Persuasive leadership in life and work

"Even when he attained a high position, he could hear the crying below."

—Anon.[1]

"The most unholy and savage animal is a human being without virtue."

—Aristotle [1]

"A new civilization is emerging in our lives and blind men everywhere are trying to suppress it. This new civilization brings with it new family styles, changed ways of working, loving, and living; a new economy, new political conflicts; and beyond all this an altered consciousness as well ... The dawn of this new civilization is the single most explosive fact of our lifetimes. It is the central event—the key to understanding the years immediately ahead. It is an event as profound as the First Wave of change unleashed ten thousand years ago by the invention of agriculture, or the earthshaking Second Wave of change touched off by the industrial revolution. We are children of the next transformation, the Third Wave ..."

—Alvin Toffler, *The Third Wave*

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[1] Many of the quotes in this book can be found in McKenzie, E.C. (1991) *14,000 Quips and Quotes for Writers and Speakers*, Monarch, Eastbourne; or in Prochnow, H.V. and Prochnow, H.V. Jr. (1942) *5100 Quotes for Speakers and Writers*, Baker Book House, Grand Rapids, Michigan.

BEGINNING CASES

Dorothy Collins was appointed principal of a dilapidated high school in a disadvantaged area within a US city. The students were amongst the lowest performing students in the city and were producing grades well below the national average. Ms Collins was an articulate African–American female of considerable energy and optimism and showed superb ability and dexterity in her leadership skills. She devised a plan to improve the school's performance. This involved completely re-structuring the discipline level tolerated in the school and exploring various alternative teaching methods that suited the school's problematic students. To facilitate the newly implemented strategy she ensured the competence of each teacher was improved by selecting certain key teachers to study new teaching methods as they were being used at other schools. These teachers then were required to teach them to the other teachers in their school who would then employ them in the classroom. This notion of identifying and applying "best practices" is a characteristic of effective social entities of all types.

In her role as a school principal she would frequently directly encourage parents to participate in their child's education and learning processes as well as inspiring her teachers to do the same. She convinced local business professionals to donate funds, assist in the rehabilitation of the school's infrastructure and increase the supply of teaching materials. On a typical day, she would wander around the school greeting students between classes and listen attentively at doors when classes were in session. On occasion, she would ask teachers to step out in the hall and provide suggestions on how to improve their performance. In doing so, she adopted the role of helpful counselor and mentor. After several such years, her school became one of the highest ranking schools in the city producing exceptional academic results.

—From a TV documentary

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As a young man, Abraham Lincoln was unsure what to do with his life. Prior to becoming a lawyer, he worked as a clerk in a general store and became popular and well respected by his local community. During this time, he also worked on a riverboat and was distressed to see slave auctions taking place at the shipping wharf. Soon after, at the time of a "frontier war", he enlisted in the military and was quickly promoted to higher ranks. It was here he made a huge personal discovery—he had leadership skills! With this came exuberating confidence and the decision to pursue a political career. Despite his limited education, he became well known for his masterful speechmaking. It is believed that he had only one year of formal education; however, through determined self-study and practice

he became one of the greatest public speakers and persuaders in American history. Lincoln remains an inspirational example for others of the potential for self-education. Through his familiarity with the *Bible* and the works of Shakespeare he developed a sophisticated command of the English language. This helped him to obtain the word mastery and language skills he later demonstrated. He was especially adept in the debate format which was popular practice at the time.

His rise to presidency was catalysed by the formation of a new political party with ideals he believed in and by an extremely persuasive and influential speech he gave in New York City early in his political career which gave him considerable prominence. This speech was pivotal in his career as he evolved from being an unknown Midwestern local politician to a national figure. He was a wonderfully charismatic man who would often draw from his vast collection of stories with a quick wit and humor which instantly engaged his audience. Never did he show his anger or lose control of his temper but remained humble and poised like a true gentleman. Lincoln was one of the most persuasive presidents in US history presiding successfully over the abolition of slavery and the triumphant conclusions of the Civil War. Many addresses today echo the rhyme of Lincoln's persuasive elegance that was heard amongst the political platforms hundreds of years ago. It is right and proper that this year (2009) we are paying special honour to Lincoln's memory not only in America but around the world also; without his persuasive abilities the world today would be much different than it is.

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Jack Welch, retired CEO of General Electric (GE), is considered to be amongst the most effective business leaders of all time. Perhaps this accounts for the extensive biographical material available on him. We are aware that some readers say too much has been written about him. Several bestselling books, including his recent autobiography, recount his proficient approach to leadership which has taken both practitioner and academic communities by storm. When appointed the new CEO in 1981, Welch launched an explicit vision for GE, setting bold targets to be achieved by the end of the next decade. He then set about implementing these through the force of his persuasive powers and through various procedural and policy changes.

