

THIRD EDITION

DILEMMAS OF LEADERSHIP

TUDOR RICKARDS



DILEMMAS OF LEADERSHIP

Leadership, the practice of focusing and motivating a group or organization to achieve its aims, is a much discussed but often misunderstood concept. This comprehensive textbook introduces the subject for Masters level students.

Readers are invited to make a series of metaphorical journeys of discovery, thematically organized around fundamental dilemmas within the field of leadership studies. Building on the success of previous editions, the text uses a simple map-based approach to consider dilemmas such as:

- Is a leader born or made?
- How are tensions between ethical dilemmas and economic self-interest resolved?
- How does a leader's desire for control balance with the need to empower members of the organization?

This third edition contains a brand new chapter on leadership in sport, an enhanced chapter on creativity, and more international content. Also new to this edition is a companion website containing PowerPoint slides, revision quizzes and a tutor's guide. This text will be essential reading for Masters and MBA students on leadership courses, and will also be illuminating for managers pursuing leadership development.

Tudor Rickards is Emeritus Professor of Creativity and Organizational Change at Manchester Business School, University of Manchester, UK.

‘The need for global leadership has never been greater. The twenty-first century confronts not only the economy, but humanity, with immense dilemmas. The third edition of Tudor Richards’s book, *Dilemmas of Leadership*, asks wise questions and guides those who really want to make a difference in organizations and corporations.’

—Nancy J. Adler, *S. Bronfman Professor of Management,
McGill University, Montreal, Canada and
author of ‘Leadership Insights’*

‘Written in a lively, engaging and thought-provoking style, leadership is explored through a wide variety of themes, perspectives and illustrations. Constructively, the book is designed to encourage reflection on the multiple dimensions of leadership and enter into debate.’

—Dr Mark Low, *Staffordshire University, UK*

‘Tudor Rickards’ updated text provides an engaging exploration of the challenges of leadership for leaders working across various fields. This text moves beyond simple one-dimensional approaches and unearths the multifaceted complexities of leadership in the twenty-first century.’

—Dr Sheine Peart, *Nottingham Trent University, UK*

DILEMMAS OF LEADERSHIP

THIRD EDITION

Tudor Rickards

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PREFACE

DILEMMAS OF LEADERSHIP AND LEADERSHIP DEVELOPMENT

The first edition of *Dilemmas of Leadership* was written in 2004 as a general handbook or reference text for researchers, students, and practising professionals with leadership responsibilities. In 2010, I needed little persuasion from Routledge to rewrite and update the original material as a graduate textbook on leadership with emphasis on leadership development. This third edition has been developed for use as part of a taught programme for use within a wider range of traditional and blended learning courses dealing with these topics.

As its title suggests, the book is based on the premise that leadership development is helped by applying skills for dealing with hard-to-resolve dilemmas. These challenges become critical for effective decision-making. The proposed methodology is described through the metaphors of map-reading, map-making, and map-testing in order to identify dilemmas and challenge personal assumptions about dealing with them.

THE BUSINESS ORTHODOXY OF MANAGERIALISM

Some years earlier, I argued that the teaching of MBA programmes was heavily influenced by assumptions drawing on the Dominant Rational Model (DRM) of human behaviours. Furthermore, these beliefs weakened credibility of ideas coming from different systems of thought. In conclusion I noted that ‘Organizational experiences are increasingly revealing gaps in the core topics of business orthodoxy. One of our messages is that actions under conditions of environmental uncertainties can never be completely planned for in advance . . . the orthodoxy known as *managerialism* has been too readily accepted as a kind of economic predestination within which there is no scope for individual creativity . . .’¹

At the time of writing of the first edition of *Dilemmas of Leadership*, Twitter did not exist, Facebook was in its infancy, and smartphones, iPads, and WikiLeaks were for the future. China had only recently begun to be talked about as an emerging global superpower. The victory of Barack Obama, America’s first black president, attracted attention in part

owing to a campaign which mobilized a generation able to draw on the power of new media in its communications.

The ‘conditions of environmental uncertainties’ have persisted into the second decade of the twenty-first century. The financial shocks of 2008–9 were followed by the political upheavals accompanying the so-called Arab Spring of 2011. Social media began to change not just the speed but the way in which knowledge was created and communicated.

UPDATING THE EARLIER EDITIONS

Dilemmas of Leadership, like other business texts, continues to face the challenge of increasingly speedy obsolescence. In our workshops, conventional case studies of leadership were vulnerable to global events which threatened to render their learning messages obsolete. One solution to the dilemma of increasingly rapid obsolescence of material has been to resort to the updating capabilities of the internet. The wider reference materials now include over 1000 posts published electronically as Leaders We Deserve mini-cases. Approximately ten have been tested each year within leadership workshops for business students internationally.

The book has been applied on teaching assignments in a range of locations including the introductory module for all Manchester Business School World Wide MBA programmes.

The text has been further enhanced by suggestions from a great team of co-tutors, and from our annual interactions with our thousand-plus international students, and from the team of publishing executives at Routledge. It has also had the benefit of advice from a large number of subject specialists, including the authors of many of the major texts cited within the book.

Another constancy is the principle that, as stated in the first edition, ‘the most important leader you will be studying is yourself’. As was noted then:

In one of his poems, W. H. Auden tells the story of a reader confronting a rider undertaking a mysterious journey. The reader is passive and not inclined to take the risks of the rider. Do you suppose, the reader asks the rider, that ‘diligent looking’ will ‘discover the lacking’? In other words, why become so involved, when you can never be sure that searching will help you discover what you are looking for? Auden is comparing the passive kind of knowledge of the reader, with the inevitably risky knowledge of the rider, or the person who becomes involved in a personal search.

We want our readers to become riders, who set off on their own journeys of exploration, engaging in ‘diligent looking’, even though the looking may not completely ‘discover the lacking’. We invite readers to ask ‘what are the contemporary ideas about leadership?’, and to continue by relating the information to their own leadership experiences and aspirations. The personal search is how the reader becomes both a rider and a leader. Borrowing a style

influenced by Auden's poem, we offer the following lines to capture our 'take' on the dilemma.

'O where are you going?' says reader to leader
 'And who is in charge of the compass and maps?'
 'The charts are unfinished' said leader to reader,
 'You must journey alone to fill in the gaps'

The invitation to each reader/leader is to go on, to search for what is lacking. The design is intended to offer powerful support for the processes of personal reflection, critique of knowledge, and leadership development.²

ACKNOWLEDGEMENTS

General support and technical advice came from a wide range of colleagues and 'intellectual bodyguards'.

Susan Moger has remained a powerful and benign influence, as she has been throughout the writing of earlier editions. Murray Clark, co-author of the first edition, has also remained active as an inspiring leadership teacher internationally from his base at Sheffield Hallam University. Murray's scholarship continues to shine through these pages. Conor Glean took over the role of a production assistant, developing necessary IT skills for the new multi-media requirements of this edition, as well as providing me with guidance around an inter-connected world into which I am still a bemused visitor from time to time.

