

AN EMPIRICAL FIVE-DIMENSIONAL HOLISTIC MODEL OF LEADERSHIP

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ABSTRACT

Leadership is a vast and complex subject that has been studied for many decades. Even though there are numerous models and theories of leadership, research suggests that about 75% of organisations find their leadership development programs ineffective. Despite abundant opinions and theories postulated on leadership, there is a lack of a common language and a set of practical tools for understanding and developing leadership. Recent surveys also suggest that the competencies required of leaders are consistent among most sizes and types of organisations. The purpose of this conceptual paper is to simplify and synthesise the diverse aspects of leadership into a holistic framework that is easy to understand and apply in any environment. It presents a comprehensive and practicable five-dimensional model of leadership symbolised by Heart, Mind, Passion, Focus and Health. It also presents a competency matrix that captures the two core leadership attributes of wisdom (knowing what to do next) and skills (ability to do it) and identifies training needs associated with leadership development in terms of hard and soft skills.

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INTRODUCTION

The success of every organisation appears to depend on diverse skills possessed by some people, commonly referred to as leaders. They seem to have the ability to motivate people to work together to reach common goals despite setbacks, while helping individuals improve their competencies. This led to numerous studies and the formulation of many theories on leadership. All these focused on identifying and developing the core competencies associated with leadership for maximising and sustaining organisational performance.

This search for the characteristics or traits of leaders, who appear to possess the power to enhance the collective performance of any group of people, has continued for centuries. Early studies (Carlyle 1841) claimed that leaders were born, meaning that leadership is rooted in the inborn characteristics that some individuals appear to possess. However, researchers in the early 1940s (Bird 1940) and late 1950s (Mann 1959) claimed that while some traits were found to be common, persons who are leaders in one situation may not necessarily be leaders in other situations. Subsequently, leadership was no longer characterised as an enduring individual trait. The focus then shifted away from natural traits of leaders to an investigation of developable leadership behaviours. This shift in thinking produced a complex array of theories applicable in diverse situations, without providing a commonly applicable leadership model that was easy to understand and apply.

Consequently, leadership, although largely talked about, has also been described as one of the least understood concepts from a practical perspective. Over the years, many researchers have stressed that the existence of several flawed assumptions concerning leadership often interfered with the attempt to understand what leadership was all about (Gardner 1965). According to some, leadership is predetermined by distinctive dispositional characteristics that are inborn. However, there is evidence to show that leadership can also be developed through focused effort and experience (Forsyth 2009).

This conceptual paper is founded on the above observation that leadership can be developed. It presents a holistic, comprehensive and practicable five-dimensional model of leadership symbolised by Heart (emotional intelligence), Mind (rational and intuitive intelligence), Passion (energy that fuels high performance), Focus (reaching goals despite setbacks) and Health (immunity from stress and illness). It also presents a competency matrix that captures the two core leadership competencies of Wisdom (knowing what to do next) and Skills (knowing how to do it), and identifies training needs associated with leadership development in terms of hard and soft skills. It is derived from empirical insights gained from reports and studies on leadership.

LITERATURE REVIEW: SOME INSIGHTS

The huge body of extant literature on leadership is exemplified by a search for 'leadership' in Google yielding about 490 million results, and a similar search on amazon.com yielding over 130,000 books. A limited literature

review yielded the insights summarised below, which suggest that leadership, although widely recognised to be important, is approached in many different ways with significant disparities in how leadership is perceived.

Relevance of Leadership

A survey of major issues relating to people management found that among North American companies that identified 120 different issues, leadership was considered the most important in terms of its impact on workforce management; among European companies it was ranked third (HRI 2004). Training magazine's 2005 survey of senior training professionals showed leadership and management development as the top training priorities (Hall 2005). Another survey, conducted for the 2004 World Business Forum, found that 65% of surveyed firms placed leadership development among the top five focal points of corporate strategy (Marcus 2004).

Furthermore, innovation was among the top five factors driving leadership challenges (HRI 2004). Leaders were expected to mould their corporate cultures to make employees open to transformational change through innovation. Demographic shifts also demanded that leaders manage and inspire an increasingly diverse workforce in terms of gender, nationality, ethnicity, age, religion, etc. In a survey conducted by a British consulting firm, 60% of the respondents said the way their supervisors treated them influenced their level of motivation and how well they did their jobs (Management Issues 2004).

Employee Engagement

More than 100 studies have shown that human talent, expressed through employee motivation and engagement, was a key to sustaining organisational performance (Schwartz 2012). One of the drivers of employee engagement is skill development guided by leaders (Kaye & Giulioni 2012). Nicholson (2000) postulated that there may be a leadership gene that drove some people to take charge. However, Tichy (Tichy & Cohen 2007) argued that both leadership style and abilities emerge from experience. Clawson (2013) suggested that leadership was about managing energy, first in yourself and then in those around you.

The notion that human energy underlies employee performance was validated by Towers Watson (2012) in their global workforce study. In its analysis of 50 global companies, those with low traditional employee engagement had an average one-year operating margin just under 10%, while those with high traditional employee engagement had a slightly higher margin of 14%. In sharp contrast, those with sustainable employee engagement (a more robust definition, founded on workplace energy) had an average one-year operating margin as high as 27%.

TABLE 1. LINK BETWEEN EMPLOYEE ENGAGEMENT AND OPERATING MARGINS

Companies with:	Average one-year operating margin
low traditional engagement scores	just under 10%
high traditional engagement scores	14%
highest sustainable engagement scores	27%

Source: Towers Watson (2012).