His remarkable persuasive leadership skills are highlighted clearly by his professional accomplishments and in films of one of his periodic speeches to senior executives at GE. The authors (Carroll and Flood) observed him in action several times in such a company film. During these speeches, his hands and arms are in constant motion emphasizing the significance of each issue, whilst the cadence of his voice oscillates appropriately in direct sequence to the content of his address.

His voice varies in tone from happy and enthusiastic to sadness with tinges of regret as he speaks. He would acknowledge various managers and divisions who were performing exceptionally well and describe new company initiatives which they can be jointly proud of. He describes his visits to customers, investors, and executive training programs at GE headquarters. On one such occasion, he vividly recalls a story of an individual customer whom he met that year with complaints regarding the service he received from GE. Throughout the story, Welsh expresses genuine distress, his eyes sombre and voice tinged with an irrefutable sadness.

"We can do better than this; this is not what we are about."

Throughout such speeches, he often referred to those present as "the team", reminding them of the united vision they have for the company. As always, he attempts to persuade his senior executives to accept this vision and align their personal goals with the wider ambitions of the company. He presented logical and emotional arguments for implementing his visions and uses stories to illustrate successes and failures in the company's actual modes of operating. He often emphasized ethical issues in such stories. He at times would reiterate how this vision can be achieved through the use of problem-solving teams. These teams would include lower level management groups working together to improve operating efficiency and resolve errors and wastefulness mistakes. Welsh would address all these serious issues in a wise and intimate voice—like that of a much loved uncle advising his admiring nieces and nephews.

What is leadership?

"The function of leadership is to engage followers, not merely to activate them, to comingle needs and aspirations and goals in a common enterprise and in the process to make better citizens of both leaders and followers."

—James McGregor Burns, *Leadership* [2]

"Leadership is the heart and soul of management. It is the ability to inspire other people to work together as a team, following your lead, in order to attain a common objective, whether in business, in politics, in war, or on the football field. Leadership is learned . . ."

—Howard Geneen, *Managing* [3]

Persuasive leadership in a new world

These are the best of times and the worst of times for leadership. It is a more difficult time for leaders because the challenges of today are truly enormous. In *Managing Strategy Inplementation* [4] we documented some of the more significant changes which have occurred in the past 50 years in this world we all inhabit. These changes included not only significant changes in our world-wide economic, technological, and political systems but in our social attitudes, relationships, and expectations as well. Knowledge rather than physical effort is increasingly important in today's world. Obedience to authority can no longer be assumed. In fact there is documentation of world-wide changes in reactions to authority by people everywhere. Nevertheless, in spite of all of these changes we do know a great deal more about managing some of the problems arising from such changes than we did before, which is not to say that we still face much uncertainty in this new world in which we all must live.

Over the decades, there have been countless definitions of leadership emphasizing the different elements necessary to achieve greater leadership effectiveness. We have purposely chosen the previously cited definitions to conceptualize our understanding of true persuasive leadership. We believe this type of leadership is necessary to thrust through the many difficult problems we face. These problems are old and new, certain and uncertain, solvable and unsolvable. We feel that Harold Geneen, a former executive and president of an international telephone and telegraph company, captures the most relevant components of leadership in his definition. However in reading his writings on management we are not sure he actually followed this definition when he was actually managing—it seems rhetoric and reality may not always match up. Nonetheless, we see merit in his definition even if he failed to achieve it consistently in practice. Geneen's definition suggests that leadership is ubiquitous—it is an ever-present, world-wide phenomenon which reflects our natural way of thinking. It is found wherever human beings cooperate to achieve mutually desirable goals—in the home as well as at work and on the athletics and battle field, and in the pulpit and classroom and in all friendship groups.

The definition explained by Burns is conceivably the most widely referenced book on leadership and is equally relevant for our perspective on leadership. Burns emphasizes the importance of engaging the mind and emotions of followers. Of course philosophers since Aristotle have also said the same thing. We perceive this as the first necessary step to initialize an effective leadership strategy. It is our strong belief that borrowing from the arts is the most effective means of achieving this mental and emotional engagement. Furthermore, like Burns, we believe that effective leadership should aim at creating and developing better people for long-

run benefits and in the greater scheme of things rather than merely using leadership as a short-term task solution. The examples at the beginning of this chapter clearly illustrate this type of persuasive leadership, which we want to discuss. This book arose out of a chapter by Carroll in a book entitled *Managing Strategy Implementation* which we authored with others. This chapter established the increased importance of adding persuasive approaches to the older management techniques of goal setting and strategies.

