drawn vehicle, in other words something that makes movement possible. The term comes from the world of sports, where a coach teaches a team or an individual sportsman/woman. In the world of sport, it is characteristic of the coach that he stands outside the pitch or court, and therefore has to influence others at a distance. In business, the term

'coach' is currently used indiscriminately. A coach supports somebody at the level of conduct, at the professional level or at the commercial level. We define coaching here as '*consciously creating change*'. A good coach can ask questions that get the person to start thinking actively outside their usual frameworks and concepts. In doing this the coach allows the person space but does not tolerate them to avoid the process.

The term '*professional*' was examined earlier. We describe a professional as being someone who possesses four characteristics in their occupation: a high-value specialism (knowledge and/or skills); a large degree of autonomy in their work; originality or creativity; and professional connection with colleagues (identification, professional standards, codes, professional ethics).[lxxvii]

A *strategic entrepreneur* is someone who has taken entrepreneurship to a higher level within the organisation, moving from being reactive to being proactive, from a primary focus on *doing* to focusing on doing based on *thinking*. This type of leader takes on the role of inspirer; creativity and innovation are channelled in an open process both towards the market and towards staff.

A *change leader* is responsible for bringing about a process of change. This can take place on three levels: in *oneself*, in *others* in the team and in the *organisation*. We will look at this in more detail in Chapter 6. It is characteristic of the work of change leaders that they need to be able to break through fixed patterns of thinking, feeling and doing in order to bring about successful change. Just thinking up a nice plan on paper that fulfils all the rational criteria for success is not going to be enough! On the personal level, we see a clear overlap with the role of the coach. The *ability to change roles flexibly, consciously and intentionally*, referred to as situational leadership, is a precondition of being a change leader. The process of change can be gone through with every transition in the development of the organisation. That is why the change leader is in the centre of the model of the organisation.

change leader at the heart
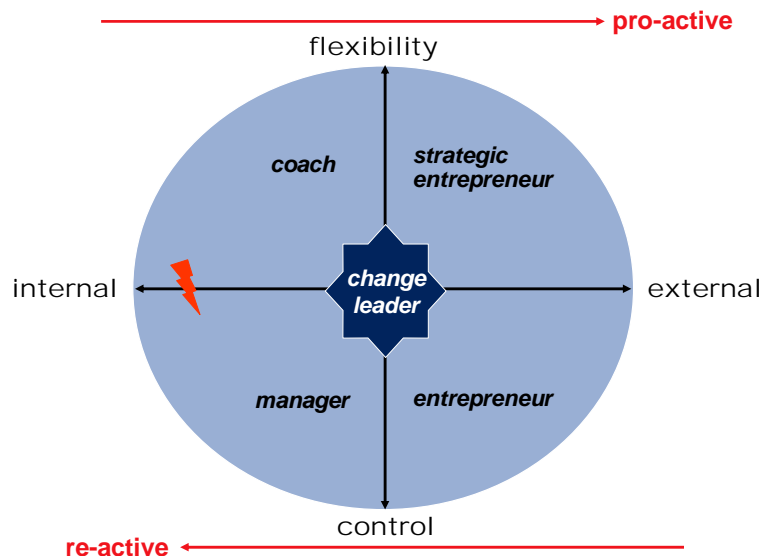
Managing others in your own profession

I once asked the research department of a company how many of the people in the management team had actively opted themselves for a role as leader. The answer turned out to

be about 50%. Most of them had been asked at some phase in their career to provide leadership for their colleagues as 'first among equals'. The step from professional to leader within the profession is taken by many people, and often they are not yet aware of the great impact that this first 'small' choice can have.

A leader who said that he aspired to several roles indicated, at my request, the relative importance of each style and each source in the leadership model for each of those roles: as a professional (an engineer), as a cook (his hobby) and as a social worker (his ideal). The first thing mentioned in each case is what he thought was most important. This demonstrates his preference for the different roles and what modes and sources they most activate.

Engineer: *pull*-vision-push
                               think-feel-do
Cook: *push*-vision-pull
                               feel-think-do
Social worker: *pull*-vision-push
                               feel-think-do

We concluded that the role of engineer most activated his involvement with people and rationality as a source. In this role, his dominant style of leadership was rational and involved. In the role of cook he primarily saw himself as leading intuitively, at the feeling level, and mostly 'pushing'. Although this role was an additional role for him, it was remarkable to look at it because it said something about his flexibility with modes. In his ideal role as a social worker, we saw that he was primarily led by emotional involvement. So thinking and 'pushing' do not necessarily go together, any more than feeling and 'pulling'. It is exactly in the use of the different styles and sources in their combinations that the strength of successful leadership lies.

By systematically putting the various different roles, modes and sources alongside one another and comparing them using the model, an individual can get a better insight into their own preferred style, and also into unexpected changes, because we sometimes find that people display *a completely different kind of leadership when placed in a different context*. In our experience, people sometimes think of themselves as showing predominantly one style, whereas further investigation reveals that their repertoire is far more extensive but that parts of it are not at the forefront of their awareness.

Leaving your profession

We asked a leader who was formerly a professional in a technological field to score himself on the leadership model in relation to a specific situation in which he felt put under pressure. He chose the situation of a difficult conversation with a staff member who is not performing well but will not allow anyone to guide him. His scores were: vision 50, push 35, pull 15 (total 100); thinking 50, feeling 35, doing 15 (total 100).

During the conversation with the staff member he hardly looked at him, and seemed to be avoiding his eyes. He gave no perceptible attention to the emotions of the staff member, which appeared to be expressing the staff member's difficulty with what was being asked of him. Finally we saw him focussing in a one-sided way on his own rational vision of the solution to the problem, without having done enough to identify

the staff member's exact level of development. The man in our example was a robust discussion partner in terms of rationality and vision, who could switch smoothly between modes in normal circumstances, but who was inclined to fall back on an old style of influencing when he felt under pressure. In terms of development we noted that he needed to focus particularly on his non-verbal behaviour:

- not to look annoyed where this would not be congruent with his verbal behaviour
- to consciously 'pull'
- to involve the other person at the emotion level.

Successful leadership means staying flexible in exactly this sort of critical circumstances and knowing how to adapt to the requirements of new, unexpected situations that may often cause uncertainty. It means showing new behaviour.

The wrong step
It often happens that someone is asked by their organisation to take a certain step in their career. The transition from professional or specialist to a more general leadership role can be the right move, but it can also give rise to a lot of distress. We have often seen people lose something, a certain passion and drive that they felt for their original field of work. As a leader they try to cling on to their own profession, but the role of leader outside the profession makes their position weaker.

> A brilliant man, very sophisticated and intelligent. In his ambition to lead others he had to learn to push, and use influence in a way that did not fit his character or personality. As a person he was more of a poet, someone who loved art and had a quiet enjoyment of beauty. It emerged from our conversations that his leadership came out of a strongly developed ethical consciousness, which he safeguarded in the organisation through his behaviour. His feeling of added value as a leader was closely linked to this. As an introverted person he nonetheless acquired for himself a clear and strong profile. He would avoid the corridors, preferring in fact not to come into contact with others at all and most enjoying reading poetry and literature in his workroom. He had given himself a task that confronted him with great, probably insoluble difficulties. In any case it was at the cost of his happiness.

Choosing to be wise

Organisations need people who are willing to take on leadership roles, now and in future. Now that there is such a pull exerted on good leaders through the market, through head hunters, continuity in business organisations has come to depend crucially on policies for training leaders and organising their succession. In some cases a person may be asked to take on a leadership role even though it is known that they do not quite fit the required profile. Here I would identify two questions:

- What sort of leadership is the organisation looking for and do you fit in with that?
- What sort of leadership are you looking for yourself, what drives you as a leader?

Both questions have to be answered before someone can make a good choice in favour of a certain position in an organisation. We are emphasising this because a change of roles like this, which may be attractive in terms of money, status or power, can form a trap for someone in the longer term. My experience is that most people can only work above their level for a few years and then inevitably collapse, mentally and/or physically. So the recommendation is

to choose to be wise. The 'Peter Principle', according to which people rise to a level above their competence, is a real danger in many organisations.

> I once worked with someone who, as I could see from very early on, *wanted to make* a choice that was wrong for him. Rationally he was strong. He made a strong impression as a professional, and as a coach within the profession. His points for attention were mostly to do with his managerial role and his role as a change leader. My biggest doubts were about his entrepreneurial qualities. His strong points emerged as being his rational powers, his vision, his emotional sensitivity and his ability to take others with him in this. An intelligent, emotional, sometimes rather withdrawn, visionary professional. He was average or even weak in the 'push' and non-verbal aspects of influencing others. Outside his professional life he did not really have a leadership profile. In our conversations he would never, whether by implication or explicitly, say 'I am important'. There was always a touch of reserve in his behaviour. Together we reached the conclusion that a role as change leader would be a choice that would put him under a lot of pressure. Particularly in situations where staff do not easily trust that reorganisation is being carried out with care ('this is about my job!'), he would risk not being able to give himself enough of a profile non-verbally and as a 'push' leader. The strength of his leadership was in professional wisdom in a relatively stable organisational context. *Leading change in a tumultuous environment was not for him.*

'Absorbed in your work'

The following example shows what can happen if the culture of an organisation does not fit the personality of a leader. A young, successful, high-potential employee had already progressed in his career to become a manager in business management at a large organisation when he was headhunted and moved to another business in the same sector to take up a position as sales manager. His success at work was based on trust, loyalty and a sense of responsibility – in addition to his knowledge of the sector. He was a fighter. He had a high level of energy and a quick, intuitive way of working.

He had a clear objective in mind: to become general manager of this business. He knew he had to go through various stages before he could get to that position. After working in the new company for only a short time (as one of the top 500) he was soon asked to take a higher position (in the top 100). Naturally he was flattered, but also realistic in that he knew that he was not really familiar enough with the new company, and he hesitated to accept the offer. He said he wanted to complete his three years in the original job of sales manager first. After a lot of persuasion, and after eventually being asked by the CEO, he felt called to take the job. Without setting any conditions in case he could not do the new job, he accepted the challenge. Full of energy and goodwill, he set to work. He felt he was a man with a mission, a task in hand. He was a man in the prime of his life (he was 40), full of strength and energy and thoroughly trained in all the different leadership roles that a manager needs to be able to use: entrepreneur, manager and coach.
He had been trained in an organisation where the values were different from the company he had now come to work for. That meant that he was assuming trust, loyalty and responsibility, whereas it turned out that this was not the culture in his new organisation. From being in a culture where learning was crucial, he had come into a culture in which power was crucial.[lxxviii] He made the mistake of giving himself a high profile in his new role from the beginning, without first making contact with the culture of the organisation. The implicit rules

and customs, which he did not really know, but intuitively felt, led him to feel something was not right. At the same time his sense of responsibility was the motor that drove him to keep going and not stop until the mission he thought he was on, was completed. As a result the other directors experienced him as a threat. He made contributions at a full directors' meeting where the custom was to keep your mouth shut even if you did not agree with what was being said. He started getting physical symptoms, got separated from the reality of the organisation but pushed on stubbornly on the same track. At a certain moment he started hearing voices whispering to him what to do.[lxxix] At that point he completely collapsed.

He was an example of someone who could have been a good and effective change leader if he had been able to adapt his leadership style to the culture of his organisation.

When culture and personality clash, the leader himself needs to develop, the awareness to correct things where necessary. The man in our example was called to resolve the slumbering conflict between the CEO and the general managers. Within the task assigned to him by the CEO he was able to operate effectively. He was good for his staff and solved the commercial problems in his own branches satisfactorily. Beyond that task, he was not able to exercise influence effectively. In our conversations it came out that he had difficulty with people who would not look him in the eye, and people who put their personal interests before the interests of the business. He got tangled up in a power game and locked into the task given to him. He turned out not to be capable of effectively influencing the CEO and his colleagues, the divisional managers, without breaking the contact and lapsing into judgements about them ('bootlickers').

His challenge for the future is to find out which culture suits him best, which leadership style suits him best, and what task he is giving himself in dialogue with his surroundings.

The leader as coach

For the role of coach, we mostly need to develop a 'pull' style. A leader can go about this in a number of ways.[lxxx] I am thinking here about leaders who wish to coach their staff, who may also be leaders themselves.

Solution-oriented coaching focuses on finding solutions as quickly and efficiently as possible for whatever comes up in the staff member's performance. The leader supports the staff member directly, not so much by digging deeper but by thinking with them about the solution, and also comes up with concrete suggestions. This approach focuses on clarification. The emphasis in the coaching role is primarily on the aspects of 'rationality' and 'doing'. We notice that many leaders value this approach highly; it reflects the way most leaders work in practice, solving problems! It is a way of working that also involves risks, as the staff member being coached can lay responsibility for the substantive solution at the feet of the leader.

Analytical coaching focuses primarily on insight, understanding what is going on with the staff member personally, with the organisation and/or with the context in the wider sense. This means that the leader has to explore. He investigates what is going on and asks questions – a lot of questions. Only after a great deal of questioning does he come to conclusions. Here the coach mainly emphasises the aspect of 'rationality' and 'push'. With many higher level managers this is a way into things that attracts them because it links in with their normal everyday work; however this approach can sometimes be counterproductive for salespeople and lower level managers.

Counselling coaching is primarily focused on strengthening the staff member, meaning supporting and investigating. Some core concepts are: unconditional acceptance, empathy, non-directive, inviting, deepening, and strengthening contact. The emphasis of the coaching here is mostly on the aspects of 'pull' and 'emotions'. When the term 'coaching' is used in the world of business, it is often used with these associations, so that it sounds somewhat 'soft'.

Finally, a leader can make use of *paradoxical coaching*, where the coach primarily focuses on the problem and on self-activity, not so much on the solution. Confronting is an important technique in this style. This form of coaching is challenging; for the staff member it is often confusing, for the leader it is sometimes risky. In this form of coaching, the leader constantly has to be conscious of what he is doing. Paradoxical interventions, if used wrongly, can cause harm. Words take on a life of their own. *The leader confronts…* and yet this is the most effective form of coaching. I have noticed that people never forget learning experiences engendered by this sort of intervention. Great leaders use this form, often intuitively.

The roles within the team of leaders

A leader is always a part of a team. Strong leadership is anchored in the division of roles within the team. If the characters and qualities of individual members complement and supplement each other then they will be mutually beneficial. A team will be stronger if its members are aware of where strengths and weaknesses are within the team. One can take as a guideline the idea that in a high-quality team all roles, modes and sources are represented. If all the members are visionary, the team will be in danger of drifting off into daydreams. If all the members are primarily managers, all that will happen is making arrangements, while the sense of direction and the 'why' will fade. If entrepreneurship is too strongly represented, the organisation will be driven by the whim of customers and the staff will be stressed. Too many change leaders in a team will bring a risk of wanting change for change's sake.