Sustainable employee engagement requires leaders to create an energising work environment by promoting workers' physical, emotional and social well-being, embedded in a culture that focuses on their health, safety and security – both physical and emotional. Schwartz (2012) suggested adding mental and spiritual wellbeing to the above list. Leaders thus have to take responsibility for enhancing employee and workplace energy, which requires new competencies that are not normally associated with leadership.

Identifying Leadership Competencies

Good leaders have the ability to maximise individual and collective performance of teams composed of people with diverse backgrounds, motivations, mindsets, attitudes and behaviours. Such leaders are hard to find, probably due to the difficulty in identifying the necessary competencies. Though many leaders are endowed with some of the desired traits, very few have the combination of competencies needed to help a team achieve excellence in a way that significantly improves organisational performance (Beck & Harter, 2014). Clearly, an essential feature of good leadership is being prepared for more of the unexpected (Crumpton 2012).

As the rigid command-and-control type of organisational hierarchy (which stifles innovation and creativity) gets replaced by flatter structures that enable organisations to adapt quickly to changing conditions, the leadership skills required are being described in unconventional terms such as passion, creativity, mindfulness and spirituality. While the analytical left-brain competencies are often called into play in today's

fast-paced environment, the less tangible right-brain competencies such as emotional intelligence, intuition and reflection will give the edge to future leaders who can help their followers cope with accelerating change (Dean & Mihalasky 1974). Consequently, leaders need to see themselves more as partners, supporters, coaches and facilitators. They have to encourage employees to take decisions together with their managers on how to do their jobs better (Varghese 2010).

Managers vs. Leaders

Bennis (2003) argued that even though management and leadership are both important, there is a significant difference between them; to manage means to be in charge, to take responsibility etc., while leading is about motivating, guiding and helping followers to reach higher levels. He postulated that managers are people who *do things right*, while leaders are people who *do the right thing*. However, Sutton (2013) argued that to *do the right thing*, leaders also need to understand what it takes to *do things right*. Price (2013) suggested that leadership is best exemplified by those who are self-aware, deeply thoughtful, and able to think creatively and independently. A combination of all such qualities may be referred to as wisdom.

Wisdom

Wisdom is considered the highest state of knowledge (Garfinkle 2011). Although experts offer different criteria for wisdom, many appear to agree on the following attributes: Knowledge (for a multidimensional approach to analysing and solving problems); Empathy (understanding others' feelings and situations); Plurality (openness even to seemingly contradictory ideas); Perspective (seeing through complexities to the essence of an issue); Equanimity (calmly seeing problems merely as puzzles to be solved) and Humbleness (accepting that sometimes one simply doesn't know). A key component of leadership appears to be wisdom, which requires all of the above and some additional traits like prudence, common sense and knowing what to do (ibid). However, despite the recognition of diverse leadership skills, surveys continue to suggest that today's organisations lack leaders.

Scarcity of Leaders

Only about a third of respondents in a survey thought their companies effectively identified future leaders, or considered their leaders' capacity to respond to business challenge as good or excellent (Barrett & Beeson 2002). According to Brandon Hall's 2013 leadership development benchmarking survey (Freifeld 2013), 75% of organisations said their leadership development programs were not very effective. Even though selecting managers to lead teams is one of the most important corporate decisions, companies failed to choose the candidate with the right talent for the job 82% of the time (Beck & Harter 2014). The above findings highlight a big disparity between the perceived importance of leadership and an organisation's ability to produce leaders.

DEVELOPING A NEW HOLISTIC MODEL OF LEADERSHIP

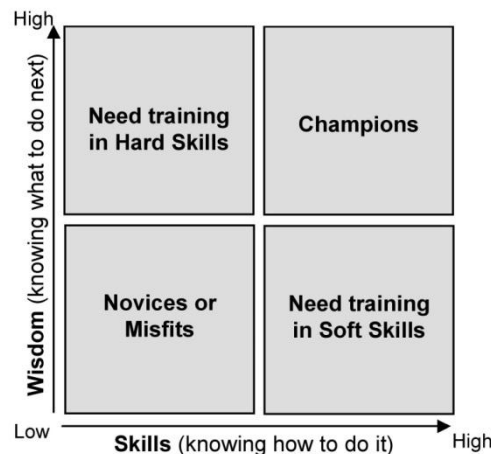
Surveys suggest that current approaches to leadership development are not producing leaders. Furthermore, there are wide differences in opinion about essential leadership qualities. There is a need to integrate the diverse components of leadership into a simple model that provides a holistic foundation for developing leadership attitudes and behaviours.

The Wisdom-Skills Competency Matrix

Talents typically associated with leaders include motivating and engaging people; assertiveness for overcoming adversity and producing desired outcomes; accountability for their decisions and actions; relationship building to create trust, open dialogue and transparency; decision-making based on good judgement, etc. (ibid). Although all these leadership skills are relevant, they appear to be incomplete or difficult to develop since many organisations are struggling with the challenge of finding and nurturing good leaders who can drive organisational success, especially under turbulent conditions.

I have observed over many years that both individual and organisational success appear to depend on two decisive factors: knowing what to do next (Wisdom) and knowing how to do it (Skills) – definitions by David Starr Jordan. Based on this empirical insight, I developed the Wisdom-Skills Competency Matrix (Figure 1) to identify the two most essential leadership competencies and training needs (Jinadasa 2013).

FIGURE 1. THE WISDOM-SKILLS COMPETENCY MATRIX



Source: Author's conceptualisation.