A newer focus on emotions and logic

Since its inception (around 1910), the "scientific management" approach has influenced management techniques within formal organizations. This involves the application of logic and analytical skills to management decision making. This approach brought a scientific perspective and analytical methods into all types of organizations. However, Peters and Waterman strongly argue that, in today's world, newer, more intuitive, and artistic perspectives are needed by managers and leaders and claim this has already been documented in the actions and methods of higher achieving business organizations [5].

Present research in human neurobiology illustrates that emotions and logic are in fact inseparable components within the information-processing system. During the decision-making process, emotional sections of the brain tend to be active when rational processes are functioning. The great philosopher Hume seems to have been correct when he argued—"rationality is typically the slave of some passion" [6]. This is not to say that logic, science, and systematic analysis are no longer needed—rather, emotions are a central facet of effective leadership in organizations today. Thus, leaders must emphasize both the rational and the emotional in their relationships with others. This has always been one of the primary perspectives of the arts and the humanities.

Leadership as a social role in all living groups

Leadership has always existed as a social role necessary for the survival of all human groups. Early hunter-gatherer bands and early agrarian groups consisted of men and women cooperating within functional collective groups to survive and reproduce. Of course, as Jack London describes in his great book *Call of the Wild*, the animals these groups hunted would also consist of groups with a leader at the top of their social

hierarchy. It appears that the evolution of human kind, from primitive socialization processes to a fantastically higher level of human functioning can be attributed to the efforts of billions of parents, teachers, and other leaders throughout human history. These individuals may consider their efforts to be meagre on the larger scale of human existence but collectively they have accomplished a truly remarkable progression in human evolution even though periodic regression to past more primitive modes of behaviour frequently occurs. We can expect that the collective teaching and persuasive efforts of leaders and teachers throughout history will certainly pay dividends to the important future achievements of mankind. Nonetheless, much remains to be achieved in terms of further advancing human behaviour and thinking.

> *"When the long winter nights come on and the wolves follow their meat into the lower valleys, he may be seen running at the head of the pack through the pale moonlight or glimmering borealis, leaping gigantic above his fellows, his great throat a-bellow as he sings a song of the younger world, which is the song of the pack."*

> —Jack London [7]

Leadership legacies

Historical biographical accounts and history in general document how the actions of an individual leader can change the whole future dynamic and identity of nations, organizations, groups, and the inter-relationships among these collectives. Like the butterfly effect in weather, the death of a leader can have significant consequences. Although Geneen discusses leadership at a group level it obviously also involves one-on-one relationships. For example, if a person had not received positive contact with a particular leader in their life whether the relationship occurred in the workplace, at college, in school or at home, their whole life would have been vastly different as reported in many autobiographies and memoirs. The exposure to effective leadership is so critical to human life it is not entirely unexpected that it has attracted attention from thousands of writers, scholars, and practitioners worldwide. Lately there have been a number of "what if" books written. What if George Washington, Abraham Lincoln, Stalin, or other leaders had died in their infancy? What would the world be like today? What if a crucial Civil War battle had gone the other way because the actions of certain military leaders and the Confederate States had won the Civil War in the US? What if Hitler's ego had been different and he had never invaded Russia? What if thousands of parents in the past had raised their children differently—what great new leaders might have emerged?

Geneen indicates that leadership is learned although certain innate human characteristics may facilitate its exercise. He believed the biggest obstacle of leadership effectiveness is a common tendency of managers to become arrogant (he was aware of the toxic power of positional leadership). This can be illustrated by looking at the paintings of Napoleon through different stages of his career. In his early years, he dressed simply, had a humble demeanour and showed compassion towards others. However, over time, he gradually became intoxicated by the admiration of others and can be seen wearing more elaborate uniforms and exuding a lofty, arrogant manner. Later in his career, paintings show him as an emperor cloaked in golden robes and draped in lavish jewels. Geneen and many others have described the enormous differences in the effectiveness of leaders that they have encountered. These variations in leadership effectiveness can obviously have significant effects on human life in both positive and negative ways, as we shall see later in this book.

Our lives are gifts. In exchange for them we have duties, obligations, and responsibilities. Almost everybody in this world of ours believes that we ought to leave behind us when we depart a positive legacy of some kind. As we will see in subsequent chapters, performing the role of the persuasive–responsible leader effectively is an important cause of success in leaving such a positive legacy. We hope to provide suggestions for doing so.