A correct balance is the key to success. The team members need to devote themselves to understanding each other better, valuing their differences and communicating about these openly. During sessions with teams, I have seen that this is possible – providing the members are prepared to stick to it those times when they feel challenged – confronted by things that run up against patterns of behaviour that have rusted into place. If tensions run too high, it is easy to be distracted by returning to the familiar territory of the business rather than trying to work out why people are systematically failing to really communicate. In my view, the best moments are when the team falls *silent* and the leaders start to *listen* to each other rather than each one constantly trying to prove to the other that he is right. A powerful leader can be quiet, allow others to speak and divide roles within the team.

dynamics in a team
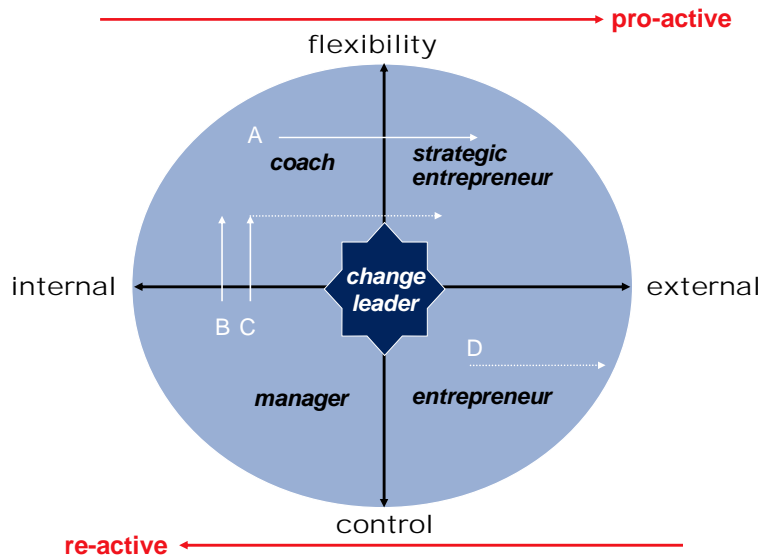
A, the leader of the team, wanted to develop from coach to strategic entrepreneur. In conversations with his team members, he succeeded in looking at the individual leaders with an eye to their future development, for themselves and for the organisation. In this respect, he was really an inspirational leader, who motivated people and facilitated their development.

B, a manager, who wanted to develop into the role of coach, was going to find it tough going. During our conversations I noticed that he was mostly focused on procedures and rules and had far less feeling for the human side of things. At the same time his effectiveness was reduced by his non-verbal behaviour, which was not inviting for his colleagues and staff members. C, a manager, wanted to take a further step in his personal development and even to grow to a different level of entrepreneurship. D, a sales manager, remained primarily focused on the market. For the team as a whole this meant that balanced growth on the part of individual members also had to be carried by action anchored in teamwork. This was expressed in their shared desire to give attention to:

- planning and organising, reporting, procedures (action to strengthen the second quadrant)
- coaching people (action to strengthen the third quadrant)
- communicating better (action to strengthen the third and fourth quadrants).

And then…

In this chapter we have looked at influencing by leaders in terms of a limited number of basic roles. Are you a real entrepreneur, or actually a manager? Are you more of a coach or a change leader? Or are you a professional after all, in your heart of hearts? The following questions will allow you to apply this to your own situation and to discover where you see your primary role in the current situation yourself. Remember once again that this is a self-scoring exercise, and the results will need to be checked with those around you; also that it is necessary to think about what role the development of the organisation requires of you. The questionnaire leaves out the roles of strategic entrepreneur, change leader and professional.

These actually consist of a combination of the other three basic roles. Once again the key is to be found in footnote[lxxxi].

Leadership questionnaire: roles

Choose from the five options: *'This statement applies to me…'*
1 never
2 sometimes
3 regularly
4 often
5 always

1   I make a place for myself in my surroundings (internally, externally, market, network).
2   I work primarily on the basis of a Planning and Control cycle.
3   I adapt my style of guiding others to the situation and staff member, so that the staff member can develop optimally.
4   I give direction to the organisation.
5   My focus is primarily on the structuring of the organisation: hierarchy, tasks, responsibilities, powers, processes.
6   I see my task primarily as facilitating the development of my staff, up to a level that they would never reach on their own.
7   I am able to make use of opportunities and take risks in order to secure a commercial advantage, with results seen as crucial.
8   I intervene systematically when results are disappointing.
9   I consciously influence the development of my team.
10 My primary task is setting objectives, giving instructions to staff members and checking whether everything is going according to plan.
11 I delegate by giving staff clear guidance and direction in the context of their working on their tasks.
12 I show in my behaviour that I know what others' needs and feelings are.
13 My stumbling block is that I let myself be swayed too much by the issues of the day.
14 My stumbling block is that I focus too much on monitoring people and processes.
15 My stumbling block as a leader is that I take over problems from others.

my father's voice

whatever I did as a child
my father's glance told me
'you can do better, lad!'

whatever I do now
successful leader of a large group
my father's glance still tells me
'you can do better, lad!'

after his death
my father stalks
my head
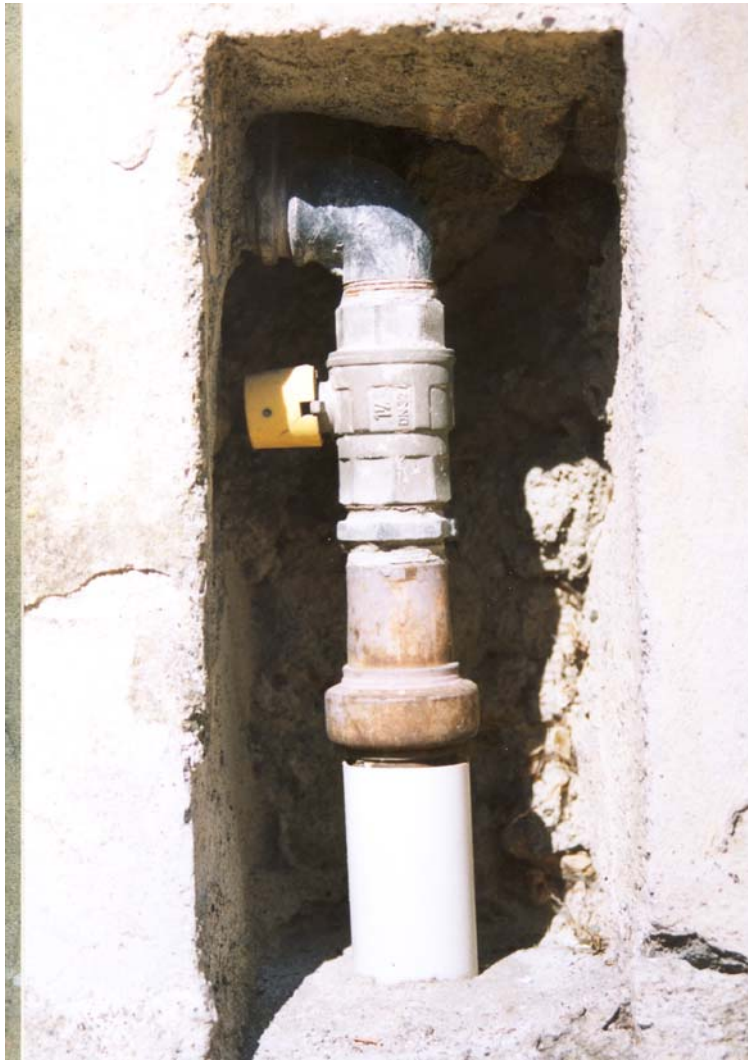
what words do

you telling a story
simply sounds
words with no connection
with the world

becoming a compass
laden with feeling
changing reality
you become what you say

holy word connection
body and soul
be careful what you say
come to the point when you speak

words become true

Part III Change

Chapter 5
Leading change

"*See, think, judge and decide* for yourself"
Noam Chomsky

In the preceding chapters we looked at applying the basic model of leadership to our own situation, by considering in more detail the modes, sources and roles leaders use to influence their environment. Being able to switch between modes, sources and roles is a theme that recurs everywhere. Essentially this is change, preferably not just reactive, but also proactive and creative. The role of change leader is central in any transition within the development of an organisation. It requires the leader to adjust and therefore to change how they offer leadership. The transition from the second to the third quadrant, from a process-oriented to a system-oriented organisational form and from the main manager role to that of coach, requires leaders to go through change of the most thorough kind: *transformation*. In this chapter we will be looking even more closely at the role of leading change. This time there is no questionnaire at the end of the chapter; hopefully the text will get you in the reflective mode, thinking about your role in the changing world of the organisation.

Leadership under pressure

Leadership is an extremely topical theme, as we have a clear lack of good and credible leaders. Unfortunately all too often we find self-interest and self-enrichment gaining the upper hand, with abuse of power coming to light and a leader's credibility being brought into question. Too often we see an inconsistency between what someone *says* and what they *do*, and the justifications advanced turn out not to be the real reasons, but a façade for other, often less noble motives. The conclusion that leadership is under great pressure in our fast-changing world is a general feeling. Within organisations people are concluding that:
- there are too few future leaders
- worldwide, top leaders have lost credibility
- there is a lack of fit between young leadership talent and business
- investment in leadership development has been inadequate for too long
- experienced people leave because businesses have to slim down too often
- the focus of businesses is almost exclusively on raising short-term profit and not on sustainability and keeping people
- people are always keeping an eye on the scoreboard, the quarterly figures, and not on the ball
- people are scared of taking risks
- worldwide, businesses are not prepared to take on competition, and they are not capable of dealing with cultural diversity. [lxxxii]

These factors give clear grounds for paying more attention to the development and improvement of leadership in our society and businesses. As a result of the large changes taking place in the fields of communications and technology, even more shifts are happening. One interesting point of view is that of Cor Molenaar, who describes changes in leadership with reference to development in the virtual world.[lxxxiii] His central thesis is that there is a turnaround taking place in the traditional power balance. He illustrates this with reference to the Anglo-Saxon and the Rhineland models. The Anglo-Saxon model focuses on individual

success, low levels of interference from the authorities, profit in the short term, financing through the stock market, a central role for shareholders' interests, and a division between ownership and leadership of the organisation. By contrast, Molenaar describes the Rhineland model, serving the interests of all involved, offering a social platform, with the authorities exercising a corrective role, with profit and long-term continuity both having central importance, financing being through the organisation's own banks, family capital and assets, the interests of the shareholders being served and ownership and management often being closely interwoven.

Molenaar predicts that the switch in power that he sees taking place on the basis of an analysis of the virtual world, will result in profound changes in leadership. Groups will form around charismatic leaders who can *motivate and connect* people. The new leaders will develop vision *together* with their teams. The parallel with the world of the consumer and producer lies in the fact that a *supply-based* approach is being replaced by a *demand-based* approach. Looser contacts with interested parties (clients, shareholders, other parties nearby) will be formed with the intention to lead to information that can be used in forming a vision and making decisions. This requires a completely different process of adjustment and conflicts with an approach that pushes too hard.

'The leaders of the future will be flexible, open to criticism, will look to themselves for blame and will see success as being due to the team. They will be able to empathise, listen and motivate others.'[lxxxiv] Put in terms of the leadership model, Molenaar's hypothesis shows that leadership in business and in society will change from a traditional, *vision/push* to a *vision/pull* mode.

In terms of the vision developed by Jim Collins about successful leadership, the new leadership paradigm is then formulated like this:

* the leader leads by *asking questions*, not by giving answers
* the leader does not force people, but uses *dialogue* and debate
* the leader *looks for causes*, not people to blame
* the leader is *on the case*.[lxxxv]

Change management begins with you

Developing leadership in yourself has to do with directing *your* development yourself. This means being ready to investigate your own motives and your own limits by introspection and feedback; getting an insight into the patterns underlying your behaviour and personality, and last but not least, daring to draw conclusions based on the results:

* What can I do?
  This question refers to your *competencies*, your knowledge and experience for a certain role or function.
* What do I want?
  The answer to this question refers to your *motivation and ambition*.
* What can I offer those around me?
  The answer refers to what you can *give* to the world. A chastening question that leaders should ask themselves is what makes me so special that others should follow me? Many people will not be able to answer this.
* Where do I live and work?
  The answer to this question will confront you with the realisation that what you do exists within the *context* of an organisation, a society, a culture. And it also brings up the question again of whether this is the right thing that you have chosen, or whether you have been thrown into it.

- Who am I?
  A question that points to your *identity and personality. Do I know myself?*

The questions are in increasing order of difficulty in terms of finding answers and being able to influence the answers actively you. If you cannot do something, if you don't have a certain competency, you can take a course and learn it. But if you cannot find an answer to the question 'who am I?', that's not so easy to deal with. Although we can be optimistic about what people can achieve, it is a common observation that only few leaders change *proactively*. That means changing their thinking, acting and feeling in a certain direction, before the circumstances force them to. Too often people get stuck in good intentions while old patterns persist. It seems that the willingness to change is limited to expressing good intentions, perhaps supplemented by writing down the plans in a development plan. But once back in the everyday pressures, the leader falls back into old routines.
So: *change begins with you*.

> One of the people I worked with was afraid that his power to bring about change in the organisation would get lost if he adjusted to suit the organisation. Some of the cultural aspects of his organisation he did not much appreciate, especially factors that restricted people's willingness to change. During our discussions it became clear that if he did not succeed in reconciling *his success as a change leader* with *his lack of respect for the organisation* and therefore his lack of engagement, he would not get very far in his leadership role. The insight that his power would not be reduced but increased if he could combine it with respect *genuinely felt* and *demonstrated* was a lesson that he learned but still needed to put into practice. This personal and deep change is the most fundamental change you have to realise in becoming a change leader.

Transformation
Taking in knowledge and information in the right way is decisive for lasting change. I invite you to read this quotation and think about how it applies to the way *you* learn.
'True knowledge is like boiling water, with steam and energy rising up. True knowledge is like snowflakes that fall into the pan of water. They melt and disappear when they reach the surface. *You do not see what you are actually learning – it dissolves into you and becomes you, and changes you.*'[lxxxvi]
Just think how many people in our time have gone from learning from the inside out, to learning that comes at you from outside. More and more knowledge, which in the end only hinders you from taking it into yourself and seeing what you need to see. Through years of practising tai chi and contrasting it with my academic training I have had the opportunity of experiencing this tension very intimately for myself – that tension between knowledge from the outside and from the inside. There is no standard answer that can resolve this dilemma. As a leader you need knowledge, but also experience. Which comes first depends to a large extent on what you happen to meet on your journey. Some people start taking on a leading role while still at primary school, and already have considerable experience by the time they start their first job. It is only a *right* balance between experience, knowledge and the situation that will lead to the desired effect and better leadership. Often people in leadership roles try to make clear how important they are, instead of opening themselves to the new experiences and insights that they could have by a relaxed and open dialogue with those around them.

Someone who has felt the desire for *genuine learning* need never be bored again – you can get a new learning experience out of any situation. The reason why so many training and

development consultancies flourish is because businesses routinely offer all sorts of things to everybody, and therefore send large numbers of leaders to courses and training events. Apart from technical and professional courses, most of what is offered in the field of behaviour and coaching is rather like aiming at a mosquito with a hail of shotgun pellets – most people will not get to learn what they need to learn!