In Figure 1, Hard Skills comprise of work-related knowledge, skills, tools and processes that are important for producing superior products and services through innovative technologies and organisational structures; Soft Skills are the intuitive, emotional, attitudinal, behavioural and interpersonal competencies that are important for building interpersonal relationships and managing change. Wisdom stems mainly from experience and work-related hard skills guided by intuitive soft skills, while Skills relate to hard skills tempered with insights gained through soft skills.

Without Wisdom, a person or organisation could strive to address wrong issues and solve irrelevant problems, or fail to harness superior attributes. For example, Sony did not have the wisdom to link up all of its digital devices to the Internet around 2003, when it had a product line-up that surpassed that of Apple (Seiichirō, 2014). Without Skills, a person or organisation will not be able to do what needs to be done. For example, Japan's electronics giants that are now struggling to survive show a huge mismatch between the corporate strategies needed and the abilities of executives to implement them (ibid).

Individuals who are high on Wisdom but low on Skills are typically older employees who need training in relevant hard skills (e.g. computer skills); individuals who are low on Wisdom but high on Skills are typically technically qualified younger employees, who need more work experience and training in soft skills. People who are low on both Wisdom and Skills could be either novices who need extensive training in both hard and soft skills, or people whose interests lie outside their areas of work.

Focusing on Champions first is essential for organisational success because they are powerful change agents with high levels of motivation, engagement and leadership. They can lift their colleagues to Champion level (Whitaker 2012). Champions with fully developed hard and soft skills are what organisations should aim to produce as leaders.

Unleashing Inborn Leadership Skills

Fleming (2013) argued that there was no evidence to suggest that leadership is anything more than shorthand for a basket of disparate skills and abilities that seem to fit our perception of leadership. Leaders appear to possess a combination of the common inborn traits of high energy, intelligence, confidence, assertiveness, creativity etc. Surveys and reports suggest that leadership qualities comprise of a complex mix of wisdom, skills, charisma, mindfulness, compassion, vision, self-discipline, ambition, humility, courage, determination, coolness, poise in public etc. Though some of these diverse competencies are inborn, they also appear to be acquirable through practice and experience. The search for a new leadership model was founded on this premise.

We are leaving the old way of thinking with its over-dependence on the logical mind; a new kind of thought is awakening, characterised by a balance between logical thinking and intuition (Österberg 2003). We were born with this natural balance and a very high level of intuitive intelligence. This is what enables preschool children even from the poorest slums to find and play games on a smartphone before they learn to read. Using such inborn intuitive intelligence, children can use a computer to learn languages and even complex subjects such as neuroscience easily on their own, if they are provided with a self-organising learning environment (Mitra 2013). Though this inborn intuitive intelligence gets swamped by the education process that focuses mainly on analytical thinking, it lies dormant within every adult. By awakening and channelling this vast human potential through prolonged practice, every adult can attain the highest levels of competence in any desired

field, including leadership (Gladwell 2009). Albert Einstein's saying that none of his discoveries was made through rational thinking validates this concept.

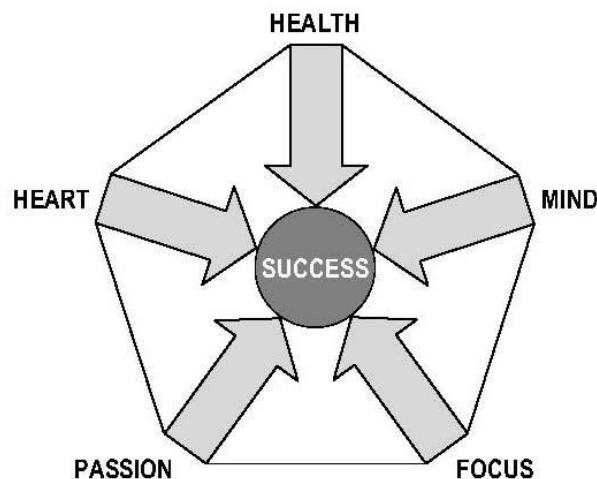
A Holistic Five-dimensional Leadership Model

Most definitions of leadership address only rational and observable phenomena. Consequently, researchers avoided investigating the emotional and psychological factors underlying leadership. Many organisational issues relating to human motivation, attitudes and behaviours thus remain unresolved. By taking a psychodynamic approach to leadership style and development, leaders can focus on the aspects of human behaviour that are difficult to evaluate. Leaders need to understand why followers act the way they do, and that people are intricate beings with rich and myriad motivational drivers and decision-making patterns (de Vries 2014).

To overcome increasingly complex challenges, organisations need a new breed of leaders with multiple intelligences. To thrive in networked organisations where creative individuals are often the most valuable asset, leaders must have not only analytical *left-brain* thinking abilities, but also emotional and intuitive *right-brain* competencies (Deemer 2004). One study found that relationship building and people development were two of the most highly rated leadership competencies (Salopek 2004). In an age when alliances and collaborations between people are of increasing importance, competencies such as emotional intelligence, listening skills, intuition, empathy and personal values require leaders to balance their heads with their hearts.

These new concepts were used to identify the basic human competencies underlying leadership, and led to the development of the holistic five-dimensional leadership model depicted in Figure 2. It includes and synthesises all key leadership qualities discussed so far into five basic attributes symbolised by Heart, Mind, Passion, Focus and Health. These five symbolic attributes appear to govern the success of leaders and their organisations under diverse operating conditions. It provides a conceptual framework for the holistic competencies that leaders need to acquire for developing both Wisdom and Skills.