Other colleagues who researched this subject with us included Professors Abdullah Al Bereidi, Ming-Huei Chen, Fernando Gimenez, Faisal Khokhar, and Zain Mohamed. Practical and scholarly advice came from the tutors of leadership programmes within the Manchester Business School World Wide operations: Professors Jeff Ramsbottom and Pikay Richardson were among the early tutors who helped develop materials for international audiences.

Other contributions were to come from Leigh Wharton, Dr Kamel Mnisri, Dr David Allen, Dr Dina Williams, Paul Hinks, Paul Evans, and Stephen Parry. At Routledge, Terry Clague was an encouraging commissioning editor, handing over to an equally able and enthusiastic team fronted by Natalie Tomlinson and Nicola Cupit.

At the University of Manchester an array of colleagues provided invaluable support. Professor Elaine Ferneley, Dr Alistair Benson, and Nigel Banister were powerful influences in establishing leadership as a core element in MBSW programmes. The administrative leaders and support staff at Manchester and the regional centres helped tutors and executive students survive the hazards of international workshops.

At risk of omitting names, I can at least acknowledge advice from Professors Michael Bresnen, Margaret Bruce, Fang Lee Cooke, Gary Davies, John Hassard, Peter Kawalek,

Daniel Muzio, Katharine Perera, and from Drs Jamie Burton, Lazlo Czaban, Damian O'Doherty, Ismael Erturk, and Eunice Maytorena. In addition there were action researchers including Professor Paul Jackson, Dr Mark Batey, Dr Mandy Chivers, and Dr Richard Common.

The wider community of business researchers and leaders gave freely of their experience and knowledge. These included Professors Paul Adler, Nancy Adler, Teresa Amabile, Barry Bozeman, Margaret Boden, Bernard Burnes, Jan Buijs, Rune Todnem By, Gian Casimir, David Collins, Ming Huei Chen, Raewyn Connell, Christian de Cock, Sandra Dingli, Kurt Dirks, Gail Fairhurst, Susan A. Jackson, Alice Flaherty, Horst Geschka, Charles and Elizabeth Handy, Cynthia Hardy, Margaret Heffernan, Helga Hohn, Stella Nkomo, Olaf Fischer, Cameron Ford, Todd Lubart, Mathew Manimala, Alfonse van Marrewijk, Paddy McNutt, Michael Mumford, Laurie Mullins, Mike Pedler, Gerard Puccio, Mark Runco, Todd Reeser, Richard Thorpe, Kevin Scholes, Frido Smulders, Sandra Sucher, Charles Wankel, Richard Whittington, Ingo Winkler, Petra de Weerd-Nederhof, Jo Yudess, and Fangqi Xu.

Many distinguished leaders have also contributed to the ideas found in this and earlier editions of *Dilemmas of Leadership*. I would particularly like to acknowledge John Adair, Admiral Lord Boyce, Mike Brearley, Lord Terry Burns, Jim Cassells, Mandy Chivers, Fran Cotton, Dawn Gibbins, Will Hutton, Grigor McClelland, Kelly Marks, Tom Mullarkey, John Peters, Monty Roberts, and Cheng-Hock Toh.

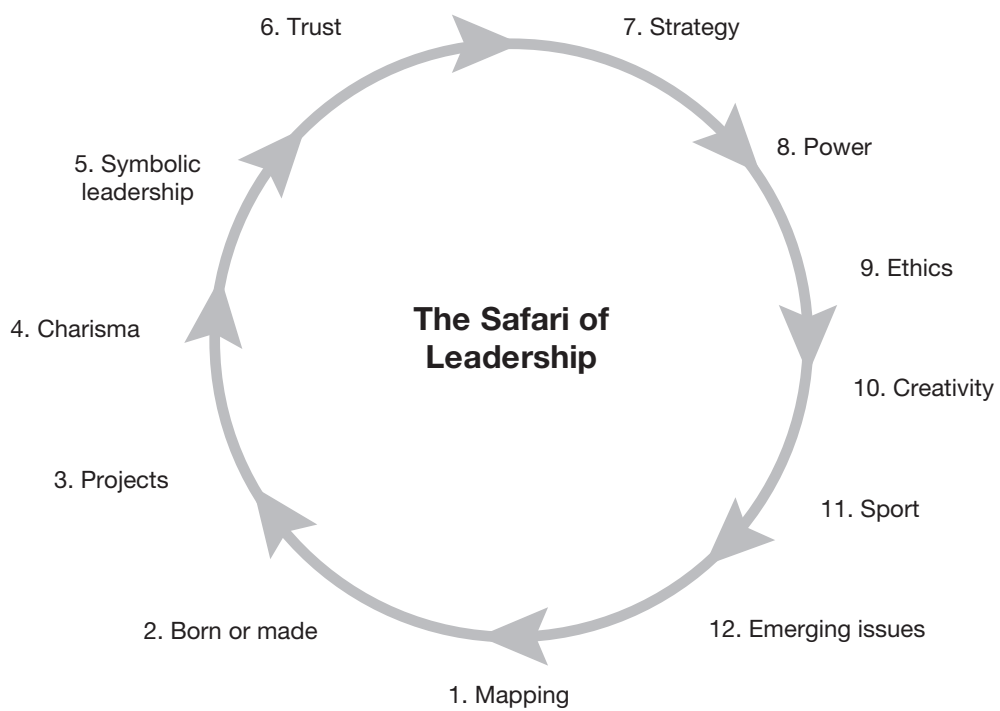
The new chapter on sports leadership benefitted from suggestions from the members of the East Cheshire Chess Club, and the Northern Lawn Tennis and Squash Club, and my other sporting contacts including elite players and supporters of various sports including football (Association and NFL), basketball, ice hockey, cricket, rugby in its various codes, rowing, and cycling.