Leadership goals

The fundamental goal of organizational leadership has been to improve or, at the very least, sustain performance at an individual and organizational level. Nowadays, many organizations aim to advance their human capabilities to facilitate organizational continuity and growth. Such leaders are accountable for the selection, development, and retention of employees as well as an abundance of other responsibilities. Also, many organizations aim to promote employee happiness and satisfaction to ensure a productive working environment and the retention of star performing employees. However, ensuring employee wellbeing goes far beyond the positive outcomes for an organization's bottom line—there are much larger implications to the greater society. The concept of improving personal wellbeing can be found referred to in the original constitutions of nations all over the world. It is logical to assume that all leaders are also bound by duty to a moral responsibility which is to contribute to the accomplishment of this all-encompassing objective. This is why we have chosen to discuss being the persuasive–responsible leader in this book.

Leadership sub-roles

The leadership role often involves the performance of multiple sub-roles and behaviours which include the director, the reward giver and punisher, as well as the teacher and counsellor to name a few. Recent research suggests that leaders tend to vary considerably in carrying out these sub-roles and also in the emphasis they place on such roles [8]. Given the momentous change occurring in the world we live in today, there is an increasing demand for persuasive teaching characteristics in the leadership role. Regrettably, the counselling, teaching, and problem-solving sub-roles are often neglected in comparison to the other sub-roles previously mentioned. In these pages, it is our intention to discuss and highlight the significance of some of these more neglected sub-roles. Leadership is an important aspect of an individual's personal and professional life and the leadership role discussed in this book is applicable to both settings and social entities. For far too long, the more generalized nature of leadership has been forgotten in literature. In writing this book, it is our intention to correct this issue by illustrating the importance of leadership in all aspects of life.

Leadership in changing crcumstances

Traditionally, leadership literature focuses primarily on the use of power and authority in leader–follower relationships. However, leadership relationships are often exposed to uncertainties in the environment in which the leadership relationship is embedded. Changing cultural and social norms have led to a variety of different leadership approaches necessary to achieve effective leadership outcomes. Again, humans have changed in terms of their attitudes, values, competencies, and other characteristics. In Japan, for example, the authors encountered an unusual turn of phrase: "the new humans". This term refers to the unique characteristics of the younger generation as compared to those born in past eras. In *Managing Strategy Implementation* [4], we argued that a progression towards adopting a persuasive approach rather than relying on the traditional authoritarian effort is necessary if we are to be successful in any leadership effort. This is partly due to the recent change that has occurred on a global scale in political, economic, social, and technological environments. These changes require adaptation of our leadership practices as well as addressing deeper changes needed to function more effectively, more so than we have done in the past.

Many organizations such as schools, hospitals, law enforcement, and business firms place human resources to be of primary importance as compared to their mechanical

assets. This naturally renders persuasive leadership of utmost importance to organizational outcomes. Even when the use of machinery and equipment is essential, most tasks require a high degree of human motivation and commitment to avoid costly economic and human catastrophes. Our improved understanding of the basic elements of human behaviour can facilitate change in our leadership approach and elicit the types of reactions necessary to achieve our ever-increasing performance expectations.

Leader agendas

Research by Carroll and others indicates clearly that leaders and managers at all levels operate from a mental agenda or a "to do" list that they attend to and implement when circumstances require or permit [9]. Many items in such agendas refer to future desired states of performances, behaviours, thinking patterns, knowledge levels, and so on. Some agenda items are very long term and some are short term. Many such items require for their attainability a very long series of incremental changes. Persuasion efforts directed at attaining such visions or states obviously may have to be made on a more or less constant basis.

Leadership and the arts

There is a remarkable renewed interest in drawing from the arts in leadership practice today. Hundreds of programs are now being implemented which involve coaching executives, managers, and leaders in multiple settings on lessons that can be learned from the arts. For instance, fundamental characteristics of famous artists involve the ability to see and notice what most overlook, the ability to focus on chosen ends and incorporate diverse elements into a harmonious whole, and the use of intuition as well as logical thinking processes to accomplish exceptional ends. Today, many leading universities, such as Harvard in the United States, have made the arts and humanities a foundation for educational programmes in all parts of the university including their professional business schools. Many university programmes draw from particular artistic fields such as theatre in their educational and leadership development programmes. Carroll belongs to a world-wide network of more than 300 individuals involved in creating arts-oriented programmes for use in managing organizations and groups of all types.