FIGURE 2. A HOLISTIC FIVE-DIMENSIONAL LEADERSHIP MODEL



Source: Author's conceptualisation.

Heart governs the emotional intelligence needed for empathising with subordinates, colleagues, superiors, customers, suppliers etc. through understanding and caring (Goleman 1994). It is an essential leadership attribute, since we are all in the "people business" dealing mostly with others (Silberman & Hansburg 2000). Heart also governs corporate success, since a heart-oriented corporate culture will be able to retain staff, clients and suppliers, especially during difficult times, and because business transactions require empathy between individuals who represent their organisations (Conant & Norgaard 2011).

Mind governs concrete, abstract and spiritual intelligence, technology, innovation, intuition, creativity etc. It includes whole brain integration achieved by using the analytical left side and the creative right side of the brain together, which improves the effectiveness of the human brain by as much as 5 to 10 times (Erdmann & Stover 1991). Since the human mind is capable of finding innovative solutions to any problem of any complexity through relaxed mindfulness (Silva & Miele 1978), it is a key component of success in today's complex operating environments.

Passion is what drives ordinary people to achieve extraordinary results by aligning their hearts, minds, beliefs and efforts. It fuels both individual and corporate success by unleashing the mental and emotional energy needed by individuals and organisations to reach ambitious goals. Passion combined with talent provides the

fuel for transforming education, business and communities in the 21st century (Robinson & Aronica 2009). However, unless Passion is tempered by Heart and Mind, it can lead to rigidity, obsessions and wasted effort.

Focus is the convergence of beliefs, resources and effort that makes individuals and organisations strive until they achieve goals, despite setbacks. Focus is also about conserving mental energy, without wasting it on mundane matters that are unimportant (Pozen 2012). I have used focus in preference to willpower, since focus implies desire and willingness, whereas willpower implies doing something emotionally unappealing through force of will.

Health is the overarching foundation of the other four dimensions, since it can affect all of them positively or negatively. Everyone can enjoy natural health through the discovery that every sickness, disease and ailment can be traced to a mineral deficiency (Pauling 1986), and by following the advice of Hippocrates, which requires a change in eating habits to exclude all processed food and beverages, and include maximum Hippocrates diet staples such as raw vegetables, fresh fruits, sprouts, greens and whole grains (Wigmore 1983).

The five attributes that comprise the five dimensions of leadership can best be illustrated using a role model for each one: Heart of Mother Theresa, Mind of Albert Einstein, Passion of Michael Jackson, Focus of Mahatma Gandhi, and the Health of Fauja Singh (100-year-old British marathon runner).

Developing the Heart and Mind dimensions will boost: (a) Inner soft skills for self-empowerment – i.e. improved attitudinal and behavioural competencies with increased awareness, intuition, motivation and confidence to identify significant trends and integrate new thinking into daily work; (b) Outer soft skills for interpersonal competencies – i.e. dealing with and influencing colleagues, customers, suppliers, etc. and obtaining insights through them; and (c) Hard skills for acquiring work-related knowledge, skills, tools and processes closely geared to changing conditions. Heart and Mind dimensions are supported by Passion, Focus and Health dimensions.

This new model identifies the core competencies anyone can develop to unleash the vast human potential lying mostly dormant within him or her for becoming effective leaders.

ANALYSIS AND DISCUSSION

This section relates the wisdom-skills competency matrix and the five-dimensional leadership model to research findings and survey reports on the diverse aspects of leadership.

Ineffective Leadership Development

US companies alone has spent almost \$14 billion annually on leadership development (Loew & O'Leonard, 2012). However, even though leadership development was considered both a current and a future priority when ranking the top three human-capital priorities (HRI 2004), 75% of organisations said their leadership development programs were not very effective (Freifeld 2013). Almost two-thirds of the respondents in a research study identified leadership development as their number-one concern (Conference Board & McKinsey 2012). However, only 7% of senior managers polled by a UK business school thought that their companies developed global leaders effectively (Gitsham et al 2009), and about 30% of US companies admitted that they had failed to exploit their international business opportunities fully because they lacked enough leaders with the right capabilities (Ghemawat 2012).

According to an Internet survey, most leadership development programs focused narrowly on day-to-day operational issues and were woefully lacking in ways to instil in leaders more strategic skills such as how to develop and communicate vision, or delegate responsibility (Babcock 2008). Many leadership competency models provided a series of behavioural descriptions clustered around six to sixteen or more headings, implying that leadership development involves improvement across dozens of skills and behaviours. This pathway to leadership development is overwhelmingly complex. At best, leadership development that was “a mile wide” and “an inch deep” moved a leader only from good to a bit better (Clemmer 2012).

Furthermore, context is a critical component of successful leadership. Focusing on context means equipping leaders with a small number of core competencies that will make a significant difference to their performance in specific circumstances. Instead, what we often find is a long list of leadership standards and a complex web of dozens of competencies. When a company identified a small number of leadership capabilities essential for success in its business, it achieved far better outcomes (Gurdjian, Halbeisen & Lane 2014).

Therefore, the objective in defining the holistic five-dimensional leadership model was to formulate a simplified model that covers all necessary leadership skills, meets leadership needs in diverse situations, and balances analytical competencies (relating to Skills) with less tangible ones relating to passion, vision, communication, empathy, etc. (relating to Wisdom), founded on stress-free natural health.