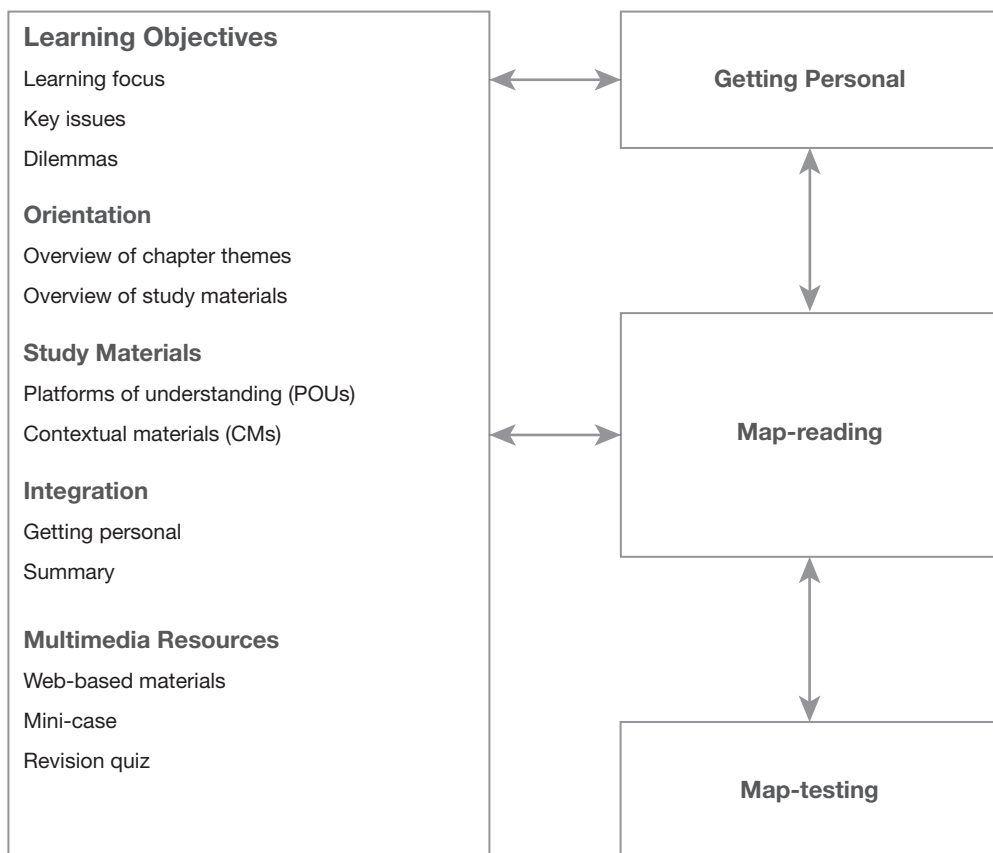
The text has been also enhanced by suggestions from sources which include the authors of most of the major texts cited within the book.

It is also more than an author's ritual on my part to acknowledge how so many students and colleagues have acted as 'co-creators' of the final product. Nor do I feel this to be inconsistent with the convention of the author admitting responsibility for residual errors of style, omission, and commission.

NOTES

- 1 Rickards, T. (1999) *Creativity and the Management of Change*, Oxford: Blackwell, p. 189.
- 2 Rickards, T. and Clark, M. (2005) *Dilemmas of Leadership*, First Edition, Oxford: Routledge, p. 10.







INTRODUCTION

Dilemmas are what your boss talks about when he says, 'You're in charge, Fosdick, but make sure Susannah is on board.'¹

As a leader, maps can help you a lot, but you need something even more important than maps . . . You need to know yourself and have the capacity to enter an unknown terrain that has not been mapped, where you draw the map as you walk the terrain.²

Obama's great dilemma: to be or not to be the world's policeman.³

I am a big fan of leadership research . . . but the study of others cannot supplant the study of self.⁴

The two main domains of traits that predict leadership are ability and personality, just as Plato suspected. One might ask: After more than 2000 years is that the best we can do?⁵

OVERVIEW

Dilemmas of Leadership, as its title suggests, concerns itself with leadership challenges which are difficult to resolve. Its approach is one which helps the reader in the processes of dealing with difficult practical and theoretical issues.

Methodology

The methodology involves a conceptual mapping approach as a metaphor of knowledge representation. The three inter-related aspects of conceptual mapping are processes of examining information (*map-reading*); processes of assessing the information (*map-testing*); and processes of constructing personal maps for future leadership actions (*map-making*).

The Learning Template

A learning template similar to the one shown at the start of this introductory section is to be found at the start of all subsequent chapters. You will find it a useful introductory ‘map’ of the contents of each chapter, indicating *the learning focus, key issues, dilemmas*, and the *study materials*.

Chapter Format

As indicated in the learning template, there is a common structure shared by all chapters:

[1] Learning Focus

First there will be an indication of the broad learning focus of the chapter. This is the learning territory that you will explore using the ‘map’ provided.

[2] Key Issues

These are the prominent features of the learning territory.

[3] Dilemmas

A leadership dilemma is a ‘hard-to-resolve’ decision implying future actions by a leader. There is no right answer to dealing with a dilemma, and their study is directed towards reaching a decision and understanding the implications of such decisions based on the processes of conceptual mapping.

[4] Orientation

This section provides background information to the chapter, and particularly to the content of the following sections of reading materials. Each orientation section includes an overview of the chapter themes and an overview of the chapter study materials.

[5] Study Materials

Platforms of Understanding (POUs): Each POU is an important topic drawn from a well-established map or maps relating to the learning focus and key issues of the chapter. POUs are valuable points for personal map-making as ways of introducing ideas from other sources. The name implies *a shared body of knowledge*.

Contextual Materials (CMs): Each CM deals with a specific topic. Each chapter has four–five CMs. These are more specific than POUs, and some will be found more relevant than others to the specific interests of the reader and focus of any curriculum being studied.

[6] Multimedia Resources

Web-based Materials: These are listed to support study of the chapter, and may be found through the Companion page to *Dilemmas of Leadership* of the Routledge website.

Mini-case: For individual or group study to reinforce key aspects of the chapter.

Revision Quiz: A quiz for individual or group study to reinforce key aspects of the chapter.

Chapter Contents

Chapter 1

Chapter 1 is primarily an introduction to the learning approach of map-reading, map-testing, and map-making which is to be found throughout the rest of the book. It shows how the processes offer an alternative to searching for the ‘correct’ definition of a topic being studied, and replaces it with a process beginning with *a working definition*. Working definitions are provided as starting points for the study and application of important concepts such as *dilemmas* and the *Dominant Rational Model*.

The reader is encouraged to examine dilemmas ‘from the inside’, that is by attempting to imagine how the leader might be ‘reading the map’. The process is a combination of detached reasoning and creative involvement.

The chapter also provides a brief historical review of *leadership maps* (‘a map of maps’). It illustrates the changing belief systems in leadership thinking.

Chapter 2

Chapter 2 concentrates on the well-known leadership issue sometimes stated as the ‘born or made dilemma’. The POUs of Chapter 2 indicate how the ‘leaders *are born*’ position fits understanding drawing on the Dominant Rational Model. Maps which propose that ‘leaders can be developed’ are shown to be closer to beliefs in personal development through learned experiences and acquisition of appropriate skills.

Chapter 3

Chapter 3 deals primarily with *project management*, one of the most successful practical systems of implementing organizational goals. The approach is thoroughly grounded in the principles of the Dominant Rational Model. Among its perceived strengths is its capacity for the efficient control and coordination of project teams.

Such an approach ('functionalism') turns out to be well equipped for achieving well-specified goals in relatively surprise-free contexts. However, it results in dilemmas encountered in more complex and turbulent conditions. The chapter prepares us for subsequent chapters, and different approaches to knowledge of leadership based on socially constructed explanations.

Chapter 4

Chapter 4 examines the ancient concept of *charisma*. *Transformational leadership* is shown to be a recent revision of charismatic leadership 'tamed' to conform to modern approaches for seeking understanding, and essentially grounded in the Dominant Rational Model for truth-claims. Dilemmas are often a consequence of the concealed 'dark-side' of charismatic leadership behaviours and have practical consequences of *succession planning* and *narcissistic follies* imposed on followers.