When someone really understands what they need and want to learn, that gives a good feeling. If supervision, peer supervision and coaching can be embedded in a *context of wanting to learn*, then this will have positive effects on change within an organisation. We often see that after a while, people fall back into the apparently easy routine behaviour they displayed before. Embedding the wish to learn in one's immediate surroundings by a structure of peer supervision can prevent this and help people to realise their objectives. The learning cycle runs from unconsciously incompetent, via consciously incompetent, to consciously competent and unconsciously competent. At the beginning, learning means investing extra energy, because routines are being broken which, although ineffective, were nonetheless trusted and comfortably familiar. After some time a mindful change of behaviour becomes a source of new energy. Then making use of new behaviour becomes primarily a question of discipline.

Learning is the gateway
Miyamoto Musashi describes learning in terms of Japanese martial arts. His description is a beautiful metaphor for leadership and leadership development.

> 'Learning is the gate to acquiring the Way. That is why learning is the gate and not the house. When you see the gate, you must not think you have arrived at the house. You have to go through the gate to get to the house that is beyond and behind the gate. If what you have studied and practised goes completely out of your mind, you can easily make the techniques of any art at all your own, without being held back by thoughts of what you have already learned and without deviating from what you already know. This is the spontaneous absorption of knowledge without being conscious that you are doing it. To stop thinking about learning, to let go your thoughts and harmonise them without being conscious of it, is the *final goal* of the Way.'[lxxxvii]

When learning is described in this way, we understand immediately that this is something that will take longer than just a few years. Leading your life in this way is to undertake a lifelong search. The advantage of this eastern long-term vision of learning as opposed to the western short-term application of learned techniques is that it brings things into focus. *Learning is a lifelong job*!

A quote from Steven Covey about learning and changing: 'We must *earn* a comprehension of the *nature* and root of the problems we face in organisations and likewise earn our learnings about the *principles* that govern the solutions by incorporating the new mind-set and skill-set they represent into our character. This will require some real effort.'[lxxxviii] Getting to the root of our problems and learning challenges is something that requires real effort and cannot be resolved by drawing up a personal development plan and then getting on with the normal business of the day (i.e. routine). To really permanently incorporate new behaviour, meaning it is in your daily doing routine, costs a lot of time.
Transformation has to do with crossing boundaries that you always thought were fixed for you, and it means *consciously letting go of fixed limits*: 'acting out of the box', without losing contact with reality. The Hungarian writer Imre Kertész gives a very good description of the tension between *fate* and *freedom* (as the capacity for transformation) in his book Fateless.

'Why won't you understand that if there is fate, freedom is unthinkable? But if there *is* freedom, then we are free from fate, then there is no such thing as fate, then we ourselves are fate.'[lxxxix]

Covey's principle '*sharpen the saw'* is to my mind one of the most valuable principles and pieces of advice when it comes to development.[xc] Create a desire to learn and an environment in which to learn. Stay alert, look at what happens like a small child who is really surprised by what they find. Don't start with what you already know, but investigate what you don't yet know. Train yourself in wonder.

Covey applies this to the mental (thinking), the social and emotional (feeling), the physical (doing) and the spiritual levels on which people and organisations function. In our model thinking and rationality correspond to the mental level (*learn*); feeling and heart correspond to the social-emotional level (*love*); doing and the body correspond with the physical level (*live*); and in the centre of our model, transformation is the spiritual level in Covey's terms (*leave a legacy*). I have not included the spiritual here because in my view it is not a separate category but the *right combination of doing, thinking and feeling*. When the right balance has been reached, that has an impact on the spiritual level in itself.

Finding the centre of gravity

The analogy with riding a motorbike makes it clear how careful you have to be with changes of direction. Whereas with motorbikes we all know that any small error could be fatal, in organisations people experiment without knowing exactly what they are doing.

It is important when executing a turn on a motorbike to make sure that the centre of gravity stays at the same level. If a leader makes sure to keep that principle in mind all the time in carrying out a programme of change, success is more likely. Stability is provided by the physical centre of gravity, which in humans is lower than the head, namely in the pelvis or abdomen. The three basic principles of riding a motorbike (*look, add power, be calm*) can serve as an aide-mémoire if you are instigating a change.

Leading change in others

First a quote from a documentary on the eccentric Romanian composer and conductor Sergiu Celibidache. In his master classes on orchestra conducting – the obvious metaphor for leadership development – he confronts students bluntly with their faults. 'The only true impression is that gained by experience. What I work for, with people who live together with me, is to get them to experience that impression.'[xci] He said to an orchestra member who is not putting herself forward enough with her instrument in the orchestra: '*You can't stay stuck to your personality for the rest of your life!'* For this young woman, this meant that she had to overcome her natural shyness. Celibidache puts across the essence of transformation in one sentence.

As a change leader and as a coach you have to be able to help others to cross a boundary which they will not easily cross on their own. A transformation leader needs vision and energy. He is also able to give others what they *need*, and not just what they would like. Goffee and Jones call this '*tough empathy'*.[xcii] Although I am aware that this also involves risks, at the same time it is a characteristic of real leadership: getting more out of someone than they themselves know is in there! In Chomsky's terms, a transformation leader 'forces' the other person to 'see, think, judge and decide' for himself, by modelling this himself in everything he does.

> 'Today I worked with a real transformation leader. It is unusual to come across such a person, who encourages others to change through everything he does, thinks and feels.

In his contact with me too, he was constantly getting me to think and brought me to some new insights and experiences. Wonderful! As a consultant you can really enjoy that and draw energy from it. A characteristic of a leader who is able to transform others is that he helps others, providing that they also want that, but at the same time he does not offer any possibility of escaping. Another characteristic of this man is that he, in himself, is capable of withdrawing from the daily pressure of things and looking from a '*meta-position'* at what comes up and what needs to be done.'

The transformation leader in the organisation

It is characteristic of a *change leader* that he makes use of all the elements described up to now in a flexible way and then adapts his style on the basis of these, depending on the situation of the organisation, his team and the people he needs to influence. At the same time a change leader is able to divide the roles effectively for himself and within his team. This means that he does not need to be able to do everything himself. He will delegate some aspects to others in the management team. This type of leader will succeed in reconciling 'hard' and 'soft' aspects, results orientation and relationship orientation, thinking and doing, feeling and thinking. It is also characteristic of a change leader that he brings entrepreneurship to a higher level: proactive, empowered and durably anchored in the organisation in the context of society. And in doing so he creates strategic entrepreneurship in the organisation.

Each organisation has its own approach

What styles of influencing need to be employed, and what sources should be used in order to bring about a certain change in the organisation, is partly determined by the specific context. Each organisation needs its own approach, although general patterns can be discerned. De Caluwé has made this clear with his theory about thinking in colours, which is intended to make the current paradigms present in organisations visible and therefore open to influence.[xciii] His classification is a helpful approach in working out whether, and to what extent, there is a willingness to change within the organisation. They distinguish between:

- *Yellow-print thinking*
  This is primarily based on *power*. This way of thinking is characterised by creating a support base, developing a vision together, identifying the room for negotiation, removing non-committal attitudes and emphasising dependence. As a style of influencing, '*pushing'* is central here.
- *Blue-print thinking*
  This primarily assumes the priority of the *rational* process in resolving organisational issues. This way of thinking is characterised by guiding activities and people, assessing results, making clear, manageable agreements and designing predictable courses of action. As a source of influence, *thinking or rationality* is central here.
- *Red-print thinking*
  This assumes to a significant extent that people in an organisation are basically motivated by the fact that they are *exchanging* their work for salary, status and job satisfaction. This way of thinking is characterised by binding people to the business, making things pleasant and fun, looking for a fit between people and organisation and being bound to the organisation. As styles of influence, '*push' and 'pull'* take turns at centre stage.
- *Green-print thinking*
  This is based on the assumption that people in an organisation are involved in and are changing on the basis of a *continuous learning* process. This way of thinking is

characterised by bringing people to reflection, creating a safe climate for learning, learning from each other and 'you are allowed to learn from your mistakes', in fact even 'you should be learning from your mistakes!' As sources of influence, *thinking, feeling and doing* take turns here.

- *White-print thinking*
This is primarily based on the *dynamic*, sometimes even *chaotic* process in which people find themselves in an organisation, without a fixed structure. This way of thinking is characterised by seeing conflicts as opportunities, getting a dialogue going, developing and observing a dynamic and promoting consciousness. The most important sources of influence here are *feeling and intuition*, supplemented with *thinking*.

Each organisation is a mix of these paradigms. But bearing these in mind can help us to start the development of leadership and to complete that process successfully. In an organisation based on 'power thinking' (yellow), there is no point in starting a leadership programme assuming that people are willing to really learn and discuss themselves, which is 'learning thinking' (green). Theoretically you can apply this leadership model in every organisation, but depending on the usual thinking in the culture of an organisation, specific interventions need to be chosen. It is not advisable to start out in a technically oriented organisation (engineers, accountants, medical professionals) with a very feeling-based approach; in an action-focused organisation (police, fire service) it is better not to start with a too rational approach, and in feeling-oriented organisations (health care, education, theatre) it is not advisable to take an approach too based on rationality. The leadership model functions here as a sort of balance score card to tell whether the focus is being correctly placed.

And finally, it helps us to assess whether the right balance is being achieved in the different component parts.

Change begins with vision in head, heart and hands

When talking about leading change processes, one important name is John Kotter. The essence of his message is that leadership begins with drawing up a vision, giving direction and charting out a strategy. After that, it is important for leaders to touch the hearts of their staff members and not only their heads. According to Kotter, most change programmes fail because they are *managed too much* and *led too little*. He pleads expressly for more leadership in organisations: that requires leaders who are convinced of the need for change. In his most recent book 'The Heart of Change' (2002) Kotter describes eight steps for a successful change programme:

- Create a pressing need: if people don't feel that they need to get moving, they will stay with their old ways.
- Put a strong team together: a team that will lead the change and that has authority, fosters leaders, has expertise within its ranks and can act credibly in relation to the organisation. This team will motivate people, indicate the new direction and get sustainable change going.
- Develop a clear vision.
- Communicate that vision.
- Equip others to be able to act according to that vision. Involve staff members in achieving changes. Reward any initiatives that fit within the desired changes, and deal with any obstructiveness. It is particularly crucial for success to deal firmly with any negative elements.

- Plan for and ensure short-term profit. Create more support by showing where and how visible, measurable and desired results will be achieved.
- Consolidate the profit and increase it.
- Institutionalise the new approach. Ensure that changes are not temporary, but are embedded in daily action and can be transferred to newcomers (who will not even see them as change!).[xciv]

Kotter's eight steps are simple. Anyone who is involved with change knows how important each part is, and yet they are so often forgotten. The most important lesson is that the leader must show *visibly* that he himself is changing, just as the staff is being asked to change. Unfortunately the interview with John Kotter that appeared in the magazine Management Team in May 2004 undermined his message. Contrary to what he says in his theory, Kotter showed that he had a problem with questions about his own leadership. A leader who is not capable of being an example of what he is advocating will have difficulty in achieving his objectives. This is an illustration of the fact that theory (thinking) can be far removed from practice (doing). Of course, Kotter is not the only person from whom we have seen this sort of incongruence.

Leadership in the 21st century

I get the magazine Management Team delivered at home. Often it contains articles about leadership such as an interview with Peter Bakker, CEO of TNT, the man quoted earlier in this book because in my view he is a good example of the new leadership. This time he is talking in a recent interview by Dominique Haijtema.[xcv] His contribution illustrates how the concept of leadership works in practice. The leadership of the 21st century is characterised by:
1. Inspiring
In answer to the question 'why should anyone want to be led by me?' he answers: 'Because there is something that I radiate that I can also elicit from others, that is closest to inspiration. That has nothing to do with coercing people into following me. I can sketch out a certain picture and explain why it is better for all of us. And why it would be fun to work towards it. I believe that is called a *sense of purpose'*.

2. Being yourself, thinking and listening
Asked 'how do you do that, inspire people?' he answers: 'by being myself. By first spending some time thinking things through. My first days as CEO mostly consisted of listening closely.' […] 'A large part I think up with my head, but the rest all comes from here (indicates his stomach) – intuition.'

3. Starting a dialogue
Asked about an e-mail that he received from an employee of TNT, who asked whether Bakker really knew how difficult it was for them with all the reorganisation and whether there couldn't be some small 'thank you' for them, Bakker said: 'One of my friends here had the idea, because we were going from TPG Post to TNT, from red to orange, to give out orange tulips. So the next day we gave out 70,000 tulips, to all the post deliverers. I then spent an hour talking to the man who sent the e-mail, in the cafeteria. He told me everything that was bothering him and everything that he thought was wrong. So then I organised a bigger session, with the relevant branch, and started a dialogue.'

4. Putting the team before the individual and values above performance

Asked whether he was a team-player, Bakker answered 'if you cannot think in the interests of the team, you won't last long with me. If there's a clash between performance and values, *values always win with me*. You can perform one hundred percent, but if you start sitting on our values such as integrity or team spirit, then '*I'm gonna sit on you!*''

5. Taking responsibility in the world
When asked what leadership in the 21st century is all about, Bakker answered: 'taking responsibility in the world is part of a new type of leadership. More companies should do that, because leadership is shifting from *industry* leadership to *social* leadership. […] You can't start a war on hunger because Peter Bakker thinks it's important. The idea may have been mine but the company made a clear choice in favour of the United Nations World Food Programme.'

If we match up what Bakker says with the leadership model, we find the following aspects in common: Quote 1 points us to *vision* and *enthusiasm* (*push*). Quote 2 refers to *authenticity* and *rationality*, *listening* (*pull*), *intuition* and the relationship to the *body*. These two sentences by a top leader contain all the elements of the leadership model. Quote 3 refers to the crucial role of *dialogue* in leadership. Without anxiety, Bakker starts up a dialogue with his staff. Quote 4 refers to the role of the *team* and the values that guide the performance of the team and the organisation. These are guiding principles, both for individual action and for the entire team. Quote 5 refers to the *social involvement* that has become essential in our day.