Relevance of Wisdom and Skills

Media reports suggest that many businesses and industries are finding it difficult to stay competitive in an increasingly turbulent world. According to Dean and Mihalasky (1974), one of the underlying reasons was that too much reliance was placed on short-term rational thinking. The emphasis was on the application of rationality and logic to problem solving and decision making. According to Prof. Mihalasky, what all this had given us is more incorrect, invalid or unreliable data for making decisions, whose outcomes were correct about as many times as when they were based on blind guessing. He attributed this to people focusing all their attention on logical and analytical thinking, without investigating the benefits of intuitive, nonlinear thinking under rapidly changing conditions that are hard to predict (ibid).

In the relatively stable years before the 2008 global financial crisis, academic and leadership development programs were typically geared to the old paradigm of corporate wealth based on financial assets derived from productivity and profit. The focus was on the short-term utilisation of employees' skills without developing their intuitive, attitudinal and behavioural competencies (Maynard & Mehrtens 1996). In over 20 years of research on wealthy people, Hill (1960) concluded that intuition was one attribute common to all such successful people. A later study also found that top CEOs (Chief Executive Officers) who performed best in intuition tests tended to be the most successful in running their businesses (Dean & Mihalasky 1974).

Visionary leaders appear to create the future by using a combination of Wisdom and Skills. For example, former General Motors president Alfred Sloan, commenting on the company's founder William C. Durant, characterised him as a man guided solely by some intuitive flashes of brilliance to make astonishingly correct judgments and proceed on a course of action without an engineering hunt for the facts (ibid). Sir Richard Branson, as keynote speaker at the 2009 Engage Today Conference, also explained how he followed his intuition to launch the successful Virgin Atlantic airline in 1984, despite initial media criticism and ridicule.

Leadership development has typically been driven by needs observed in the past, and not those anticipated in the future. Seldom have organisations had the wisdom to define the areas in which they needed to excel in the short, medium and long term. The demise of many renowned companies in the 2008 global financial crisis can be attributed to a lack of wisdom and skills – not knowing what to do next under threatening circumstances, and not being able to do what needed to be done.

Leadership Competency Development

A good definition of leadership is to show the way by going in advance. This requires both wisdom (knowing where to go) and skills (for getting there). Good leaders set great examples that help develop wisdom and skills in their followers; they recognise that while leadership is an external influencer, true motivation comes from within. Leadership is therefore not about encouraging, pushing or cheering others on; it is about pointing others inward so they discover and unleash the inner motivation that will help them reach great heights (Kramer 2012).

Clawson (2013) argued that a lack of vision was one of two main reasons for the lack of good leadership. Vision is clearly a result of wisdom as explained above, but grounded in reality. Jack Welch, former CEO of General Electric, encouraged his team to face reality as it is, not as it was, or as they wished it were. He said that the art of leading comes down to a simple thing of determining and facing reality about people, situations and products, and then acting decisively and quickly based on that reality (Welch & Welch 2005).

Most companies promote workers into managerial positions because they appear to deserve it, rather than have the necessary talents. Experience and skills are important, but people's talents (the ways they think, feel, and behave) foretell where they will perform best as managers. Talents can be inborn or acquired, and they form the building blocks of great performance. Sufficient leadership talent exists in every company at different levels (Beck & Harter 2014). The Wisdom-Skills competency matrix provides a simple model for identifying such leadership talent and developing it further to enhance individual and organisational performance.

A global study of leadership: 2005-2015 (AMA/HRI 2005), identified five leadership characteristics and twelve leadership competencies considered to be most important. The top five leadership characteristics were openness to change, interpersonal communication, support for innovation, flexibility, and group communication. The top twelve leadership competencies were strategy development, communication skills, developing leaders, hiring talent, fostering creativity and innovation, driving for results, knowing the business, role model for values, business ethics, knowing the industry, building relations in organization, and aligning organisation with the market.

Global Talent 2021, a study by Oxford Economics (2012), has identified competencies expected to be in high demand over the next five to ten years. These include digital business skills, agile thinking skills, interpersonal and communication skills, and global operating skills. This study highlights the need for the parallel development of work-related hard skills, and attitudinal, behavioural and interpersonal soft skills.

All the different leadership attributes and competencies summarised above can be associated with and developed via the wisdom-skills competency matrix and the underlying five-dimensional leadership model.

Relevance to Leadership Theory

The five-dimensional leadership model synthesises into a simple and coherent framework all the complex and sometimes conflicting concepts found in conventional leadership theory as excerpted below.

Work that began in the 1940s examined leadership in teams as a form of group dynamics (Beune & Sheats 1948). This transformed the traditional chain-of-command structure of leadership to a more lateral, peer-based focus, sometimes known as shared leadership (Pearce 1997; Pearce & Sims, 2002; Pearce & Conger, 2003). Early evidence suggested that shared leadership had a greater influence on team effectiveness than authoritarian leadership approaches (Pearce & Sims 2002; Pearce, Yoo & Alavi 2003).

Leadership research thus expanded beyond an examination of the individual leader to include the group or culture that the leader influences. In the early 1970s, Robert Greenleaf developed an approach to leadership called “servant leadership” (Greenleaf 1977). This advocated an altruistic concern for followers’ development and satisfaction, which gained increasing popularity in later years (DePree 1989; Covey 1991; Block 1993; Kouzes & Posner 2003). Jim Collins, the author of *Good to Great*, agreed that humility is often a key to leadership success (Collins 2001). Bennis (2003) argued that real leadership involved four attributes that were virtually timeless: the ability to adapt; engage others in shared meaning; present an authentic voice; and existence of a positive purpose. Some experts also argued that spirituality had become increasingly important for leadership. Organisations that embraced “spiritual leadership” reflected their values in their programs, processes and standards. Dan S. Wilford argued that spiritual leadership has ethics, relationships, values and balance at its core (Wolf 2004).