Chapter 5

Chapter 5 introduces the theme of *symbolic leadership* drawing on a range of approaches collectively challenging the dominance and limitations of the DRM. The approaches are grouped under the broad term *social constructionism*. Specific treatments are those of discursive *analysis*, *critical theory*, and *post-modernism*. Social constructionism becomes increasingly significant in subsequent chapters.

Chapter 6

Chapter 6 examines trust, an important concept within social science research.⁶ *Trust-based leadership* has been found to involve the power relationships between leader and followers, and the implications of vulnerability and responsibility produced through those power relationships.

Chapter 7

Chapter 7 examines maps of strategy. These maps remain central to the Business School curriculum, where the traditional treatment has again been clearly influenced by rational means for formulating and implementing strategy. The dominant approach (as was found in Chapter 3 on project management) has been that of a *functional treatment* of strategic processes.

Chapter 8

Chapter 8 provides students of leadership with a guide for dealing with *leadership power*, and its relationship to *discrimination*, and *diversity*. The research methods favoured for studying power have been particularly influenced by those in which ‘reality’ is assumed to be socially constructed.

Chapter 9

Chapter 9 considers *the ethical dilemmas* facing leaders. The central dilemma is presented as the conflicts often encountered between *organizational pragmatism and moral belief*. Although these are among the most intractable of dilemmas, their study is necessary to develop alternatives to traditional leadership decision-making which ignores ethical considerations.

Chapter 10

Chapter 10 examines leadership in the context of *creativity, innovation, and change*. It suggests a perspective for dealing with leadership dilemmas which reveals how creativity has been largely ignored and yet when deployed becomes a leader’s ‘secret weapon’. This chapter also provides a well-grounded explanation of *intrinsic motivation* as important for leadership theory and practice.

Chapter 11

Chapter 11 deals with *leadership in sport*. It shows that many of the issues important in sports management and leadership are specific (‘contextualized’) versions of more general dilemmas facing leaders and students of leadership. An example would be the ‘born or made’ dilemma.

Chapter 12

Chapter 12 provides a final opportunity for the reader to reflect on the journeys of exploration carried out, and the ways in which they have assisted personal learning. It identifies the *emerging themes* that are occupying leaders and leadership researchers, at present, and into the future. In particular more emphasis is being placed on ‘mutuality of purpose’ and a willingness to accept a *plurality of maps and interpretations*.

INTRODUCTION REVISION QUIZ

You are invited to revise your knowledge of the key aspects of the introduction by completing this brief quiz (target time, six minutes). You can check your score by completing the on-line quiz found in the companion materials to *Dilemmas of Leadership* on the Routledge website.

The map of contents for this introductory section is described as

- A summary of leadership eras to modern times
- A template for contents of the chapters of *Dilemmas of Leadership*
- A summary of leadership traits

The introduction describes the concept of a POU as

- A preconscious ontological uneasiness
- A platform of understanding
- A privately organized universe

Any examination of dilemmas

- Should include imaginative assumptions
- Should not include imaginative assumptions
- Should reduce leadership problems to an 'either/or' assessment

A working definition

- Is a poor substitute for a theoretical definition
- Is a poor substitute for established definitions
- Permits sharing of knowledge through discussion and conversation

The recommended system for understanding leadership is

- Based on studying conceptual maps
- Based on assessing the risk reward ratio in resolving dilemmas
- Based on the theory of paradigms of Thomas Kuhn

The Dominant Rational Model

- Is one way of justifying the principles of project management
- Has shown charismatic leadership to be an obsolete leadership form
- Helps decide whether risk or reward is rationality dominant in any decision-making process

Which is the false statement?

- Leadership skills can be developed through learning from practice
- True leaders are identified through their genetic traits
- The 'born or made' dilemma is a version of the nature and nurture debate

Which is the false statement?

- Trust in a leader is based on rational expectations theory
- Transformational leadership is a tamed form of charismatic leadership
- Symbolic leadership may be explained in social constructional terms

Strategic leadership

- Is no longer central to the Business School curriculum
- Has similarities to project management in its emphasis on functional structuring of its activities
- Is not needed in non-commercial organizations

In studying power relationships, which of the following is false?

- The exercise of power is the legitimate right of the leader
- 'Reality' is assumed by some researchers to be socially constructed
- Discrimination may be studied as emerging from abuse of power relationships

Ethical dilemmas include

- The conflict between form and function
- The conflict between pragmatism and moral belief
- The conflict between ideas and actions

Creativity is said to be a leader's secret weapon because

- It has to be conducted in a concealed manner
- Not many leaders realize its importance
- Successful leaders have not told others about its powers

Leadership in sport

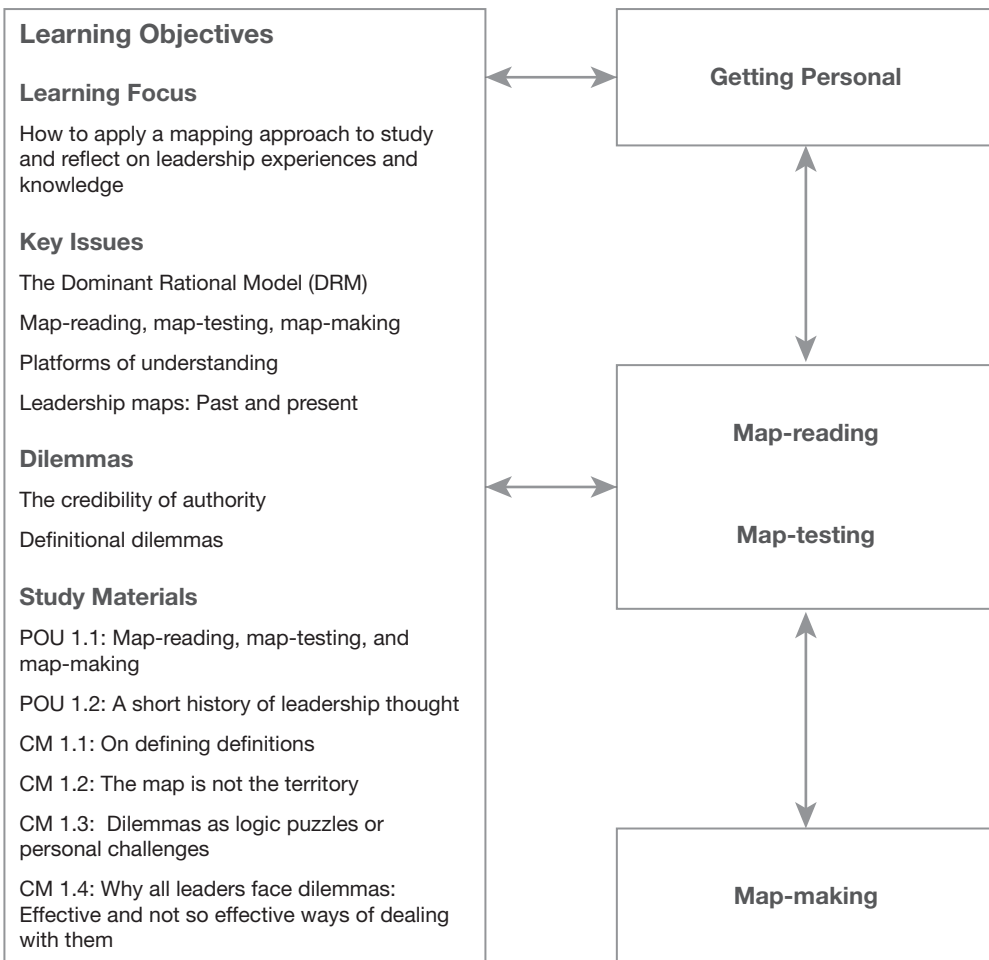
- Involves specific versions of more general dilemmas facing leaders everywhere
- Has not been studied as a serious leadership subject
- Has been studied mostly in pharmaceutical laboratories