The essence of leadership

To end this chapter on transformation, here is an attempt to convey the essence of leadership in a few key words – a sort of formula that covers all the elements at the moment when you realise the essence.

essentials of leadership in context
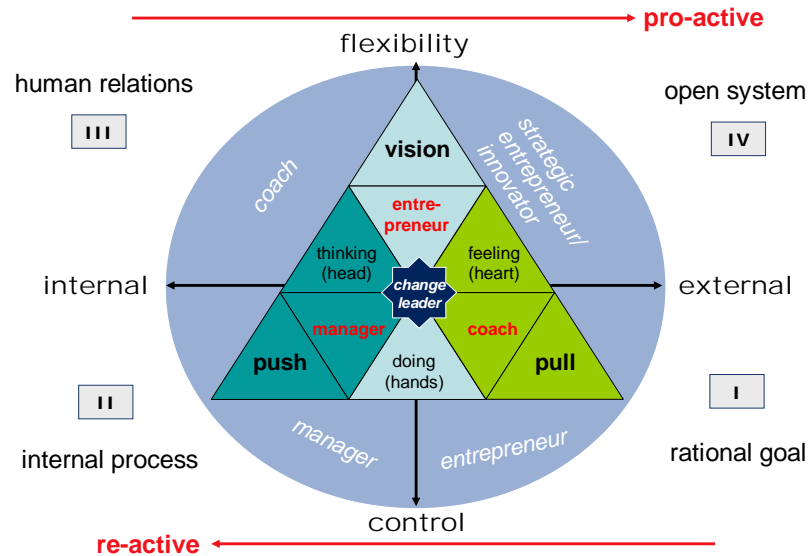
'*essence of leadership as*
conscious creation in context'

transformation
as
awareness and acceptance
consciousness and freedom to act
choosing for
happiness and success

And then...
Change seems to be the only constant thing in the world. There are no special questions about this, just an invitation to change something small. Based on the questions you have answered in the preceding chapters see if you can change something in your dominant style or your preferred ways of convincing people. Write it down and monitor yourself for a few weeks. Chapters 6 and 7 address how leaders can take their development in hand. Chapter 6 is primarily intended for leaders as coaches and for consultants to leaders. Chapter 7 describes how such a programme might look.

your true face

when you were born
eternity in your eyes
as a window to the soul
unveiled
your face

now you are of the world
your eyes dulled
your skin lined
your body established

behind your mask
with many faces
like a soul in the mirror
able to be seen indirectly

your true face

visionary leader

connecting people
by giving them a dream

work acquires true
value for others

the dream of contributing
to feed everyone on earth
becomes reality when planes
fly where words fail

each life of value
the eyes of a child of this world
food for the consciousness of the earth

Chapter 6
Developing leadership

An effective leader is teacher too.[xcvi]

This chapter looks at how leadership can be developed in a leader, in the team and in the organisation, by showing how a dialogue can be conducted systematically about one's own leadership and the context of the organisation's development. This chapter is primarily intended for leaders acting in the role of coach and anyone acting as consultant to a leader.

Creating free space
Developing leadership means creating '*free space*' to reflect and to think about what is really important[xcvii]. This is especially so in a world where people are constantly chasing their own tails and rarely take time out to look at the view, at the horizon. Leadership development is:
- talking about what it means being leader. This dialogue is led by the idea of leadership: '*teaching and preaching*'
- *applying* the concept to your situation, individually and as an organisation
- *attending* to the insights arising from the dialogue and *relating* these to your daily experiences
- translating these ideas into action and putting them into practice by drawing up learning objectives and achieving these: *creating new behaviour, anchoring*.

The leadership model gives a focus for beginning and guiding the conversation. How the dialogue goes is left open, but it depends a lot on the qualities of the other party. Thinking about the characteristics of a consultant, the following things come up[xcviii]:
- Each dialogue is a new conversation. Each dialogue is an original one without a fixed repertoire even if there are fixed elements. This is in contrast to standard interventions and interviews which follow a fixed, routine protocol.
- The knowledge of the consultant is not so much expertise in all sorts of models and techniques as a form of *wisdom* or mastery.
- The partner in the conversation does not allow themselves to be swallowed up by the other person's problems, but is able to keep their *distance* and at the same time remain *involved*. Jagdish Parikh describes this as '*detached involvement*'.
- The consultant's attitude is one of flexibly going with the other person. The leader as a person is central. The consultant is not imprisoned in the straitjacket of a method.
- The dialogue moves freely between the head (rational knowledge) and the heart (feelings, intuition).
- In the dialogue the participants aim to have an attitude of freedom and to create free space instead of immediately applicable and usable knowledge.
- Where a consultant could try to make another person dependent for commercial motives, this form of dialogue tries to *release the master* within that other person.
- The consultant dares to sit there empty-handed not having an answer to your questions.

The knowledge of an expert is often a focused, instrumental knowledge, as in an assessment centre, a development centre, in competency and performance management systems. These are methods to reach a certain objective, such as better performance, whereas the practical wisdom which comes out of this type of leadership development is *essential knowledge*. If we ever dare to present this consultant profile, it is often said that nobody in the consultancy

organisation satisfies it. The answer is that they do not need to, as long as you are prepared to work towards it. *Becoming better all the time*, each dialogue. This means working every day on perfecting your practice and continuously learning.

Types of leadership development

It is possible to work on the development of leaders in the organisation in various different ways and for many different reasons. The different sorts of leadership development can be illustrated using the model. There are four basic forms, partly taken from Jim Collins' slogan, 'First who, then what'. This means working in a disciplined way on the *people*, their *thinking* and the *results*.[xcix]

Results leadership development
A change in the achievement of results often focuses more on the 'how', on developing leadership at the operational level. Actions suffice by focusing only on this level. The development focuses more on the results-oriented manager, often the *operational leader*.
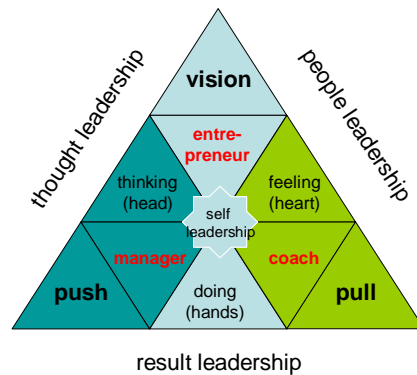
People leadership development
A change in the staff of the organisation focuses primarily on developing people within the organisation. We see here a clear relation with the axis in the leadership model of feeling, pull and vision. Development is focused more on the people-oriented coach, often the *tactical leader*.

Thought leadership development
A change in the field of thinking focuses primarily on developing a strategic vision and mission. This often has more to do with the 'what', i.e. with developing leadership on the strategic level. We see here a relationship with the rational aspect of influence, often along the lines of vision, thinking, push. Knowledge-intensive organisations often focus on this sort of thing, but need to realise that the results of these developments are only effective if they are applied in an integrated way, i.e. in combination with feeling and acting. Development is focused more on the *visionary, strategic leader*, habitually top management.

Self leadership development
A change in your acting, thinking and feeling is the foundation for further development. If a leader does not give a good example themselves, they are probably not in a position to achieve any desired change. An integrated development of head, heart and hands makes the connection with the development of the *change leader* on the levels of self, team and organisation[c].

thought leadership

people leadership

vision

entre-preneur

thinking (head)

feeling (heart)

self leadership

manager

coach

push

doing (hands)

pull

result leadership

Getting to work…

Leadership development in the four areas referred to (results, people, thinking, self) means working consciously and systematically on developing your self. Attention must be given to one's level of values, motivation, intelligence, experience, knowledge. We distinguish between growth in the field of specialist knowledge, commercial development and behavioural development. We also distinguish between development on the strategic, tactical and operational levels. In principle the leadership development we are talking about here is intended for leaders with experience (five to ten years). So it is not just about training leadership skills. We are going a step further by including in the feedback the specific behaviours that form part of the core values of the organisation. As a leader you get a clear opportunity to check whether your own intentions are in synchronization with how you are perceived by those around you. Experience shows for example that values such as integrity and respect may be high on the agenda in individuals' own experience. However the same individuals are often perceived differently by others around them, as not having so much visibility in their intended integrity or respect. This can lead to large misunderstandings. Because people often omit to communicate clearly about why they behave in specific ways, your performance can often be interpreted differently from what you intended.

Steps in the dialogue

The dialogue that the consultant has with you consists of several steps, usually working from the outside to the inside.
- We invite you to have a discussion with us about your own performance and your vision of how things are going in your organisation, the market, society and culture. Leadership is placed in *context*.
- Together we investigate specifically what effect you *intend* to have in the organisation and what effect you *actually* have with your conduct. Your leadership is made tangible based on specific behaviour; it is discussed in relation to how effective and purposive you are. Leadership is after all expressed in your *behaviour*.
- In the dialogue we work to arrive together at a number of basic themes in your career en self narrative. This is about strengths and weaknesses, polarities and complementary

themes that determine your success or failure. You write this down in your own words with your own hands. We assume that effective leadership has to do with having *insight about oneself* and the capacity to turn *reflection into action*.

- The result of the dialogue is that themes are brought together in a personal development plan, which explicitly formulates your desire to learn and contains next steps to achieve this. Leadership development requires *disciplined action*.

Creating awareness

With leaders sitting round the table with us, we aim to create awareness. The systematic form of reflection, the dialogue, the instruments, our understanding and intuition mean that you become more explicit in seeing, formulating and checking your leadership in daily practice. We refer to this process by the term '*attending*'.

Although this is simply put, it is one of the hardest tasks to become aware of what you are not yet able to do. It is even more difficult to *accept* that. You know there is something you don't do well, and still you have to look at it and accept it in order to start developing.

It is only then that we work on actually changing behaviour (*creating new behaviour*) by coaching, training and education and anchoring this behaviour in your daily routine.

realizing change

Change: Creating new behavior **3**	**4** Anchoring: Getting results
Awareness Acceptance **2**	**1** Attending
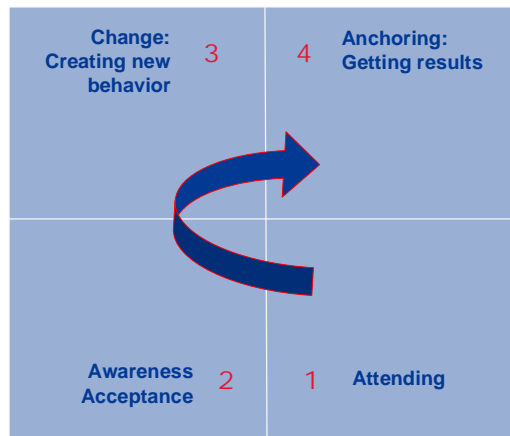
Developing yourself

Development in the role of leader means giving attention to being synchronised with your organisation and your team. What type of leadership is needed in this organisation? We need to look at changes in the environment, the phase of development, the culture in the organisation and the most common leadership behaviour there. In doing this we bear in mind that an ideal leader, in other words someone who can do everything, does not exist. What can exist is an ideal team in which people's strengths and weaknesses complement each other optimally. In such a team there is a synergy arising out of the active search for possibilities to complement each other[ci]. Flexibility in applying the roles therefore goes beyond the individual leader.

Developing yourself as a leader also means having regard for flexibility in applying the various different roles as entrepreneur, manager, coach, strategic entrepreneur, professional or change leader. What leadership roles are necessary for the individual leaders in order to be able to achieve the organisation's objectives? We investigate whether the required leadership profile fits your personality (authenticity) and whether you are able to learn it (effectiveness). Wrong choices cost the organisation money and trouble and cause you frustration! A dominant style of leadership which suits you well and gives you energy is often the opposite (in the team) to other styles which not only annoy you but also cost you a lot of energy. A real entrepreneur may have an aversion to bureaucratic rules which limit him in his actions, whereas managers find it is precisely this area that energises them[cii].

Developing as a leader also means paying attention to learning to use several sources of influence flexibly. Which source should be used by you in order to influence others optimally? Effective leadership requires influence on all levels: head, heart and hands. A different mix of sources may be desirable for each organisation and culture. A few examples: in the Netherlands, using your intellect to persuade others and get them on board is more important than in Japan and China, where status expressed in non-verbal behaviour plays a central role. In Italy you need to make an emotional relationship before you can really do business. In America following the correct procedure is vitally important in order to persuade others.

Follow-up action

What follow-up is needed to make sure leadership within an organisation is at the desired level will differ for each organisation. Here we are thinking of action at the organisational and individual levels. Both targeted individual training and coaching and group training and education may be possible or necessary. Without wanting to describe all the details of the process of coaching as follow-up action and intervention, it should be clear how many different and often simple techniques are available to develop the quality of leadership. We may think of[ciii]:

- *Supervision,* focused on further professionalizing the professionals, whereby you may also be the coach and the questions are specifically work-related.
- *Individual training,* focused on strengthening behaviour, attitude and skills, whereby the external or other trainer needs to master both the specialist content and the skills.
- *Mentoring,* focused on action learning, whereby behaviour and insight are developed by substantive observation and feedback by experts from the immediate environment (including your own manager).
- *Individual advice,* focused on solving leadership-related problems by talking and reading, where the consultant has both professional and managerial experience. Here the work is first in importance, and from here one can proceed if appropriate to the leader himself.
- *Individual consultation,* focused on the professional leader. Through discussions with experienced leaders, knowledge, attitudes and skills are strengthened. Here your personal development as a leader is the most important thing. The coach does not need to be a psychologist.
- *Counselling,* focused on your personal development, carried out by a psychologist. This is a deepening of individual consultation.
- *'Intervision'*, focused on discussing and resolving work-related issues with colleagues at a similar level, in groups of six to ten.

As you can see, leadership development can take many forms, which need not cost the organisation itself anything extra except time. With the exception of the interventions of *individual training and counselling*, all the other interventions can be carried out by leaders themselves or HR professionals.

The consultant makes the difference

Neither a leadership concept, nor instruments can guarantee successful development. The magic potion is to be found not here but in the professionalism and personality of the partner in the dialogue, who must be capable of adding value in the triangle of *leader-tool-dialogue partner*. Four tips for the consultant:

Accept, don't judge
Safety is a prerequisite for growth. If you take on work as a consultant one of the most important things is that you accept the *other* as a person. Consultants need to look into themselves to see whether there is a judgement anywhere that they may not be expressing but that may be continually playing a role in everything they do during interventions. The consultant develops people, he does not judge. As a working rule the consultant has to *suspend* any judgement he might have. Kessels has a nice explanation of what this suspension really means: 'it's about wearing your judgements like clothes, in such a way that they don't get in your way during the assessment, the work. It is important to note that this doesn't mean throwing our judgements away; we are not pretending not to have them. On the contrary, these are and will remain our judgements; we are just making sure that they don't get in the way during the conversation.'[civ]

During an 'intervision' session with colleagues, one of the consultants brought the case of one of his clients, who had not come back after a first discussion. Despite his clearly formulated time-bound approach, he heard nothing more. The man was clearly not planning to continue in his development programme with him as a consultant. In the first two sessions they had precisely identified the core issues and put them into words clearly. The next sessions were to begin with working out his development plan as a leader. My colleague did not understand why his client did not reply. The penny only dropped when one of the other members of the intervision group said 'Perhaps he didn't actually feel safe with you!' For the consultant, this was the starting point to investigate exactly what had happened. He discovered that he had indeed formed a negative judgement about this man somewhere in the back of his mind. He had not accepted him with all of his faults. Through the feedback from his colleagues, the consultant was able to understand what needed to take place within himself. It is true that he had worked with this man *rationally* to identify exactly what was going on, but *emotionally* he was not offering him enough safety. The clarity of the rational analysis, which for the consultant was the starting point for a programme of change, actually felt like a threat for the client, because with such sharp focus he did not feel safe enough to start the work.