Bennis and Nanus (1985) argued that the most prototypical leadership trait was confidence. Empirical studies by Kouzes and Posner (1987) further suggested that the central criterion for a leader’s legitimacy was trustworthiness, as shown by his or her honesty and competency. Maxwell (1999) claimed that charisma, courage, problem-solving, openness to learning and vision were the key attributes of leadership. However, later research questioned the effectiveness of charisma as a discriminator between effective and ineffective leadership (Collins 2001). A renewed research focus on the idea of “multiple intelligences” (Gardner 1983) was later extended to an analysis of emotional intelligence as a key component of leadership (Goleman 1994).

Personality theory identified leadership traits that were detrimental to leadership effectiveness, such as arrogance (Brinkmeyer & Rybicki 1998). Burns (1978) and those who followed him (Bass 1985; Avolio 1999) believed that leadership was related to the performance of followers, and was about developing them to their fullest potential. Increasingly complex business systems and challenges added new dimensions to leadership. Kotter (1996) expanded the scope of leadership to include responsibility for understanding organisational systems and making necessary changes for sustaining organisational success in the short and long term.

Different Approaches to Leadership Development

There are several approaches to leadership development (Adair 2009), as summarised below:

Qualities approach to leadership demands energy, confidence, courage, determination, enthusiasm, humour, humility, integrity, loyalty, initiative, toughness, physical fitness, fairness, tact, compassion, decision-making, calmness in a crisis, ability to accept responsibility, leading by example, pride in command, etc. *Functional approach* to leadership requires planning, initiating, controlling, supporting, communicating and evaluating. *Situational approach* to leadership suggests that persons who are leaders in one situation may not necessarily be effective leaders in different situations; leadership is thus considered in relationship to a situation.

As Xenophon has said, what true leaders need is a true knowledge of human nature, which will enable them to get the very best out of people. How such leadership qualities could be developed was unclear (ibid). Goleman (2013a) makes the distinction between leaders who are “smart” in the sense of being good at running a business and getting good results, and “wise” meaning leaders who have a deeper understanding of the stakeholders and the environmental system they operate within. Both these leadership competencies are covered by the wisdom-skills competency matrix.

Leaders also need to acquire a ‘Triple Focus’: firstly an *inner focus* to be aware of their own feelings, values and intuitions, and to manage themselves well; secondly a *relational focus* to read people well for leading them and managing relationships; and thirdly an *outer focus* to understand and cope with the larger forces and systems in order to determine the best strategy for going forward (ibid).

Integrating Diverse Leadership Attributes with the New Model

Table 2 shows how all the leadership attributes identified in this paper correlate to Wisdom and Skills, and the five dimensions of leadership comprising of Heart, Mind, Passion, Focus and Health.

TABLE 2. CORRELATING KEY LEADERSHIP ATTRIBUTES WITH THE NEW MODEL

Leadership Attributes	Wisdom	Skills	Heart	Mind	Passion	Focus	Health
1. Ability to bounce back from setbacks (Goleman 2013b)	P	P	P	P	P	P	P
2. Accountability for decisions and actions (Adair 2009; Beck & Harter 2014)	P	P		P		s	
3. Acting as partners and facilitators of followers (Varghese 2010; Kramer 2012)	P	P	P	P	P	P	s
4. Agile thinking skills (Oxford Economics 2012)	P	P	P	P		s	s
5. Assertiveness for overcoming adversity (Bennis 2003; Adair 2009; Beck & Harter 2014)	P	P		P	P	P	
6. Attitudinal and behavioural competencies (Maynard & Mehrrens 1996)	P	P	P	P	s	s	s
7. Business ethics (AMA/HRI 2005)	s	s	P	P		s	
8. Calmness in a crisis (Adair 2009; Goleman 2013b)	s		P	P		s	P
9. Common sense (Garfinkle 2011)	P	s	s	s		s	
10. Concern for followers' development and satisfaction (DePree 1989; Covey 1991; Block 1993; Kouzes & Posner 2003)	s		P	P			
11. Confidence, courage, determination and enthusiasm (Bennis & Nanus 1985; Maxwell 1999; Adair 2009)	s	s	P	P	P	P	P
12. Decision-making based on good judgement (Adair 2009; Beck & Harter 2014)	P	P	P	P		P	
13. Delegating responsibility (Babcock 2008)	s	s		P			
14. Developing and communicating vision (Maxwell 1999; Babcock 2008; Clawson 2013)	P	P	P	P	P	P	
15. Developing leaders and the full potential of followers (Burns 1978; Bass 1985; Avolio 1999; Salopek 2004; AMA/HRI 2005; Whitaker 2012; Kaye & Giulioni 2012)	P	P	P	P	P	P	
16. Digital business skills (Oxford Economics 2012)		P		P			
17. Emotional intelligence, fairness, tact (Goleman 1994; Silberman & Hansburg 2000; Deemer 2004, Adair 2009; Conant & Norgaard 2011; Goleman 2013b)	s		P	P	s	s	
18. Empathy (Garfinkle 2011)	s		P		s		
19. Energy, charisma, vision, determination (Fleming 2013; Adair 2009)	P		P	P	P	P	P
20. Enhancing employee and workplace energy (Towers Watson 2012; Clawson 2013)	s	s	P	P	P	P	s
21. Equanimity (Garfinkle 2011)	P		P	P			P
22. Exploiting international business opportunities (Ghemawat 2012)	P	P	P	P	s	s	
23. Facing reality about people, situations and products (Welch & Welch 2005)	P		P	P		s	
24. Favours open dialogue and transparency (Beck & Harter 2014)	s		P	P			
25. Flexibility and openness to change and learning (Maxwell 1999; Bennis 2003; AMA/HRI 2005)	P		P	P	s	s	
26. Fostering creativity and innovation (AMA/HRI 2005)	P	s	P	P	P	P	s
27. Global operating skills (Oxford Economics 2012)	P	P	P	P			s
28. Having a deeper understanding of situations - Wisdom (Goleman 2013a)	P	s	P	P		P	
29. Humility and lack of arrogance (Brinkmeyer & Rybicki 1998; Collins 2001; Adair 2009; Garfinkle 2011)	P	s	P	s			
30. Humour (Adair 2009)	s		P	P			
31. Inner focus on feelings, values and intuitions (Goleman 2013a)	s		P	P		P	
32. Integrity and loyalty (Adair 2009)	s		P	P	s		
33. Interpersonal communication skills (AMA/HRI 2005; Oxford Economics 2012; Goleman 2013b)	s		P	P	P		
34. Intuition, reflection (Hill 1960; Dean & Mihalasky 1974; Maynard & Mehrrens 1996)	P		P	P		s	