Twenty-first-century leadership ideas

- Replace old ideas with modern ones
- Place emphasis on 'mutuality of purpose'
- Overcome the plurality of competing leadership ideas of the twentieth century

NOTES

- 1 Stewart, T.A., 'The nine dilemmas leaders face', <http://faculty.css.edu/dswenson/web/lead9.html>, accessed 18th April, 2011.
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1

LEADERSHIP JOURNEYS, DILEMMAS, AND MAPS

As soon as we try to define leadership we immediately discover that leadership has many different meanings.¹

Stories can act just like a map, that gets us thinking and making sense of our current circumstances, examining our assumptions about reality, revising those beliefs that are erroneous, getting us to see again what has become habitual, and making adaptations that can help us get to a new destination.²

In *The Canterbury Tales*, The Wife of Bath establishes herself as an authority on marriage, due to her extensive personal experience with the institution. Since her first marriage at the tender age of twelve, she has had five husbands.³

We do not distinguish between leaders and managers because the terms are often used interchangeably in the literature.⁴

Nobody has proposed that managing and leading are equivalent. But the degree of overlap is a point of sharp distinction.⁵

LEARNING OBJECTIVES

Learning Focus

The learning focus of Chapter 1 is to gain an appreciation of the *conceptual mapping approach* which will be used throughout the book to help you study and reflect on leadership experiences and knowledge.

Key Issues

You will be introduced to the three components of *conceptual mapping*: map-reading, map-testing, and map-making. In carrying out these procedures you will find it helpful to engage in an active search for *dilemmas* which leaders have to deal with, and which are partly influenced by the situation and the leaders involved in it. Various study materials are provided with which the mapping approach may be practised.

An important issue which recurs throughout the book is the influence of the conceptual map known as *the Dominant Rational Model* and its effect in reducing the credibility of alternative maps.

A distinction is between examining the study materials ‘from the outside’ and ‘from the inside’. The mapping process encourages you to put yourself in the position of a leader attempting to make an important and difficult decision ‘from the inside’.

Dilemmas

Two important dilemmas are examined which are particularly widespread in making sense of many of the practical and conceptual issues we deal with in our professional and social lives:

[1] The Dilemma of Credibility of Authority

This is of enormous importance in every attempt to assess reliability of knowledge. It lies behind such questions as ‘on what authority is that statement being made?’

[2] The Definitional Dilemma

This lies behind the question: ‘how is that concept to be defined?’

ORIENTATION

Your Orienting Exercise for Chapter 1

By way of introduction to further study of the contents of this chapter, you are invited first to carry out a short exercise assessing your current leadership maps (Exercise 1.1). Your efforts will provide a benchmark against which to compare maps as you develop and change how you think and behave as a leader subsequently.

Exercise 1.1: Your Now and Future Leadership Maps

This exercise is for personal preparation and reflection. First impressions are worth recording. You will be able to complete the exercise in ten to twenty minutes of undisturbed work. For a subsequent classroom activity, it is suited to students working in pairs, each sharing and refining individual maps.

Your Brief

Produce a personal reference document outlining your current ideas and beliefs about leadership, and your future plans (however unclear they may be). Do not search for any more information at this stage. Keep your notes for reference, as they will provide a benchmark to refer back to, during later stages of your leadership studies.

Questions

- [1] Describe briefly in everyday language what you understand by the term leadership. This is your working definition.
- [2] What questions about leadership do you have, to which you hope that this book will help you find satisfactory answers?
- [3] What do you think are your personal leadership strengths and weaknesses?
- [4] Is there a particular leader who has influenced your leadership behaviours?
- [5] Do you have any leadership goal which you have promised yourself you will try to achieve?

Overview of Chapter 1 Themes

The Dominant Rational Model (DRM)

From our schooldays we grew up trusting the methods of logic and analysis to provide reliable knowledge. Through its dominance and basis on rationality it earns its labelling as the Dominant Rational Model (DRM) of enquiry. Its *methodology* became unchallenged as the ‘gold standard’ for discovering the truth in every aspect of our lives.

The application of the methodology of the DRM is believed to have contributed to a transition to *a modern era* in which scientific knowledge replaced pre-modern beliefs regarding the natural universe (as explored in POU 1.2). We grew up trusting the methods of logical analysis to provide reliable knowledge.

However, an alternative model has emerged for understanding the reality of our social world. The broad technical term for the approach is social constructionism, based on the influential book *The Social Construction of Reality* by Berger and Luckmann.⁶ This approach has been expressed here through the more accessible metaphor *of the construction and testing of mental maps*.

Map-reading, Map-testing, and Map making

The theme of cognitive mapping is directly stated or indirectly implied in the various study materials in this chapter. The process is offered as a way of addressing concepts that are removed from the empirically observable world and less easily addressed by the time-honoured approaches of the Dominant Rational Model.

Platforms of Understanding (POUs)

The study materials in all chapters of this book start with two which are described as platforms of understanding. Each provides a conceptual map *of a shared body of knowledge*. That is not to say that the POUs should not be tested, only that they have been selected because they have already undergone a considerable level of scrutiny. This makes them valuable introductions to various aspects of leadership.

Leadership Maps: Past and Present

One of the consequences of a mapping approach is that older knowledge often re-emerges in modified format. New maps are often modifications of the old, rather than replacements of them. One of the skills of map-testing is to examine a ‘new’ leadership story and see where it connects with older maps. An example given in this chapter is the re-emergence in subsequent time periods of old ideas in new terms. In particular the pre-modern idea of charisma is seen to re-emerge in the so-called new leadership period of modern times.

Overview of Chapter 1 Study Materials

As in subsequent chapters, you will find two types of study material, the general *Platforms of Understanding* (POU 1.1–POU 1.2), and the more specific *Contextual Materials* (CM 1.1–CM 1.4).

The Three Components of Conceptual Mapping

POU 1.1 examines in more detail the three components of conceptual mapping: *map-reading*, *map-making*, and *map-testing*.