Independently of the technical knowledge that a consultant needs to have, a real acceptance of the other person is the most important prerequisite for successful support. This does not mean that you simply go along with everything the other person says, but that you come together in the dialogue as two autonomous and equal people. As psychologists, especially if we have been trained in assessment centre thinking for selection, we are inclined to form our judgement (too) quickly.

The story is always true

With this in mind, we can proceed to a second point of importance in the approach we are unfolding here, which starts with your own story. As we indicated earlier, as a consultant we begin by listening to the story you tell us. This listening is crucial for the process of mapping out someone's story. Nobody has their story ready, because it is told to another person who listens to the words differently from how you mean them, asks questions, looks surprised, notices something and reflects that back to you. The second principle that consultants take on is: *the story is always true*.

If you start thinking during your discussion that the other person is hiding something or is describing something wrong, you will waste energy. You need to get up close to the other person's words, try to understand and accept them as the best possible reflection at that moment of reality for the communication between you. Ask questions and make comments. Use non-verbal language, alternate between open and closed questions, stand up and sit down, look at somebody and look away sometimes, be still if the other person is trying to find the right words, and interrupt occasionally if the other person is rambling – vary your techniques and make it lively. Try to really understand, what he does, thinks and feels. Use your intellect and analyse, ask precise questions. Show empathy and actually feel what the other may be feeling. Make contact with his story at all levels in the dialogue. At the same time, and this is the art a consultant develops with great experience, you are following the story at a *meta-level*. You're communicating at two levels at the same time; you are talking and at the same time you are aware of the path you are proceeding along together, the greater whole.

I have worked with the Self-Confrontation Method for more than 20 years[cv]. I have learned to listen systematically and to work with the stories people tell, and to trust the fact that the structure will arise by itself in the story being told. The essence is that the person telling the story *is* the core of the story, and if I can fit in, with acceptance of the person as he is, then it is also that person's story that will develop. The *golden thread* through all of this is who he is, who he has been and who he wants to be. In the story, words get their meaning, the person shows their feelings and thoughts. The body can also have an important part to play in this. The content of the dialogue is determined by the person as a constant factor. What I have to do as consultant is make contact without interrupting the story. In this sense, the story is always right.
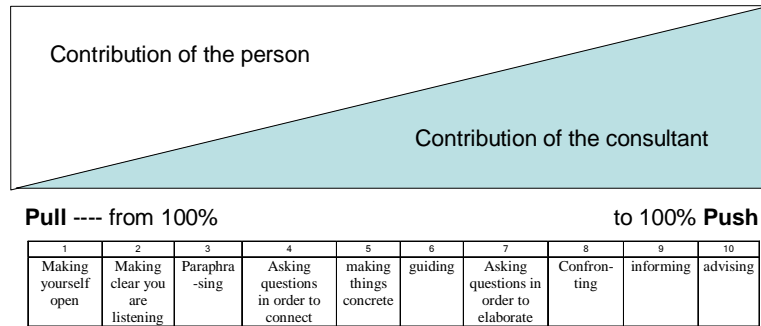
If the consultant can master this art, each person you work with becomes fascinating, because each story by definition is unique and you can only make contact by making a *conscious* effort. As has become clear, not only the leader but also the consultant will find that all elements we discussed before come up in relation to their own development. To the extent that he has developed in switching flexibly between modes and sources of influence each will be able to raise his work to an *art* form.

If you don't know, ask

The third point of importance for a good consultant is to understand *the art of asking questions*. People find it very pleasant and inviting to feel they are being listened to properly. You show this by asking questions and as the process continues, the contribution of the consultant increases. The *continuum of directiveness* may be helpful with the process of the dialogue[cvi]. The consultant usually works from left to right, from 'pull' to 'push'. You begin by looking for a connection with the other person. This means that conduct from the 'pull' side of the profession is in the forefront: making yourself open, showing that you're listening, sometimes paraphrasing what you've heard, and putting a question to clarify things. You

investigate anything which has not been spoken about explicitly, you persist with questions, sometimes you confront.

The art of asking questions

Contribution of the person

Contribution of the consultant

Pull ---- from 100%   to 100% **Push**

1	2	3	4	5	6	7	8	9	10
Making yourself open	Making clear you are listening	Paraphra-sing	Asking questions in order to connect	making things concrete	guiding	Asking questions in order to elaborate	Confron-ting	informing	advising

The continuum also has an important role within the working of the Self-Confrontation Method[cvii]. It is characteristic of this method to put the other person in a position (or help or coerce them) to articulate what is important to them in exercising their leadership. You listen, ask questions, ask more questions, summarise, conclude and write down. If you ask people to think and to reflect out loud, they usually find they can do this easily. If you ask someone to write down what they said so easily, it becomes significantly more difficult. The role of language and the narrative of people are fundamental here. Often this is underestimated and all sorts of complex investigations are carried out instead of simply listening closely to what someone says about what is going on with him and others. The uniqueness of each person in their experience is a given that must be taken seriously if development is to take place.

'Real' leaders dare to ask, dream, and think beyond the limitations of reality. Dare to be visionary to achieve something!

Being informal
As the fourth rule for the consultant, we note that we always have to work with certain rules and systems in order to make a start with developing leadership in the organisation as a whole. However, people want to be dealt with as individuals and approached with respect. As one of my Italian Right colleagues described this dialogical way of working: 'you people make a formal relationship *informal'*. By combining a clear system with the personal power of the consultant in the dialogue, a *natural* situation is created *artificially*. In a well conducted dialogue, individuals rediscover themselves.

The consultant as coach of the leader
There are many books on the market about coaching and a lot of people are calling themselves coaches these days. No doubt that coaching can be very effective. It is also clear that there is a lot of chaff among the grain. What I frequently notice is that a sort of sliding scale is coming into existence between coaching, counselling and therapy. At this point I

would like to be very clear: this is not therapy! We are talking as equals with a person who is autonomous and who is addressed as an independent individual in a dialogue. It seems obvious to me that aspects will be addressed that can also come up in a counselling or therapy situation.

Leadership development arises out of a dialogical relationship with reality. The consultant as partner in dialogue has the role of challenging and testing. This is a temporary role, which can be adopted repeatedly by different people in the environment, but which definitely has to be allowed. Many leaders hesitate to enter into such a dialogue with themselves and the other, because they are scared that it will make them less powerful and effective, whereas the opposite is true. If we try to classify the different approaches for interventions, there are two poles on a continuum:

- The consultant as *rational*: an expert on the substantive content, providing clear analysis and keeping a distance.
- The consultant as *intuitive*: unpredictable in his interventions, an expert on the process, using meaning on several levels, paradoxically, uninhibited about being involved.

The various different techniques that a consultant needs in the role of coach, can be grouped into different categories[cviii]. A good consultant can switch flexibly between all of these approaches, depending on the person they are working with. He can switch between the following sorts of interventions:

- Giving guidance, advice and recommendations: *suggesting*
- Sharing information and knowledge, giving summaries: *clarifying*
- Increasing self-knowledge, investigating hidden assumptions: *challenging*
- Increasing insight by facilitating the process of self-investigation: *exploring*
- Building up self-confidence and self-esteem: *strengthening*
- Disclosing and resolving emotions forming internal blocks: *releasing*.

Reviewing these techniques, the most effective is the one that stimulates the solution and the learning process in you, the leader. The better a consultant is able to tolerate *the fear of not knowing*, the less he will need to cling on to a specific technique, instrument or school[cix]. Which brings us to the theme of mastery[cx].

And then...
In the next and last chapter, developing leadership is applied in concrete form in a programme, either individually or as a team. The attitude of the internal or external consultant as described in this chapter is important here in order to set going development, whether it is of an individual, a team or the whole organisation.
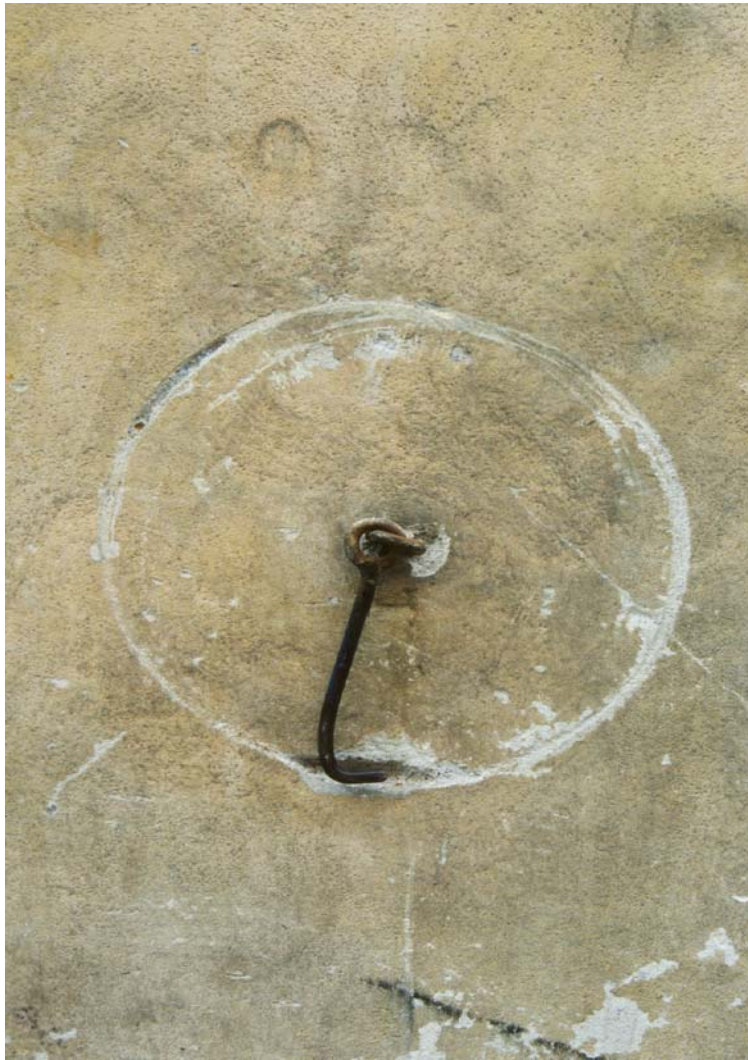
*t**ransformation***

channelling energy
between body and mind
consciously connecting
vision by pushing and pulling
heart with mind and body
anchoring transformation

searching the essence

the spirit of the valley never dies
this is called the mysterious female
the gateway of the mysterious female
is called the root of heaven and earth.
dimly visible, it seems as if it were there
yet use will never drain it.

From Lao Tzu (1963) *The Tao Te Ching* (translated by D.C.Lau) London: Penguin Classics, VI

Chapter 7
Leadership development in practice

> 'What about the Maoris, all that counts is the transience of the
> spoken word,
> the energy of the moment.
> They write nothing down,
> everything that is said is a part of the eternal change.'
> J. Bernlef[cxi]

This chapter considers what leadership development can look like in practice. The intention is not to write a manual, but to set out a number of important starting points. This will provide a guideline for both leaders and their consultants in fleshing out the practice of leadership development.

Look before you leap

If an organisation wishes to develop its leadership, the programme should preferably begin with those leaders who have final responsibility. If these people are not really interested, this does not bode well for future success (or for their own leadership). If a direction for development has been decided on but the people at the top are failing to demonstrate this consistently in their daily conduct in the organisation, then our advice would be: *keep the money in your pocket*. Having given that negative message, here is a positive recommendation.

When we talk to an organisation about setting up a leadership programme, there are four things on the agenda:

- *Setting a good example*
  How does the organisation view its own leadership? What sort of leaders does the organisation want to develop? The clearer this is, the more successful the development programme is likely to be. Are the people at the top leading the development? Are they working for the desired change sincerely, in everything they do?
- *Vision of the organisation*
  What stage of development is the organisation at? Does it have a clearly formulated vision, mission and strategy?
- *Anchoring in core values*
  Have core values been formulated which can serve to anchor the desired leadership profile? What leadership competencies have been formulated? We are looking here at behaviour, expertise and business.
- *Communicating*
  We often notice that a lot happens in organisations, but that communication about it is bad. We encourage people to talk to each other about their experiences in developing their leadership. Although confidentiality is important, openness in communication is a decisive factor for the success of this sort of programme.

A *leadership development programme* focuses on the following:
- The *individual leader*: what could or should they develop?
- The *team* in which you work: where do agendas coincide and where do they diverge?
- The *organisation* as a whole: what should it be focusing on in its development?

Thinking, feeling and doing things *differently*

Developing leadership means creating *space*: physical, emotional and rational. Permitting you to think, feel and act *differently*. This requires in the first instance an environment that allows you to reflect and change, to say something that you don't yet know for certain. That is why, in working with people who want to reflect on their leadership, we prefer to start this process in a *dialogue*, only later linking it to the everyday world of working practice. The insights gained do eventually have to be translated into concrete observable behaviour. It is in practice that success has to be demonstrated, not in the safe environment of the consultant's office. It is only the competitive encounter with the outside world that the real power of you as a leader is apparent.

The intention here is not to look at programmes in detail. We shall merely sketch the outlines of leadership development by looking at four steps.
- *Teach and apply*
  In the first phase, we give the leader the opportunity to reflect. The starting point for our discussion is: what does it mean to you to be a leader? The leadership concept is explained interactively.
- *Attend*
  In the second phase, which as a process is woven into the first one, the leadership concept is applied to your individual situation as a leader. What sort of a leader am I? Where is my organisational unit in its development? What sort of leader should I be? Here insights and wishes are tested in practice.
- *Create and reinforce*
  In the third phase, insights from the dialogue are linked with daily practice. Here we look at the kind of conduct displayed by you and what conduct is perceived by people around you. Do I have the effect I intend to have, or is it coincidence? This phase can include experimenting with new behaviour, executive coaching and behaviour-oriented training.
- *Anchor and relate*
  In the fourth phase of development, the new conduct is anchored in practice. We also go back to the original situation and aspirations for learning: what did I want to achieve? Where am I now on the path of my development?

Introducing structure

We build a respectful relationship in a psychologically safe context. It is only if the reflecting leader really experiences the situation as safe that the objective of the programme can be achieved: *to reflect on the past, the current position and future ambitions, both at work and outside it, in relation to leadership dimensions*. At the same time we pay a lot of attention to constructing your narrative as a leader. Through the dialogue we put you in a position to make (new) connections at the level of the structure of your narrative.[cxii]

We use a number of instruments to sharpen the process of reflection. We check the intention behind the conduct and its effects. These instruments are not fixed in advance; they are chosen on each occasion to suit the level, culture, language and organisation involved. However the result of a development programme for a leader must always be something concrete: what am I going to do when, with whom, and how can I measure whether I have achieved results? An individual development plan is helpful here. At the end of the process the consultant also writes down his vision on paper personally and individually, in the form of a handwritten letter rather than an official report. The individual development plan and the

letter from the consultant together form the basis for development, for coaching and training. Whether or not this leads to success will depend on you and on whether you can come up with the discipline to carry through the change. Often plans end up in a desk drawer, to be forgotten and not carried out.