Leadership Attributes	Wisdom	Skills	Heart	Mind	Passion	Focus	Health
35. Knowing the business and aligning organisations with the market (AMA/HRI 2005)	P	P	P	P	s	P	
36. Knowing what to do (Garfinkle 2011)	P	P	s	P		P	
37. Knowledge (Garfinkle 2011)	P	P		P			
38. Leading by example (Adair 2009)	P	P	P	P	P	P	P
39. Left-brain thinking mixed with right-brain intuition (Erdmann & Stover 1991; Deemer 2004)	P		P	P			
40. Listening skills (Deemer 2004)	s		P	P		s	
41. Maximising individual and team performance (Beck & Harter 2014)	P	P	P	P	P	P	P
42. Motivating and engaging others via collaboration and teamwork (Bennis 2003; Goleman 2013b; Beck & Harter 2014)	s	s	P	P	P	P	s
43. Multiple intelligences (Gardner 1983)	P		P	P			
44. Not wasting mental energy on mundane matters (Pozen 2012)	P			P		P	
45. Outer focus for determining the best way forward (Goleman 2013a)	P		P	P		P	
46. Passion combined with talent (Robinson & Aronica 2009)	P	P	P	P	P		
47. Perspective (Garfinkle 2011)	P		s	P		s	
48. Planning, initiating, controlling, supporting, evaluating (Adair 2009)	P	P	P	P	P	P	s
49. Plurality (Garfinkle 2011)	P			P			
50. Pointing others inward to unleash their inner motivation (Kramer 2012)	P		P	P	s	s	s
51. Preparing for the unexpected (Crumpton 2012)	P	P	P	P	s	s	
52. Problem solving (Maxwell 1999)	P	P	P	P		P	
53. Prudence (Garfinkle 2011)	P		s	P		s	
54. Relational focus on others to read and lead people (Goleman 2013a)	P	P	P	P	P	P	P
55. Relationship building (Salopek 2004; AMA/HRI 2005; Beck & Harter 2014)	s		P	P	P	P	
55. Relaxed mindfulness (Silva & Miele 1978)	s		s	P		P	P
57. Responding to business challenges (Barrett & Beeson 2002)	P	P	P	P	P	P	P
58. Role model for values (AMA/HRI 2005)	P	P	P	P	P	P	P
59. Running a business and getting good results – Smartness (Goleman 2013a)	P	P	P	P	P	P	P
60. Self-aware, deeply thoughtful, creative (Price 2013)	P	s	s	P		s	s
61. Self-confidence, poise in public (Fleming 2013; Adair 2009; Goleman 2013b)	s		P	P	P	P	P
62. Spiritual leadership via ethics, values and a balance (Wolf 2004)	s	s	P	P	s	s	s
63. Strategy development (Bennis 2003; AMA/HRI 2005)	P	P	s	P	P	P	s
64. Stress-free natural health and physical fitness (Wigmore 1983; Pauling 1986, Adair 2009)	s						P
65. Striving for better results (AMA/HRI 2005)	P	P	P	P	P	P	s
66. Trustworthiness shown by honesty and competency (Posner 1987)	s	P	P	P	s	s	
67. Understanding complex systems and responding (Kotter 1996)	P	P	P	P		P	
68. Understanding human nature and why followers act the way they do (Adair 2009; de Vries 2014)	s		P	P			
69. Wisdom (Garfinkle 2011)	P	s	P	P		s	

P signifies a primary correlation;
 s signifies a secondary correlation

Source: Developed for this paper using subjective judgement

All the leadership attributes and competencies listed in Table 2 relate to wisdom and/or skills, and are embedded in the heart, mind, passion, focus and health dimensions. Studies conducted by companies evaluating their own executives have shown that the top 10% of performers displayed superior competencies in emotional intelligence rather than in purely cognitive thinking. Leadership competencies like self-confidence; bouncing back from setbacks; calmness in a crisis; interpersonal communication skills; collaboration and teamwork, all led to better business results (Goleman 2013b), especially when cultivated across the entire workforce by developing the intrinsic leadership qualities they all possess and use intuitively in their daily lives.