Eras of Leadership

POU 1.2 provides a brief examination of the *eras of leadership* and illustrates how it was produced as a ‘map of maps’ through the process of map-reading and testing of earlier maps of leadership.

Contextual Materials

The contextual materials offer readings dealing with: the *definitional dilemma* (CM 1.1); the distinction between a map and the territory (subject being mapped, CM 1.2); *dilemmas and critical thinking* (CM 1.3); and effective ways of dealing with dilemmas (CM 1.4).

STUDY MATERIALS

POU 1.1: Map-reading, Map-testing, and Map-making

Many students (even experienced managers) struggle to learn from the leadership stories that they come across professionally or through reports in the media. The information may or may not be accurate or easy to relate to personal experience. How is anyone expected to reach conclusions in face of such imperfect and possibly incorrect information?

The Three Components of Conceptual Mapping

The recommended approach is based on the processes of *conceptual map-reading*, *map-making*, and *map-testing*. The creation of a map inevitably draws on knowledge of previous maps of which the map-maker was previously aware. The nature of *map-reading* depends on what is being ‘read’. Books, professional reports, and journal articles are the more obvious candidates for reading. But it is also possible to talk about reading a situation, or the expression on a person’s face. *Map-testing* adds an evaluative or judgemental component to your map-reading. Map-testing helps us deal with the dilemma of authority and the question ‘how much confidence do I have in this book, or in what this person is telling me?’

The third mapping component is *map-making*. Note that map-making takes place when you apply the information you have read and tested, and integrate it to make changes *to your own personal experiences and beliefs*. You are modifying your own map, whereas in the other stages you were reading and testing maps provided by others.

An Experiment in Map-making

As a first exercise in map-reading, -making, and -testing, you are now invited to carry out a thought experiment, putting yourself in the place of a young business graduate facing a dilemma (Exercise 1.2).

Exercise 1.2: The Departure Lounge Dilemma

The Departure Lounge mini-case challenges you to deal with a dilemma using the principles of map-reading, map-testing, and map-making. The purpose of the exercise is for you to see how the processes apply in a situation which posed a real-life dilemma for a young business executive. The details of the case have been modified to preserve the anonymity of those involved.

The Situation

You are a recently graduated MBA who has been appointed to work as a personal aide to the director of human resource management of an international organization. Our story begins as you are waiting for a plane in the departure lounge of an international airport. A few minutes ago your manager handed you a copy of 400-page book entitled *Harnessing the Leadership Gene*. He had discovered the book in an airport lounge during an earlier business trip. He liked the book and intends to use its approach as a cornerstone for developing future HR strategy based on it.

You are to draft this part of a memorandum to the board outlining the book and you have the eight-hour flight to work on the task.

Map-reading the Book

You realize it would take you most of the flight to read the book carefully from start to finish. You turn to the back cover and its introduction and this helps you ‘read’ the key messages. You also note that the author, Dr Witweiser, is a psychologist and founder of *Witweiser Appraisals International*, and has developed the *Witweiser Leadership Inventory*. Results are claimed to be spectacular, but confidentiality prevents the release of clients who have benefitted from using the inventory. The easy-to-use inventory identifies people who have the winning gene.

Map-testing the Book

Your initial 'reading' of the book suggests it is what is sometimes referred to as an *inspirational* or *personal development* book. It is easy to read, and appears to have many aspects in common with other books for sale in the business section of bookshops, promising a solution to the problems facing leaders. The front cover tells you that this book will change your life and improve your skills at influencing your colleagues and employees.

Your initial 'reading' of the situation and 'testing' the claims of the book allows you to reach a conclusion before you have looked more carefully at the contents of the book, page by page.

Assessing (Revising) Maps

- [1] What conclusion are you arriving at?
- [2] How did the author appear to justify his ideas?
- [3] Do you think your 'map' is similar to your manager's?
- [4] Do you suspect you are facing a dilemma to be addressed?

When you were completing Exercise 1.2, perhaps you were surprised at what sense you were able to make about a book you had not read. Because you did not have an opportunity to read the entire book carefully, you had to draw on your past knowledge and memories. You also had to assess your understanding of what kind of map was produced by the author, what sense your director of strategy had made of it, and what evaluation you made of the credibility of the claims made by the author.

The basic principles of map-making apply to your studies of this textbook. Each chapter invites you to read, test, and reflect on what you are learning. The process is open to revision as later chapters reinforce or challenge your thinking about earlier ones. Learning will be 'about' the maps to be found in each chapter. You will also be revising your own maps about leadership. This sort of personal map-making is then part of the process of critical and reflective thinking. You are not so much finding dilemmas existing in the case materials so much as recognizing dilemmas that appear to you in situations, and considering how you might have acted in practice.

These processes require the development of habits of active study of any book or text. It is not possible to suggest a simple formula for how long to spend on the stages of map-reading, -making, and -testing. In practice, the stages merge one with the others, and you will find yourself returning to a stage with which you are dissatisfied.

Map-reading is familiar as you attempt to understand what an author is trying to present in a 'map' be it a book, or any kind of other 'text' including situation. Throughout *Dilemmas*

of *Leadership*, you will find leadership stories, and opportunities to relate their maps to personal experiences, beliefs, and goals. This treatment may be thought of as a means of you studying well-established maps so that you can test them and then construct from them maps for your personal leadership journeys.⁷

It helps in the understanding of the most important (i.e. critical) issues within an area of enquiry. The focus of attention could be a written text such as a business case, or a book, or a business presentation. Critical thinking relies on prior knowledge ('knowing that') and on higher-level knowledge ('knowing how'). Reasoning of a logical kind comes into the process, but is far from the only mental characteristic. Reflection and judgement (sometimes described as intuition) are also important.

Map-making and Experiential Learning

David Kolb and colleagues at Case Western University⁸ in the 1980s suggested that personal ('experiential') learning occurs through repeated processes within which experience connects with reflection, abstract concept formation, and active experimentation.

The process also can be seen as associated with more recent theories of knowledge acquisition cycles from 'tacit to explicit' forms.⁹ Kolb describes the connecting process as one of *reflective observation*. Another scholar has described it as like having *a conversation with the situation*.¹⁰ Through reflection, the learner is able to make new sense of experience in terms of codified knowledge, and also to make new sense of codified knowledge in terms of reflection. We become better leaders through reflecting on experience (our own, and that of others), and through linking theory and practice.

The processes of map-reading, -testing, and -making help you to connect your personal experiences and beliefs with 'second-hand' knowledge¹¹ acquired from study of the experiences and beliefs of others.

POU 1.2: A Short History of Leadership Thought

POU 1.2 provides a map or historical overview of leadership. It has been assembled from several widely accepted maps. The 'map of maps' shows how even the most widely accepted leadership maps become challenged and changed through a process involving their testing and identification of dilemmas. In particular, the dilemmas leading to challenges of assumptions based on the Dominant Rational Model have been highlighted.

The texts which have been major influences in the construction of POU 1.2 are shown in Box 1.1.