Respect, patience and persistence on the part of the consultant are very important in a successful change process. A consultant learns by experience and insight that a change process goes as far as it goes. You cannot change another person if that person does not wish to change. What you can do is invite the other person to look at the truth about themselves, by asking them to look at situations they do not actually want to see, but which are hampering their conduct in daily life.

> A general manager of a professional organisation speaks condescendingly about the profession in his everyday language. Although he is a very good professional, this is not reflected sufficiently in the way he speaks about it with his staff. As a result, the profession acquires a taint, as it were. Younger people pick up a feeling of reserve and wonder what is actually being done here; older professionals leave the organisation because they do not wish to deal with their profession in this way. Only by recognising this, investigating it and changing it consciously and in a disciplined way this attitude can be changed.

We distinguish between two sorts of programmes:
- *Development of top management: individual leadership programmes*[cxiii]
  These programmes are for top management (strategic management), on an individual basis, each person separately, with a shared ending in one or more team sessions, followed up by coaching and training.
- *Development of middle management leadership: group programmes* (team-based leadership development)
  This concerns to the level below top management (tactical/operational management) and involves a team programme with times for individual contact, followed up by coaching and training.

Development of leadership at the top: individually
The development of leaders at the top requires a consultant knowing how to create a safe situation, based both on integrity and trust and on a rational and emotional relationship. It is therefore desirable for this target group to begin individually and to finish with the team. The last step is crucial, because it is always within a team that you as a leader have effect. Together with Océ-Technologies NV we developed a programme as of 2003, which has been rolled out in more than 20 countries across the world. This programme begins with an individual two-day programme for the top managers (managing board, managing directors of operating companies, business unit directors), followed by one or more meetings with the entire team and individual follow-up sessions.

A starting memo to focus attention
Each participant in the leadership programme prepares a starting memo describing his expectations and learning objectives based on a number of specific questions. The participant reflects in the memo on factual and more personal matters such as:
- the organisational unit I lead
- the phase of development the organisation is in, in relation to developments in the market and its surroundings

- my personal vision and mission as a leader
- what characterises me as a leader: where am I coming from? Where am I now?
- how do I want to develop in the future as a leader, in the short and long term?
- what does the organisation contribute to my mission as a leader?
- what do I contribute to the achievement of the mission of the organisation?
- what type of leader do I see myself as?
- what would somebody have to do in order to be accepted by me as a leader?

By focusing the attention in this way on one's own leadership, the dialogue starts.

Quick scans give depth of focus
In order to get a deeper understanding of the organisation and culture, the participant completes a number of questionnaires, allowing him to get more understanding of the development of his own organisational unit and the dominant culture. At the same time, we use this to reveal the difference between where you are now and where you want to get to with your section (current situation and preferred situation).
- The Organisation Quick Scan gives an initial answer to the question of what phase of development your department is in, and in which direction you think it ought to develop.[cxiv]
- The Culture Quick Scan provides more insight into the actual and desired culture within your organisation.[cxv]

The dialogue takes shape
During the first day, you are in an extensive and in-depth dialogue in which you formulate a number of statements characterising your leadership. These are based on the leadership concept, and how this relates to your own situation ('teach and apply'). The starting memo also serves as a starting point for the conversation. These statements are formulated in your own words and your own style of language. The consultant facilitates this and the results are adopted in the Motivector® Leadership. This technique helps you to make focused and specific statements about what you are encountering in your leadership such as: a personal mission that conflicts with that of the organisation; the context of an organisation that offers inadequate support; organisational values that give you good guidelines but do not appear to be applied much in practice; conflicts and teamwork within your team or an obstacle in your career that you can see approaching as you are not being asked to take the next step. The Motivector® Leadership also gives the consultant an insight into your reflective capacities, such as learning capacity and vision, the capacity to formulate insights and how these take effect at the level of motivation. It points out your own values and motives. We investigate here what leader roles feel the most suitable: entrepreneur, manager, coach, strategic entrepreneur, professional or change leader.

- What do you want to achieve as a leader: what is your personal vision and based on that, your personal mission as a leader?
- What does your current organisation contribute to your personal mission as a leader?
- On which points do you experience tension, positive or negative, between the mission of your organisation and your own personal mission as a leader?
- What do you want to achieve in your life: what is your personal mission as a human being?
- What does your current position and work contribute to your personal mission as a human being?

- On which points are you experiencing tension, positive or negative, between your work and your mission as a human being?
- From whom did you learn the most important lessons for your current role as a leader? Also say what you learned.
- Who is your most difficult staff member (meaning the person who is most difficult for you to lead)? How do you, or did you, deal with this?
- What has been your greatest success as a leader?
- What has been your greatest failure as a leader?
- Describe yourself as a leader in your own words.
- Describe how you think others see you as a leader.
- How do you deal with stress?
- Make a choice from the leadership roles to the extent that they apply to you:
  - Myself as entrepreneur
  - Myself as manager
  - Myself as coach
  - Myself as strategic entrepreneur/innovator
  - Myself as change leader
  - Myself as professional

  Describe yourself briefly in terms of the above rules.
- Describe yourself as a leader in a situation in which you had the feeling that you were really being yourself, 100%.

The Motivector® Leadership allows you to discover very precisely ('applying') when you are acting based on power (push) and/or feel involved (pull), or when you withdraw, as well as what situations or dilemmas are experienced as stressful. Personal motivation, personal mission as a leader, shared values and culture are central in this part of the dialogue.[cxvi]

Then we ask you to demonstrate us how you influence others ('attending'). We do this by asking you to have a conversation with a staff member in a simulated situation. This allows us to explore your actual non-verbal and verbal behaviour. In addition to the results of a 360-degree feedback exercise we can see where your strengths and weaknesses are.[cxvii] We make a video recording of the conversation with the staff member, so we are in a position to discuss your modes and sources very precisely. We also pay detailed attention to the relationship between vision, push and pull, thinking and feeling. This also allows us to discuss your non-verbal behaviour in detail. Finally we also look at your personality, which is important in connection with the possibility of developing new conduct in the future.[cxviii]

The first day of the leadership programme is described by the terms dialogue and reflection, creating clarity in head, heart and hands – in thinking, feeling and doing. My experience is that the dynamics of such a day are different for each individual. As a general rule we can say that the deepening of insight usually occurs during the afternoon session. This process cannot be speeded up. However it does require the consultant to be alert and use the momentum when it arises. Where there is resistance or an inability to express what you really want to say and what you feel, this process will need time, calm and trust. Although many leaders have big problems making this time available in their diaries, it is the essence of an effective and successful learning and development process.

The dialogue is made concrete
On the second day the dynamics of the first day are made concrete in specific actions. You have been home or in your hotel and will often have talked that evening about your

experiences of the day with your spouse or friends. My observation is that the evening after the first day is crucial for *deepening* insight. The pieces of the puzzle fall into place by themselves. That is why on the second day we always start by reviewing the day before and the lessons learned. The level of reflection also gives the consultant something to go on when deciding how to build up the feedback in a systematic way. Overall this can take place in two ways:

- *From the outside in*
  Here we begin with the context of the organisation and proceed via behaviour to the level of motivation and personality. In this way we start with the least threatening and personal and during the process we orient ourselves to the more personal and essential elements in the feedback.
- *From the inside out*
  Here we begin with the level of motivation and personality, often working very personally and intensively with the relationship between your inner world that is not immediately observable and the concrete behaviour observed by everyone around you. Finally we look at the results in the context of the organisation.

During this process of feedback, you are asked to write down your insight or conclusion for each section. This process is directed by the consultant, whose task it is to ensure that all the pieces of the puzzle eventually appear on paper, so that you can convert these into a targeted plan of action. At the end of the second day, you write your own development plan. At the same time the consultant writes a letter to you, setting out the most important results from the programme in a personal way, informally ('just for you') and in handwriting. The consultant feels free to use rational language but also imaginative comparisons. The development plan and the letter form the starting point for further development.

Insight leads to action
After the close of the second day, agreements are made on follow-up. This could consist of training and coaching in the areas of conduct, business or professional skills. Here you check just how the insights from the leadership programme are working in daily practice ('attending') and how you can observe behaviour and deliberately change it ('creating and reinforcing'). This phase is exciting and costs effort. The dialogue about your own leadership takes place outside the company, at the consultant's offices or at a conference venue. Everyday reality takes place inside the company, where often you do not have the space to first think and then act. The surroundings often reinforce the old routine behaviour instead of stimulating innovation. This process is inevitable and is anchored very physically and non-verbally in the daily routines. The thing is therefore to anchor the intention to change conduct in the environment, for example by making an agreement with a colleague to give each other feedback. Or by planning time in management meetings for specific action on change, individually and as a team.

Action in the team context
Because leadership is practised within a team, the next step after the individual leadership sessions is that we meet together with the entire team. The central thing here is the development of top leaders within a team context; each member has drawn up their own development plan in the individual sessions earlier. On this day we go through the same steps – teach and apply, relate, create, anchor and relate, but this time in the context of your team. In this session you take your normal place and role and we link up the insights from the individual leadership programme with the collective. It is characteristic of these sessions, and can be a challenging aspect, that routine behaviour is consciously identified and interrupted

by interventions from the consultants. During this session we deliberately take you out of your comfort zone. Here we are laying the foundation for the creation of a shared learning environment. Of course this is different for each team and each organisation, but what is sure is that effectively dealing with feedback is essential for successful leadership. Having conducted sessions with many teams, it is clear time after time how important it is as a consultant and supporter in this dynamic process to free your mind of any preconceived ideas, judgements and prejudices. To find the courage to make an intervention that breaks the routine. This means rowing upstream. It is often at this point that the real change in behaviour comes, really daring to think and feel differently. If it works, this is a wonderful experience and really nourishes your development as a leader.

A session is structured along fixed lines:
- Explaining the leadership concept ('teach and apply') and applying it to yourself, this time within the team. The results are shared and discussed.
- Giving feedback at team level about the leadership conduct ('apply'). In which roles are the team's strengths and weaknesses as a whole (entrepreneur, manager, coach, strategic entrepreneur, and professional)? The discussion culminates in drawing up team-oriented points for action.
- Giving feedback at the organisational and cultural level based on the questions 'How does the team see the development of the organisational unit?' 'How do the management team members see their organisation individually?' By talking to each other about these things based on focused questions, in subgroups, areas of agreement and difference about insights relating to the organisation become clear and can be made the subject of dialogue within the team. The way in which discussions in the team are carried out is used by the consultant to illustrate the feedback and to guide conduct actively ('create and reinforce') in a more desirable direction. Both the *process* and the *content* of the discussions are repeatedly discussed and evaluated. The discussion culminates in drawing up team-focused points for action.
- Sharing the broad outlines of the individual development plans ('anchor and relate').

Development of tactical leadership below the top level: in groups

Developing leaders at tactical leadership level means – once again - that as a consultant you need to be able to create a safe situation based both on integrity and trust and on a rational and emotional relationship. In view of the numbers of leaders at this level and the related costs for individual programmes, the choice is often for leadership development to be carried out in groups. After the leader of the team has finished their individual programme (i.e. top management members who have gone through the first version of the programme), the session with the leader's whole team is prepared. This means a team session of three days with individual opportunities for contact between the consultant and all participants, primarily about the individual feedback based on the 360-degree feedback. The session consists of a team-oriented three-day programme followed by one or more follow-up sessions of individual coaching and training and meetings with the team. A three-day session of team-based leadership development is built up according to this programme.
- On the first day, the leadership concept is explained ('teach and apply') and the participants are invited to apply this to themselves. The results are shared and discussed.
- The participants discuss with the consultant the feedback at behaviour level in the 360-degree feedback ('apply') in several short breakout sessions. In which roles (entrepreneur, manager, coach, strategic entrepreneur) do the strengths and points for attention lie? The

discussion culminates in drawing up points for action. It is characteristic of the team-based leadership development programme that the leader of the team also discusses the results of the 360-degree feedback given by them to members. In this respect a lot is asked of the team leader, because in that role you really show your leadership over these three days; you can actively influence the culture in the team and at the same time work on your actions.

- On the second day the participants draw up the core points of their development plan in the morning. They discuss this with the consultants, with each other and with the team leader. The making of personal development plans in team-based leadership development is definitely an interactive task. Using flip-charts on the wall, the plans are built up step by step in front of everyone. We also encourage the leader of the team to demonstrate actively how they are working on developing their own leadership.[cxix]
- In the afternoon the participants also receive feedback individually and as a group at the organisational and cultural level. 'How do the members of this management team see their organisation individually and collectively?' By talking to each other about these things based on focused questions, in subgroups, areas of agreement and difference about insights in relation to the organisation become clear and can be made the subject of dialogue within the team. The way in which discussions in the team are carried out is used by the consultant to illustrate the feedback and to actively guide conduct ('create and reinforce') in a more desirable direction. Both the process and the content of the discussions are repeatedly discussed and evaluated. The discussion culminates in drawing up team-focused points for action.
- On the third day of the programme, the action plan is completed as a team based on the input from the conversations, the 360-degree feedback and the Organisation and Culture Quick Scans. The end of the programme consists in the participants completing their Individual Development Plans and discussing these in individual meetings with the consultant and their team leader.

An Individual Development Plan gives some direction on the following questions:
- What do I want to change and why? Why is this important to me?
- What does the desired final situation look like? In other words, what should I be able to do, or be doing, once I have completed my development?
- How can I make my development process a reality? Who/what do I need for this?
- Specific: what do I want to develop?
- Measurable: how can I determine whether I have achieved what I want to achieve?
- Acceptable: how can I ensure that my development is acceptable both for myself and for my manager and organisation?
- Realistic: are my aims too ambitious? Is this going to work? Who do I need for this? What do I need for this?
- Time-bound: by when do I want to have achieved my aims?

Sessions like these may be used repeatedly in each organisation and team, adapted each time to suit the wishes of the organisation or team. Sometimes we use other techniques (e.g. outdoors, business cases, and games), different instruments (such as team role profiles) or other interventions (such as body-oriented exercises). The aim of describing the leadership programme at individual and team level is merely to give an impression.

Become aware of where you are

Both in the individual programme and in the group programme, we ask you to give yourself
scores on the leadership concept based on the following question:
Thinking about yourself in your *current role* as a leader, given a hundred points to distribute,
how would you do that? This is not about the time you put in, but about the *energy* you put
into the various modes and sources.
The same question applies to your role as leader, i.e. independently of what you actually do,
what do you think the distribution should *ideally* be for someone in your role?
This exercise is one of the most essential and powerful that we use, due to its simplicity and
applicability. Let us look at an example. Here, the first figure given refers to the current
situation and the second to the desired situation.