Intrinsic Leadership

Intrinsic or self-leadership development is a process through which people learn to unleash and start using the leadership skills that are lying mostly dormant within them. According to a global talent management and leadership development survey (Hamilton Davenport Partners 2012-2013), every single person in the organisation regardless of their position needs core capabilities to deliver superior products and services supported by the values of the organisation. The five-dimensional model of leadership provides a holistic foundation for achieving this objective.

Intrinsic leadership development targets all employees at all levels, instead of a few people deemed to have leadership potential. This is especially relevant for organisations in which customer service delivery takes place through frontline staff without managerial supervision. Since the hospitality industry falls into this category, it was selected for the first pilot project conducted to validate the effectiveness of organisation-wide intrinsic leadership development using the five-dimensional model.

A pilot project

With the 5-star hotel industry in Colombo becoming fiercely competitive with many new global entrants, the Taj Samudra luxury hotel needed novel strategies for sustaining its growth after reopening after refurbishment on 1st November 2013. It adopted the concept of enhancing its guest experience by energising, empowering and engaging its entire workforce. The goal was to give each employee the energy, confidence and commitment to deliver an unsurpassed brand experience to every guest, founded on legendary Sri Lankan hospitality.

Unlike conventional leadership training limited to a select few, over 600 Taj employees at semiskilled, skilled, supervisory and managerial levels jointly underwent the identical training, aimed at collectively unleashing their dormant physical and mental power by developing all components of the five dimensional model. It empowered all employees at all levels and gave them the freedom to deliver a superlative guest experience in an autonomous and creative way, within specified operational guidelines.

After the empowerment training, the employees collectively adopted a new service culture symbolised by Love (emotional) and Care (rational) – two concepts derived from the dimensions of Heart, Mind, Passion and Focus, underpinned by Health. As a result, the Overall Service Experience component in their Guest Satisfaction Tracking Index shot up by 40.4% within five months after reopening, as shown in Table 3.

TABLE 3. OVERALL SERVICE EXPERIENCE RATINGS AFTER 1 NOVEMBER 2013

	Nov. 1-30	Dec. 1-31	Jan. 1-31	Feb. 1-28	Mar. 1-31	Change in 5 months
Overall Service Experience	52	57	65	61	73	+40.4%

Source: Taj Samudra Hotel, Colombo

These results demonstrate the benefits of developing all five dimensions of the new leadership model in the entire workforce in a working environment where customer service delivery takes place by all levels of staff.

Training methodology used in the pilot project

The methodology used for developing the five dimensions of leadership was a workshop to develop inner soft skills for self-empowerment, and outer soft skills for interpersonal competency improvement. It guided participants through an energising and empowering process that helped them to unleash the vast physical and mental power lying mostly dormant within them, eliminate negative emotions such as fear, and transform limiting beliefs that weaken their self-confidence.

The program used simple but powerful techniques drawn from widely different cultures and traditions, such as transactional analysis (Harris 1973), neuro-linguistic programming (Bandler 2008), Japanese martial art

Aikido (Westbrook & Ratti 1970), Chinese Tao meditation (Jou 1985) and Himalayan energy practices (Del Pe 2006). To integrate all the newly learned practices into participants' daily lives at home and work, they agreed to invest about 20 minutes every day to follow a simple daily routine for at least three weeks (Maltz 1960).

Barriers to Leadership Development

Respondents in the American Management Association (AMA) and Human Resource Institute (HRI) Global Study of Leadership 2005-2015 (HRI/AMA 2010) identified top four barriers to leadership development as:

1. Lack of measurement of leadership behaviours
2. Inadequate leadership development program content
3. Lack of rewards for leadership behaviours
4. Lack of supportive culture.

CONCLUSION

The purpose of this conceptual paper was to simplify and synthesise the overwhelmingly complex and multidimensional aspects of leadership into a simple and holistic framework. It was founded on the premise that leadership competencies can be developed, and that people aspiring to become leaders have vast inborn human potential lying mostly dormant within them. The challenge was to identify the basic human competencies underlying leadership, and to develop a holistic model that could be used to understand and develop leadership.

The resulting Wisdom-Skills competency matrix identifies the two fundamental leadership competencies, and the associated training needs in terms of hard and soft skills; the five-dimensional leadership model provides a practical framework for understanding and unleashing the intrinsic leadership qualities lying mostly dormant within every person. The close correlation between the numerous leadership attributes gleaned from studies and reports, and the components of these two simple models, confirms their comprehensive coverage of leadership qualities. The pilot project validated their effectiveness in improving organisational performance through superior customer service delivery by energised, empowered and engaged employees.

POLICY RECOMMENDATIONS

Policies that organisations need to adopt to develop a new breed of leaders who can drive performance are summarised below. They also provide a blueprint for creating learning organisations that can thrive even under difficult conditions by unleashing the vast human potential lying mostly dormant within every employee.

1. Training programs must focus on company-wide acquisition of wisdom and skills, by developing all five dimensions of leadership in every employee at every level.
2. Organisations need to create an entrepreneurial culture to improve performance, by motivating the energised, empowered and engaged employees produced by company-wide intrinsic leadership development.
3. In addition to developing work-related hard skills, leadership programs must also develop inner soft skills for self-empowerment and outer soft skills for interpersonal competencies.
4. Organisations need to develop ways to measure and reward leadership behaviours, which have to cover all five dimensions of leadership and relate to resulting performance improvements.

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