Box 1.1: Construction of a 'Map of Maps' of Leadership

Dilemmas of Leadership draws on numerous maps, many to be found in the study materials. The 'Map of maps' in POU 1.2 draws on the study and testing of such maps. The following were particularly important as sources of information of leadership theories:

Leadership in organizations, by Gary Yukl (2013)¹²

Leadership: Theory and practice, by Peter Northouse (2011)¹³

Leadership in organizations, by Alan Bryman (1996)¹⁴

The Sage handbook of leadership, by Alan Bryman and co-editors (2011)¹⁵

Discursive leadership: In conversation with leadership psychology, by Gail Fairhurst (2007)¹⁶

The ancestor's tale, by Richard Dawkins (2005)¹⁷

Changing theories of leadership and leadership development, by John Story (2004)¹⁸

In the Beginning

It would appear from archaeological evidence, that all early societies had some form of leadership. Indeed, it has been argued that: “the beginning” for leadership scholars is the beginning of recorded history, not the beginning of *Homo sapiens*.¹⁹

Beliefs about the patterns of the seasons, and human existence were based on assumptions about spiritual phenomena which existed in animals and inanimate objects. Much has been learned from the earliest paintings and other artefacts when studied as leadership maps. A significant aspect of records of these early social groups was the representation of leadership through study of the natural world and in particular of the animals which inhabited it.

We must think carefully of what sense we are making of leadership as applied to a flock of wild geese or a line of ants. Some *instinctive* behaviours such as *aggression* and *territorialism* are widely shared across species and suggest explanations of equally widespread human behaviours. Maps in the modern era have not eliminated the older metaphors of leadership drawing on observed animal behaviour. For example, the vocabulary of alpha males, pack leaders, and turf-wars is often found in contemporary leadership texts.²⁰

The Rise of Rational Thinking

These ancient beliefs became challenged with the powerful concept that humans were able to overcome predestined fate through application of reason. This probably happened over a long period of time. Some historically minded leadership scholars trace the emergence of

Box 1.2: Leadership as a Biological Phenomenon

Insects

Role specialization and biologically distinct ‘leaders’ of a swarm or colony (bees, termites, etc.).

Foraging involves *information leaders* who report back, and are able to lead others to a source of food they have discovered.

Fish

‘Shoaling’ fish have no obvious leader(s). The movements of the shoal can be modelled as instinctive patterns of movement influenced by signals of fluid turbulence.

Reptiles

Fight–flight survival instincts result in winners/leaders *in territorial and sexual competition*.

Birds

Pecking order principle is evidence of dominance, hierarchy, and leadership.

Flocking appears to reveal *pathfinder leader/followers*.

Display activities to attract mates indicate dominance and survival characteristics. However, these may be ‘non-functional’ or false signals of genetic advantages (the peacock’s tail phenomenon).

Predators

Hunting packs show strong social systems of *dominance*, hierarchy (alpha and beta status of both sexes).

Learning to compete and hunt through play.

Herd creatures (horses, elephants)

Herds show *social systems of dominance*, hierarchy, matriarchal ‘schooling’.

Primates (mandrills, monkeys, chimpanzees)

Colonies show wide range of *social interactions* (grooming, communications patterns, collaboration) while retaining hierarchical patterns of dominance.

Intelligence becomes an observable factor (trait-like characteristic) among leaders.

leadership ideas to Plato and Aristotle in Western thought, and to other early contributions from non-Western societies.²¹

Influential scholars from Europe and the Middle East spread the new ideas around the world. Rationality became accepted as the way forward to understanding and influencing the natural world. *The Rational Model* became accepted to such an extent it began to dominate earlier beliefs. One of its strengths was its power at testing and challenging prior

knowledge. Such methods are being applied to create new ways of thinking about leadership as a property of groups that emerges for example within flocks of birds and shoals of fish.²² Evolutionary biologists²³ argue that leadership has survival advantages within and across the species.

The DRM has provided guidance for knowledge-seeking and -testing for at least two millennia. It has a built-in capacity to help us re-invent our understanding of our world. It took on particular importance over the last two centuries in the era marked by the so-called industrial revolution. Its dominance roughly corresponds with the political and conceptual upheavals of the enlightenment in Western thought in the eighteenth century.

Weber's Contributions to Modern Leadership Thinking

An important map historically came from the work of the great sociologist Max Weber. He studied contemporary and historic sources of authority. He proposed that pre-modern societies accepted their leaders through long-established traditions and beliefs. There was also a more revolutionary pre-modern form of leader who changed such beliefs, for whom Weber re-introduced the term 'charismatic'.

Weber considered that both these leadership types were less suited to the conditions found in a modern industrialized society and its institutions.²⁴ His widely accepted portrait of a modern leader is that of someone operating within a rational framework of legally accepted rules and regulations.

Weber appears to have confined traditional and charismatic leadership forms to the trash can of discarded historical theories. As we will see in Chapter 4, charismatic leadership has not been completely removed from contemporary leadership maps.

Modern Psychological Studies

Psychologists had also applied modern scientific methods to develop maps of leadership. For over a century, the focus of these approaches was application of scientific rigour to discovering the *traits* or *stable personality characteristics* of successful leaders. The dominance of trait theories of leadership is generally considered to have been severely weakened by the work of the American psychologist Ralph Stogdill. His encyclopaedic handbook amassed evidence that the century-long search for general leadership traits remained inconclusive.²⁵

Interest in traits declined towards the middle of the twentieth century, and became replaced with studies of leadership behaviours and skills. An important implication is that skills are considered to be less inherent, and more trainable. That is to say, the possibility opened that *leaders could be developed*. The change of emphasis also resulted in greater attention being paid to leaders at lower levels in organizational hierarchies, a shift permitting easier access to a far larger population of leaders, and eventually to the idea of shared or distributed leadership, which will be found in later chapters of this textbook.

Transformational Leadership

The shifts in leadership beliefs and mappings were still failing to establish clear links between observed behaviours and leadership performance. The focus began to move from studies of leaders, to studies of leadership processes. By the 1970s, the field of leadership studies had recognized these dilemmas in trait theories and the incompleteness of attempted replacements.

The story took a new turn in the 1980s, under the label of New Leadership. The change is widely told as receiving its impetus from an earlier study of great political leaders, by historian James MacGregor Burns. His most influential book was simply entitled *Leadership*.²⁶ It contrasted with prevailing leadership maps which Burns considered to be based on economic (and rational) transactions with a new map involving transformational leadership.

His work suggested that the behaviours of exceptional transformational leaders could also be found in many less famous leaders, in less spectacular contexts. In the process he unintentionally updated a much older concept of charismatic leadership which turned into a dilemma within the story of (new) transformational leadership.

The New Leadership Movement

The 1980s had seen the rise of popular business books placing emphasis on processes of transformation and change. The most popular books were enthusiastic about the older idea of charismatic leadership for its capability of motivating people through powerful, emotionally engaging visions.