> The leader in our example gives the following scores on the leadership concept:
> Thinking 20, feeling 20, doing 40. The most important change relates to thinking:
> from 20 to 40, and doing: from 40 to 20.
> So this man feels that he should make more use of his mind and he should rely less on
> non-verbal influence.

becoming aware
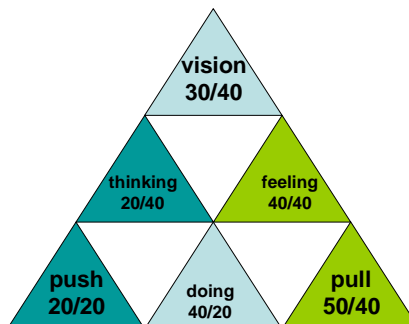
> With regard to the mode of influencing, we see that he would like to display a bit more
> vision (from 30 to 40) and a bit less pull (from 50 to 40). This leader's strength lies in
> the emotional pull factor, and his development will be in the area of thinking and
> vision. Based on these scores, we have a conversation. The man explains that a critical
> situation for him is if he is not accepted in his leadership role. Then he gets too
> coercive and disproportionately 'pushy'. He draws up as an action point: in situations
> where my leadership role is not accepted, I will keep an eye on my level of emotional
> push. The next time during a coaching discussion he reports on this.

People are easily able to classify themselves in terms of the leadership concept as to where
their strength and need for development lies – which is often different for different roles.
Although the reality is complex, we see that it is not difficult to apply the concept to your own
situation. This can help you to give shape to desired changes. We provide support by printing

the most important elements from the concept on cards that people can take with them as a reminder for every day.

Without communication, vision is not noticed
We use behavioural examples in the 360-degree questionnaire. This allows the values and competencies of an organisation to become visible in the daily conduct of leaders. We use the competencies as a lens to enable us to observe the world around us more clearly. This sort of feedback is meant to compare the image you have of your own competencies with how others around you see things. An interesting example is that we often notice that *within* a management team, the competency 'Deciding a direction' is frequently seen by team members as adequately developed, whereas staff *outside* the management team takes a different view. Our experience shows that within such a group the course of the organisation is talked about extensively and in depth, but outside the group its members forget to make the vision explicit. Mostly it is a question of defective communication.

Success is determined by anchoring

A good first step can be undone by a failure to take the second or third step. Anchoring in the organisation, active support by the top management and HR are necessary for successful leadership development in the organisation. Follow-up action can focus on the organisational level as well as the team or individual level. For this development, both focused individual training and coaching and group-oriented training and education may be possible and necessary.

Becoming a master

Reflecting on the ideal of leadership, I see that in any event it has to do with *mastery*. This means that

- as a leader you have acquired *authority*, which is not the same as status based on a formal position;
- you have been able to bring to life a *vision* by collectively allowing it to flourish, coming to expression in joint results and well-being,
- you have developed yourself *rationally* as well as *emotionally* and *intuitively*,
- you are in a position not only to exercise *power*, which means acquiring it, increasing it and maintaining it, but also to use it for the whole of the team, organisation or society;
- you are able to maintain *the right balance* between head, heart and hands, between vision, compassion and power;
- you can *connect*, get people to connect with each other by your vision which transcends differences and brings people together for a shared aim.

In short, you as a leader bring about a connection between *power, knowledge, charisma, courage and discipline*. In this connection the *other* has the central position; the aim is for the organisation to perform better, or for society to work better. Particularly where there is confusion and a lot of perspectives tangled up with each other, the master shows the ability to find the right path by transcending the differences and making connections, by reconciling dilemmas and connecting them at a higher level. And then, if we give ourselves over fully to poetry in speaking of mastery for the leader: he transcends himself by *love, by creating beauty.*
Being a master means being able to let go of our usual efficiency, letting go of our need for power and control, creating free space, transcending control and gaining real freedom.[cxx]

This ideal can serve as a starting place for continuous improvement, for becoming better each day in what you do. As such it is a valuable source of inspiration. It makes us modest and sets the highest standards, because you will never reach the *perfect!*

Buddha

timeless peace
in your eyes
reflected
by your hands

acceptance

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About the author

In this book the reader is taken on a journey through various different aspects of leadership. The author does not do this exclusively on the rational level, but by stimulating the reader to think by using combinations of words and images. The book takes as its starting point the idea of '*myself as a leader*', and works from the inside to the outside, from intention to behaviour to effects. Every society, every company and every group of people is confronted with the issue of leadership. It is a centuries-old theme still encountered by contemporary leaders amid all the uncertainties of the modern age, and this book sets out to assist them by providing a clear leadership concept. By taking a look at yourself in the light shed by this concept, you will see for yourself where your own balance and imbalances are found. This is the starting point for a path of development, which can often be a long one.

The core of this book's message is that leadership has to do with *dialogue and development*. A leader wants to bring something about: in the world, in a company, in a political party, in a religious community and in himself. Changing and developing things is something that comes out of a vision – if it can properly be called leadership then it does not just happen by coincidence; there is a direction in it and an intention behind it. In order to achieve this, the leader must influence others in his environment in dialogue with them. A leader wants to get others on board and inspire them to do something for him. But the dialogue is also directed inward when it is about the self-investigation that a leader needs to do in order to gain clarity about his motives, ambitions and competencies: stopping and reflecting on what he is about and what he wants to achieve in essence. This book aims to contribute to leadership development from the perspective of dialogue.

In the first part, leadership is described as *conscious influence*, 'getting things done based on a vision, achieving certain results (whether deals, thoughts, feelings or changes) with, for and through other people, within the context of the organisation and society'. The second part elaborates further on the elements of the leadership concept, based on snippets of theory, practical examples, reflections, photographs (by the artist Marco Käller) and poems. In the third part, the emphasis is on leading change: in yourself, in your team and in the organisation.

The book includes appendices containing sample programmes and questionnaires, allowing the reader to apply the leadership concept directly.

Dr. Rens van Loon (1955) is an expert Leadership & Organizational Development with Right Management, the Netherlands. He has gained extensive experience in a wide range of Human Resource disciplines during his twenty-year career as a trainer, scientist, manager and a consultant. He has particular expertise in motivation and personality assessment in combination with leadership assessment, development and executive coaching.

Rens studied Philosophy and Psychology at the University of Nijmegen, the Netherlands. After his University studies he combined his activities as a consultant with scientific research. He completed his Ph. D. about motivation assessment based on Valuation Theory and SCM Method. He is a licensed SCM-consultant® and supervisor. He developed the concept of the Dialogical Leader®. Within this conceptual framework the Motivector® Leadership functions as a tool to assess and develop leadership related to organisational development. He combines western and

eastern perspectives in his approach for leadership development (body, mind and emotion), based on scientific research and practical experience.

During his career Rens combined his activities for customers (central and local government, police, industry, health services) with writing and lecturing about leadership and development. For companies like Océ Technologies and Heineken he developed a world-wide leadership program, combining core values, competence management and leadership development.

He is the author of *The organisation as narrative* (Dutch; edited together with Joep Wijsbek, 2003), *Symbols in self-narratives* (Dutch; 1996).

NOTES

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[i] The Teaching of Buddha, page 100.

[ii] The companies referred to gave permission to mention them in the book.

[iii] Moss Kanter, R. *Leadership to create a better world* [Dutch] in Haijtema, D. (2005) *Leadership in the 21st century* [Dutch], page 80.

[iv] In this book I focus primarily on the person of the leader, and I give some attention to the context of the organisation. The context of societal development is not taken into consideration here. Arnold Roozendaal will go into this in more depth in his thesis (published in 2008) on contextual leadership. In this book I work from the inside out, whereas in his research, Roozendaal works from the outside in. The two perspectives are complementary and each needs the other for a full picture.

[v] The copyright in these questionnaires is owned by Rens van Loon & Arnold Roozendaal.

[vi] Marcus Buckingham (2005), *The One Thing You Need to Know*, page 188.

[vii] Peter Drucker describes this evocatively: '[as] for separating management from leadership that is nonsense – as much nonsense as separating management from entrepreneurship. Those are part and parcel of the same job. They are different to be sure, but only as different as the right hand from the left or the nose from the mouth. *They belong to the same body.*' (Quoted from Covey 2004).

[viii] First used in the publication for the INK: *Leadership. In search of the right balance between will and ability* [Dutch]. The definition of leadership as 'getting things done for and by people' comes from Kor, Wijnen and Weggeman (1991, page 72). We have sharpened this definition over the course of the years by including the context of organisation and society in the description.

[ix] The idea of viewing an organisation as if it were a narrative is systematically worked out in the book *The organisation as narrative* [Dutch]. In the chapter entitled 'The 'dialogical leader®'. The way to excellent leadership', I laid the foundations for the leadership concept which is worked out in more detail here. Van Loon and Wijsbek, *The organisation as narrative. Dialogue and reflection as a starting point for the development of organisations, leaders, teams and employees* [Dutch] (2003).

[x] The Dialogical Self: Beyond Individualism and Rationalism (1992), American Psychologist.

[xi] Hermans, Kempen and Van Loon (1992), page 28.

[xii] INK (2002) *Guide to the application of the INK management model* [Dutch].

[xiii] Quinn (1997), *Management skills manual* [Dutch].

[xiv] Trompenaars and Hampden-Turner (2004) *Managing people across cultures.*

[xv] This classification is based partly on the INK classification but also on Ulrich, Zenger and Smallwood (1999), *Results-based Leadership. How leaders build the business and improve the bottom line*, and on the classification in Covey (2004), The 8th Habit. From Effectiveness to Greatness. Ulrich distinguishes between setting a direction (entrepreneur), engendering organisational capability (manager), mobilising individual commitment (coach) and demonstrating personal character (myself as a leader) – pp 7-13. Covey distinguishes between path finding (entrepreneur), aligning (manager), empowering (coach) and modelling (myself as a leader) – pp 112-116.

[xvi] Definitions are quoted from Ulrich, Zenger and Smallwood (1999), *Results-based Leadership. How leaders build the business and improve the bottom line*.

[xvii] Wanrooij (2001), *Management between professionals* [Dutch], page 25.

[xviii] Kor, Wijnen and Weggeman (1991), *Management and motivation. Giving content to leadership* [Dutch], page 81.

[xix] Maister (1993), *Managing the professional service firm.*

[xx] Wanrooij (2001), *Management between professionals* [Dutch], page 28.

[xxi] Elsevier, page 53

[xxii] Van Loon and Hoving (2002), *Leadership. In search of the right balance between will and ability* [Dutch].

[xxiii] It is noticeable that management systems such as ISO 9001, Six Sigma and IiP, which give a lot of attention to structuring and doing (the people aspect of leadership), give little attention to directing (the vision aspect). This omission is no coincidence. The aspect of directing, that which marks the leader out as visionary, is particularly difficult to capture in a management system. *Management systems made simple. The relationship between INK and other management models* [Dutch] (2005), page 27.

[xxiv] The concept presented here is a simplified version of reality. A few words about the background, structure and choices made: the concept of Quinn (1997) is a static model with two axes and four quadrants. It is true that Hardjono (1995) in his Four Phase model works from the same system of axes, but he emphasises the dynamic. In principle organisations develop towards the right from one quadrant to the next to increase the organisation's capacities (material, commercial, socialisation and knowledge). A number of developments lead to four strategic perspectives: effectiveness in the first quadrant, efficiency in the second quadrant, flexibility in the third quadrant and creativity in the fourth. Then the link is made to the development phases of the INK management model (2002). In the first quadrant (effectiveness), there is a relationship with the activity-oriented organisation, with the emphasis on the quality of production and services. In the second quadrant (efficiency) it is about a relationship with a process-oriented organisation with a focus on the quality of processes. In the third quadrant (flexibility) it is about a system-oriented organisation with the emphasis on the quality of the organisation. In the fourth quadrant (creativity) the quality of the entire value chain is central, with a strong preference for a chain-oriented organisation. In this way all quadrants are interconnected in a dynamic development process. Depending on the strategic perspective however, different aspects of the development perspective are emphasised in each quadrant, with consequences for the dominant leadership style.

[xxv] The relationship between the various different organisational cultures and the related leadership roles is described by Quinn in eight leadership roles:

Producer and director In our leadership concept we have combined the roles of producer and director into the role of the *entrepreneur*, who is primarily occupied with vision and giving direction to the organisation. *Coordinator and monitor* In our leadership concept we have combined the roles of coordinator and monitor into the role of the *manager*, who is focused on processes and structure. *Facilitator and mentor* In our leadership concept we have combined the roles of facilitator and mentor into the role of the *coach*, who is focused on the development of people in the organisation, in teams and individually. *Innovator and broker*

In our leadership concept we have combined the roles of innovator and broker into the role of the *strategic entrepreneur and inspirer*, who is focused on developing the organisation as a whole, including people, processes and products. *Change leader* In our leadership concept, this is a separate role, take by someone who can bring about the change in each of the transitions.

[xxvi] Bakker and Tempelaars (2005), *Organisational development from Phase II to Phase III* [Dutch].*I*

[xxvii] Buckingham (2005), *The One Thing You Need to Know*, page 284.

[xxviii] Libbrecht (1995) *Introduction to comparative philosophy: structure and development of a comparative model* [Dutch].

[xxix] Examples of authors who have elaborated further on working with values are Beck and Cowan in their book *Spiral Dynamics.*

[xxx] LSOP (Police Education and Knowledge Centre)/School for Police Leadership (2003) *Core competencies for strategic leadership* [Dutch].

[xxxi] Document from Océ-Technologies NV: Focus on Professionals' Core Values (2003).

[xxxii] Covey, page 348, refers to Childre and Cryer on page 23 of their book *From Chaos to Coherence* (1999): 'Our immune system is weakened when we act counter to our deeper values and conscience, and grows in strength when we feel any heartfelt love or care'.

[xxxiii] An inspiring book for me was the book by Verstraeten (2003).

[xxxiv] The Attending - Creating - Anchoring (ACA) cycle is taken from work with the Valuation Theory and Self-Confrontation Method of Hermans and Hermans-Jansen (1995, page 262).

[xxxv] We will elaborate further later on the relationship between Hermans' 'dialogical self' and Covey's 'inspirational voice'. Covey creates a theoretical framework in which Hermans' dialogical self fits as a practical application of that theory.

[xxxvi] Charles Handy is a social philosopher who really gets us thinking about the world in which we live. One half of humanity makes things that the other half doesn't need. In rich countries the shopping centres are bursting with goods that nobody needs but everybody wants. Food is so abundantly available in western countries that people have to be forced to eat less and exercise more. We have created a sick world, in which the waste of talent and energy is ubiquitous and dissatisfaction is rife because everybody just wants more all the time. In this sense he is describing both the corporations and society overall as prisons for the human soul. The successful leader will be the one who can succeed in getting people to do the things they find meaningful themselves, things that make a difference and matter, however small.

[xxxvii] Covey, 'The seven habits of highly effective people' (1989); 'The 8th habit: from effectiveness to greatness' (2004).

[xxxviii] 'Vision' refers to the objective some way off that a leader wants to achieve. 'Mission' refers to the way in which that vision is to be achieved – what the leader does and how he inspires people in the organisation.