Transformational leadership addressed the dilemma through studies which drew on the methods of modern psychological investigations. As we will see, this was to produce considerable debate about whether transformation leadership was a modified version of charismatic leadership in modern guise.

How New Leadership Incorporated Charismatic Ideas

The ‘map of maps’ illustrates how the dominance of an older map is repeatedly challenged as dilemmas are revealed. Pre-modern maps and their dilemmas in explaining the natural world gave way to rationality, which was established as the gold-standard for discovering and verifying new ideas.

In leadership studies, Burns considered these attempts to establish the essence of leadership presented a dilemma concerning the transformative powers of leaders. This was resolved when transformational leadership was incorporated into New Leadership approaches. The old idea of charisma had been ‘tamed’ into modern form.

CM 1.1: On Defining Definitions

This reading introduces a way of defining concepts which departs from the methods of authority-seeking and which goes beyond the formal logic of scientific method. It lays down a distinction between the assumptions within the rational Dominant Rational Model and those of an alternative set of beliefs around knowledge as being *socially constructed*. These alternative beliefs will be found in ‘maps’ in subsequent chapters anticipating emerging ideas of leadership in twenty-first-century thinking.

In particular, social constructionist approaches reject the claims of ultimate correctness of a definition, regardless of the authority behind it. These perspectives are found particularly appropriate when the ideas lie beyond the material components of the physical world or those special conceptual worlds of science and mathematics.

The Social Construction of Reality and Working Definitions

A fundamental difference is that the Dominant Rational Model assumes an underlying truth existing in some kind of objective form definable in a general way and applicable with a considerable level of generalizability. The social constructivist approaches consider that our social world is better interpreted as a socially constructed set of shared beliefs. The interpretations are highly situational. Definitions, including that of leadership, are according to this treatment, socially constructed.

This immediately addresses a taken-for-granted point about thinking and communicating. However rational we attempt to be, we do not have to define every term in every thought or utterance.

Conversation (including thinking as ‘communication with self’) assumes the terms used need no clarification. Through such conversations, we are repeatedly reinforcing our shared understanding and acceptance of the meaning of the terms. The map-making approach suggests that the communication process includes taken-for-granted working definitions which are open to reflection and discussion.

Working definitions offer a starting point for sharing beliefs and platforms of understanding and the construction of more consciously evaluated and theoretical definitions. In practical terms, this means that a working definition provides its own justification. To return to the specific challenge of defining leadership you may start a discussion by saying ‘. . . *when I use the term leadership I mean . . .*’ This signals your openness to exploring other definitions.

This approach will still have been influenced by what you have read from ‘experts’ on leadership, while providing you with opportunities to think out what works for you.

At the start of the chapter you were asked to provide a working definition of leadership. You may now understand better why you were not provided with the ‘correct’ definition as part of the exercise.

CM 1.2: The Map is Not the Territory

A well-known saying in management courses is that the map is not the territory. The point being made is that a conceptual map is *a representation* or a way of seeing, not a definition of an *objective* reality.

The idea develops the notion of a social construction of reality. The saying was popularized by the distinguished organizational theorist Karl Weick in several of his books and lectures. His accounts can be traced to a poem by Miroslav Holub²⁷ about a Hungarian reconnaissance unit lost in the Alps. In the poem, the soldiers faced an icy death, until their leader found a map which he used to lead the platoon to safety. On their return, however, it was found that the map was not of the Alps but of the Pyrenees:

. . . we considered ourselves
lost and waited for the end. And then one of us
found a map in his pocket. That calmed us down.
We pitched camp, lasted out the snowstorm and then with the map
we discovered our bearings.
And here we are.
The lieutenant borrowed this remarkable map
and had a good look at it. It was not a map of the Alps
but of the Pyrenees²⁸

Why has this story become so well-known in leadership texts? The story can itself be interpreted in various ways. It can be seen as indicating how a map does not have to be accurate to be a means of finding your bearings. But the effort is an active one, and map-reading also requires experiential learning to combine personal learning with more abstract information.

Map-making and NLP

The map-making metaphor can also be found in the behavioural theory of *neuro-linguistic programming* (NLP). This clinical discipline is based on the belief that individuals have cognitive structures or maps whose fundamental features have been widely tested. The mental maps provide individuals with differing perceptions of their psychological worlds.²⁹ Understanding the maps from observed behaviours permits better communication and platforms of understanding. The process may be seen as ‘reading’ an individual through observed behaviours.

Map-making as an Alternative Perspective to a Search for Scientific Truth

Weick sets the scene for the introduction of map-making as *an alternative* to attempts to understand leadership applying the methods of discovery of the natural sciences. The methods are to be found throughout this textbook under the wider term of social constructionist approaches.

CM 1.3: Dilemmas as Logic Puzzles or Personal Challenges

This reading outlines the way in which a search for dilemmas helps reveal otherwise concealed aspects of leadership stories and maps. Examples are given of classical dilemmas facing leaders. The additional benefits of a situational or constructivist approach are indicated. The resolution of a dilemma according to these approaches is more to do with finding a *creative shift of perspective*, than arriving at a ‘best solution’ through application of universalistic beliefs or principles.

Hostages to Fortune

Becoming skilled at identifying dilemmas is a powerful approach for developing new understanding of leadership when faced with difficult situations. Before considering the dilemmas of modern business leaders let us briefly look at dilemmas whose resolution may have life and death consequences. An extreme example is found in the work of negotiators in reaching resolution of the different needs of the protagonists. Hostage-takers pose their negotiators with particularly time-sensitive dilemmas so brilliantly illustrated in the 2013 film, *Captain Phillips*.

To concede to the hostage-takers’ demands is ethically dubious, perhaps politically or socially unacceptable. To reject the demands is likely to place in mortal danger the lives of hostages caught up in events. Little wonder that the processes of negotiating are increasingly acknowledged as requiring the most skilful of mediators (who are examples of a special kind of leader).³⁰

Such dilemmas in their most extreme form face political leaders, as revolutionary forces seek to use hostages as a means of achieving their military and political goals.

Beyond Either/or

These extreme examples illustrate that thinking in terms of either/or is of limited use. The leader is forced to decide and act in an unsatisfactory way. There are rational approaches which offer quantification such as those based on decision analysis, perhaps including game theory. Another approach, more consistent with map-reading and -testing, is to search for ways of breaking out of the binary world of *either/or*.

An example from the Judeo-Christian tradition illustrates the principle at work. The future King David is said to have been engaged in a fierce battle during which three of his chosen captains dared to break through enemy lines to secure him a pitcher of water. His dilemma: to drink while his warriors remained thirsty, or to appear to reject the gift which had involved great risks taken on his behalf to obtain it. David *broke out of the dilemma* by pouring the water on to the sands of the desert, saying it was too precious to drink.

The ancient stories have the power to captivate, bewilder, and disturb both emotionally and intellectually. In one sense, this is how leaders are ‘supposed to’ deal with tough situations, and as we relive in our imaginations these dramatic stories, we may contrast them with our own indecisiveness.