[xxxix] This section is based on an article I wrote together with Jeroen Seegers for Right Management Consultants on the occasion of the 2005 Performa Fair, entitled '*De leider die Nederland nodig heeft*' [The leader the Netherlands needs].

[xl] Source: www.management team.nl/ nieuws 16 september 2005.

[xli] Right Management Consultants (Netherlands) asked a group of people selected at random for their opinions on two questions: Who in the Netherlands is a born leader in your opinion? What characteristics does a born leader have? A total of 121 people responded. To the question of who was a born leader in the opinion of the respondents, 67% said they could not give any answer to this! As the three most important characteristics, the respondents referred to charisma, decisiveness and vision. These were followed by empathy, communication skills and integrity.

[xlii] Bennis (1994) 'Leading change: the leader as the chief transformation officer'. 'Management is getting people to do what needs to be done. Leadership is getting people to want to do what needs to be done. Managers push. Leaders pull. Managers command. Leaders communicate.'

[xliii] Servio Notermans.

[xliv] 'Tao Te Ching', in the translation by D.C. Lau, Chapter XLIII.

[xlv] Drenth, Damen and Goedhart (2005). *De kunst van het volgen. Over het ontvangen van leiding.* [The art of following. On receiving leadership.]

[xlvi] Covey, 'The seven habits of highly effective people' (1989) 'The eighth habit: From effectiveness to greatness.' (2004)

[xlvii] Hersey and Blanchard (1974). Blanchard published a book in 2005 together with Phil Hodges with the title *Lead like Jesus. Lessons from the greatest leadership role model of all time.* In this book the authors use exactly the same words for good leadership as the right balance between *heart – head – hands*. They add one more: *habit.* The dynamic balance must be anchored in your habits!

[xlviii] Kolb (1984). 'Experiential learning: experience as the source of learning and development.'

[xlix] Research by the Corporate Leadership Council, Succession Management Research (2003) shows that leaders can learn most from: 1. Real decision-making power, as the sole item in the category of work experience. In the category of feedback and interpersonal activities, all items were named: 2. Personal Development Plan; 3. Interaction with fellow leaders; 4. Executive coach; 5. Mentor; 6. Feedback. It was noticeable that technical courses and training were not mentioned at all as something leaders could learn from.

[l] Key - Modes:
Vision 1 + 4 + 7 + 10 + 13

Push 2 + 5 + 8 + 11 + 14
Pull 3 + 6 + 9 + 12 + 15.

li   Neuman is co-organizer of the exhibition 'Corporal Identity - Body Language' in the Museum of Arts and Design, New York (November 2003 – May 2004).

lii   Van Loon (1986) Lao Tzu en Plato: visies op de goede mens. Een beschouwing in het kader van de ethiek. [Lao Tzu and Plato: visions of the good person. A reflection in the context of ethics.] , page 13.

liii   Johnson, Mark (1987) 'The body in the mind: The bodily basis of meaning, imagination and reason.'

liv   Van der Lans et al. Naar een universele psychologie van het zelf: nagelaten geschriften van Harrie Kempen, cultuurpsycholoog. [Towards a universal psychology of the self: Writings left by Harry Kempen, cultural psychologist.]

lv   Trompenaars and Hampden-Turner (2004), 'Managing people across cultures'; Hofstede (1995) Allemaal andersdenkenden. Omgaan met cultuurverschillen. [Everyone thinking differently: working with cultural differences].

lvi   Klein (1984) 'Movements of Magic. The Spirit of T'ai-Chi-Ch'uan', page 7.

lvii   Csikszentmihalyi (1999) De weg naar flow. [Finding Flow. The psychology of Engagement with Everyday Life], page 44.

lviii   Libbrecht, (1995) Inleiding in de comparatieve filosofie. Opzet en ontwikkeling van een comparatief model. [Introduction to comparative philosophy. Structure and development of a comparative model].

lix   Chomsky (2003), in the Saturday supplement of the Dutch newspaper NRC Handelsblad, December 2003.

lx   Boehm (1999) 'Hierarchy in the forest', cited in Dotlich and Cairo, page xiv.

lxi   The quote comes from Dominique Haijtema's interview with Warren Bennis in the book 'Leiderschap in de 21ste eeuw. [Leadership in the 21st Century] 2005.

lxii   Ron Daley.

lxiii   This comes from an article in the newspaper Volkskrant of 22 October 2005, where the mayor of Nijmegen was advised to do this by the secretary to the municipality.

lxiv   Elsevier magazine, 30 April 2005, page 41.

lxv   Rosabeth Moss Kanter in an interview with Dominique Haijtema in 'Leiderschap in de 21ste eeuw. [Leadership in the 21st Century'] 2005.

lxvi   Al Chung-Liang Huang (1975) Omhels de tijger, keer terug naar de berg. [Embrace tiger, return to mountain] page 54.

lxvii   Getronics, Klaas Wagenaar: This is from an interview with Wagenaar by Van Lonkhuizen in: Management Team, 21 October 2005, page 42.

lxviii   Parikh (1991) 'Managing Your Self. Management by detached involvement'; Rampersad (2002) 'Total Performance Scorecard. Een spreurtocht naar zelfkennis en competentieontwikkeling van lerende organisaties. [A Search for Self-Knowledge and Competence Development of Learning Organisations]

lxix   Daniel Goleman (1996) 'Emotional Intelligence. Why it can matter more than IQ', page 27.

lxx   Dotlich and Cairo (2003) 'Why CEOs fail. The 11 Behaviors That Can Derail Your Climb to the Top – and How to Manage Them.' The hidden motives that cause leaders to fail can be summarised under the following headings: *arrogance* – only I am right, everyone else is wrong; *melodrama* – I am the centre of the world; *volatility* – I always do what my feeling tells me to; *excessive caution* – I'm afraid to make decisions; *habitual distrust* – I always see what is not right; *aloofness* – I don't belong here; *eccentricity* – I am different; *mischievousness* – rules are not for me; *passive resistance* – what I think is none of your business; *perfectionism* – I just need to get this right; *eagerness to please* – I'll do anything to make them like me.

lxxi   Collins, 'Good to Great'.

lxxii   Jaworski (1998) 'Synchronicity. The Inner Path of Leadership.'

lxxiii   Maya Rasker. *Met onbekende bestemming* [destination unknown], page 101.

lxxiv   My own thesis is entirely devoted to this theme. How can we give symbols and metaphors a place in our own story that promotes our process? 'Symbolen in het zelfverhaal. Een interpretatiemethode op basis van de Zelfkonfrontatiemethode.' [Symbols in the self-narrative. An interpretation model based on the Self-confrontation Method] (1996).

lxxv   Key – Sources: thinking 1 + 4 + 7 + 10 +13 / feeling 2 + 5 + 8 + 11 + 14 / doing 3 + 6 + 9 + 12 + 15.

lxxvi   Oxford English Reference Dictionary.

lxxvii   Wanrooij (2001), Leidinggeven tussen professionals. [Leadership between professionals], page 25.

lxxviii   In De Caluwé's terms this would be about changing from the language of the 'green' learning-oriented culture to that of a 'yellow', power-oriented culture.

lxxix   We will not go into this aspect of 'hearing voices' any further here. Although this phenomenon is not elaborated on further here, it is something that deserves more attention. In the 'dialogical self' as described by Hermans (1992, 1993), it is primarily the process of the dialogue between the voices that is important and not so much the fact that people hear voices. Everyone internalises the voices of important people in their lives. The man in our example had stored his father's voice somewhere in himself, and it said to him: 'What you do is never good enough'. He was always told he needed to get better marks at school. The voice saying 'always do better' became a stumbling block that he no longer recognised as such. Although this man had broken off contact with his father physically at the age of 22, mentally he was still affected by his father's voice. That voice carried on talking in the background, even after the father had died.

lxxx   Taken from De Haan and Burger. (2004) Coachen met collega's. Praktijkboek voor individuele consultatie. [Coaching with colleagues: a manual for individual consultation'].

lxxxi   Key – Roles: entrepreneur 1 + 4 + 7 + 10 +13; manager 2 + 5 + 8 + 11 + 14; coach 3 + 6 + 9 + 12 + 15.

lxxxii   Pierce Cooke (2003), 'The Leadership Crisis'.

lxxxiii   Molenaar (2006) Wisseling van de macht. [Switch in Power], pages 93-108.

lxxxiv   Ibid., page 108.

lxxxv Collins (2005), 'Good to Great'.

lxxxvi Chung-Liang Huang (1975) Omhels de tijger, keer terug naar de berg. [Embrace Tiger, Return to Mountain] page 54/95 (quote translated from Dutch edition).

lxxxvii Musashi (1993) Het boek van de vijf ringen. [The Book of the Five Rings. Strategic Insights for Life and Work], pages 107-109 (quote translated from Dutch edition).

lxxxviii Covey (2004) 'The 8th Habit', page 103.

lxxxix Kertész (1992) 'Fateless' (quote translated from the 1995 Dutch translation, page 240).

xc Covey (1989), 'The 7 Habits of Highly Effective People' and (2004) 'The 8th Habit. From Effectiveness to Greatness'.

xci 'Celibidache's Garden' (Dutch), Dutch TV: VPRO Vrije Geluiden, 14 August 2005.

xcii Goffee and Jones (2000), 'Why Should Anyone be Led by You?' Harvard Business Review, 5 September/October, pages 63-70.

xciii De Caluwé and Vermaak (1999), Over veranderen in organisatie. [On Change in Organisations'].

xciv Kotter, in Haijtema (2005) Leiderschap in de 21ste eeuw. [Leadership in the 21st Century], pages 65-74.

xcv Leiderschap in de 21ste eeuw. [Leadership in the 21st Century] – Peter Bakker', interview by Haijtema in Management Team 21.10.2005, pages 52-61.

xcvi Rens van Loon (2006). Een goede leider is ook leraar. Doorgeven van de essentie van leiderschap [An effective leader is teacher too. Passing the essence of leadership.] *In: Tijdschrift voor Management Development*. 14, 4.

xcvii These passages are partly inspired by Kessels (2002) Vrije ruimte. Filosoferen in organisaties. [Free Space: Philosophy in organisations]. Eloquent examples are given in this book of how reflection leads to action – conscious action. I have followed him to a large extent in order to indicate what the difference is between a primarily tool oriented consultant and a real dialogue partner (page 216-217).

xcviii Ibid.

xcix 'Level 5 leadership' by Collins; 'Good to Great' is another version of what is described in the leadership model.

c An interesting book is Managing Your Self by Jagdish Parikh, who shows how investing in one's own development gives a return on investment at the levels of self, organisation and society. For a consultant in our role, this is the motivating force that allows us to continue to work, which is also confirmed by how people and organisations respond to our interventions.

ci Vermoolen (2005). 'Management development becomes leadership development' (page 34).

cii Ibid.

ciii I have been led here by De Haan and Burger (2004), Coachen met collega's. Praktijkboek voor individuele consultatie. [Coaching with colleagues: a practice book for individual consultation'] On page 8 they give a good summary of possible interventions, which we have taken over here with a few additions.

civ Kessels, 2002, page 60.

cv I have written about this with others in 'The organisation as narrative. Dialogue and reflection as a starting point for the development of organisations, leaders, teams and employees (Dutch, 2003), in which I explained the application of the method in detail. I elaborated on the relationship with images and symbols in my thesis 'Symbols in the self-narrative. An interpretation model based on the Self-Confrontation Method (Dutch, 1996). In this first book I gave the clearest explanation of the intuitive and emotional aspect in dialogue and development. I will not go into this way of working in detail here.

cvi Lang and Van der Molen, 1991.

cvii The Self-Confrontation Method is the basis of the Leadership Motivector®, used in the leadership programme described in Chapter 7. The details of the method are described in 'The organisation as narrative' (Dutch, 2003), Chapter 6.

cviii De Haan and Burger (2004). 'Coaching with colleagues: a practice book for individual consultation' (Dutch), page 116. This book provides interested readers a lot of information on techniques. The examples of the writers are very useful for coaches.

cix Following the quote from the psychiatrist Irvin D. Yalom, cited in De Haan and Burger, 2004: 'The more the therapist is able to tolerate the anxiety of not knowing, the less need is there for the therapist to embrace orthodoxy. The creative members of an orthodoxy, ANY orthodoxy, ultimately outgrow their disciplines.' (Love's Executioner and Other Tales of Psychotherapy).

cx The discussion paper at the 2006 Bilderberg Conference (Confederation of Netherlands Industry and Employers, VNO/NCW) is entitled 'Leadership is mastery. Challenges, new elan and inspiration.' The contents of the paper are adding to this book.

cxi Bernlef J. (2003), Buiten is het maandag' [Outside it's Monday], page 84.

cxii We use an interview technique taken from the Self-confrontation Method. This is described in detail in the book 'The organisation as narrative' (Dutch, 2003).

cxiii The programme is also referred to as a Leadership Lab. This term was originally used by Jim Huck for a leadership programme at the University of California at San Diego.

cxiv This questionnaire is based on the INK (EFQM) management model and is used in the Organisation Quick Scan, which reveals the phase of development in the organisation model from Chapter 1.

cxv This questionnaire is based on the classification by Quinn, and reveals the culture in the organisation in the organisation model from Chapter 1.

cxvi How this method and technique works, which in my view is the core of this programme because it makes the dialogue concrete, is worked out in detail in 'The organisation as narrative' (Dutch, 2003).

cxvii The 360-degree questionnaire provides you with detailed feedback from people in your immediate surroundings. Each of these is an important person in their own way for your performance – your boss because he is the most important

customer for your results; your colleagues because you work closely together with them, for example in teams and project groups; and naturally the people you manage directly, the staff members in your team, as they benefit most immediately from good leadership and will experience directly the problems of bad leadership. I am an advocate of differentiated feedback based on the 360-degree exercise. This means dividing up the results into the subject's manager, colleagues and staff and perhaps also clients. This means your self-image is seen sharply in contrast to the image specific others have of you. There is a big difference between colleagues, who hardly see you in your daily functioning, thinking that you coach your people too little and hardly enters into a dialogue, and this being the view of immediate staff members who are faced with this daily. The behavioural examples in the 360-degree questionnaires we use include not only the competencies but also behavioural indicators relating to the core values of the organisation.

[cxviii] The Five Factor Model is a common, widely accepted personality model characterising people, and therefore also leaders (also known as FFM or the Big Five). The five factors are: emotional stability, extraversion, intellectual autonomy/openness, friendliness and carefulness. On the basis of this personality model it is possible to say something meaningful about the possibility of individuals growing within a leadership role. (Costa and McCrae 1992, Wiggins 1996, Howard and Howard 2001, Dotlich and Cairo 2003, Van Muijen 2003).

[cxix] Naturally this depends a lot on the culture.

[cxx] With thanks to Kessels, 'Free space. Philosophy in organisations' (Dutch, 2002) pp 155 ff. I have been inspired by his excellent description of the ideal of leadership as it is found in the philosophy of Plato and Socrates. This high ideal gives the current ideal of leadership its real shape and form.