Parents as persuasive leaders

Parents carry out one of the most significant roles in the development of a child's social skills, cultural adaptation, and moral values. Collectively, they are responsible for the developmental activities in all human societies. It is their duty to pass onwards the legacy of their ancestors to their children in the form of customs, values, principles, knowledge, and philosophies. Children must be persuaded to not only accept these, but incorporate them into their identity. Parental teaching, whether through explicit discussion with children or discrete role model behaviour, is fundamental to the future creation of secure independent human beings. Of course, the quality of teaching received by the child is dependent on parents' morals and values. Such teachings may be beneficial or harmful not only to the individual but to larger groups in society in which the individual is contained. Barack Obama, the new president of the United States, is a suitable example of an individual who received beneficial parenting. In one of his political addresses, he spoke of the role his mother's parenting played in his own development. He mentioned that everything he is today is a product of her influence. He recounts how she would wake him every morning at 4 am to study and attend to his school work. When he complained, she would reply "this is no fun for me either Buster". She certainly adopted what we know today as the "tough love" approach to parenting and often cautioned him against the "good time Charlie" attitude towards life encouraging him to prepare to meet challenges directly. After her untimely death, her parents (Obama's grandparents) continued the development process with the future president.

Leadership and strategies

Over the past two decades, strategic management has received growing attention although it has been a topic explored for many years with respect to military operations. Strategies are of course the means by which one achieves important goals, not only for organizations such as armies and companies and governments but for individuals as well. To achieve goals one must devise an approach for doing so. Concepts drawn from economic and psychology fields have been integrated and effectively applied to such strategic programs. In *Managing Strategy Implementation* [4] the authors discussed extensively how the most difficult part of strategic planning is in the implementation stage. Here, individuals who carry out the various steps necessary to achieve the strategic objectives must be persuaded to do so as well as being taught how to do so. Hence Carroll documented the need for an effective goal-setting process to successfully implement visions and strategic meta-goals for companies, groups, and individuals [10]. Goals often start with a vision—an image of a desirable future which

can be easily remembered even though the steps necessary to realize it might not be understood. He also documented the significant motivational power of goal setting in achieving such desired ends. These visions of an attainable future may require thousands of independent activities over long periods of time to realize their ultimate objectives. Many individual and group intermediate goals are a critical step in linking the desired vision to the successful attainment of that vision. Persuasion is obviously necessary throughout all these intermediate steps in order to progress and obtain our final accomplishments. We will discuss later some principles for utilizing goals.

"... and the vision implanted in my brain still remains ..."

–-Paul Simon, *Sound of Silence*

Do leaders need charisma?

Charisma is a term often used in discussing leaders. It is not a new term and has often been used in describing historical leaders in biography. More recent research, however, has identified some of the typical behaviours and powers of so-called charismatic and transformational leaders. These discussions illuminate leaders who have inborn special abilities that make them powerful agents of social change within their groups or organizations. Of course, to implement change outside their own groups, these leaders need to be especially persuasive since authority cannot be utilized in these situations. A recent documentary detailing Tony Blair's leadership of Great Britain illustrated his remarkable persuasive dexterity. Blair had the amazing ability to persuade not only his nation's citizens but other leaders and groups around the world. For example, he convinced all other nations that his home city of London was an attractive location to host the forthcoming Olympic Games. He was equally successful in persuading political leaders in several European countries and the United States of the desirability of adopting his "humanitarian interventionism" proposal. However, it does appear that natural charismatic leaders are in short supply as many observers will have noticed. We argue that effective persuasion does not require an innate charisma but can be learned or improved as persuasion is based on knowledge as well as genetically inherited personality characteristics. One should use charismatic leaders when available but relying on them to fill the many leadership roles required in nations, organizations, classroom, churches, and homes is impossible. Charismatic leaders are persuasive but persuasiveness can be learned by those without such innate capacities. The roots of persuasiveness include passion, conviction, and energetic purpose—all of which can be found and cultivated in many individuals. We would also point out that many leaders with unquestioned charisma and powers of persua-sion have been among the most evil persons in the history of the world creating great

damage to many persons, groups, nations, and the world itself. Our concept of the persuasive leader involves the concept of ethical, responsible, and even noble leadership in terms of behaviours and goals.

Persuasion as a key to all leadership efforts

Again, today's focus on building and developing skills, knowledge, and morale emphasize the need for a wider range of leadership abilities. These abilities include clarifying performance expectations, setting or negotiating goals, training and coaching, rewarding and disciplining, delegating responsibility, and managing conflict to name a few. Of course, the various leadership responsibilities mentioned are primarily driven by persuasive efforts. Our emphasis on persuasion in this book will reflect the more subtle psychological standard practice especially in business organizations but these must be increasingly supplemented by the fine art of persuasion if individuals in leadership roles are to be truly effective.

Leaders as coherent wholes

Leaders as human beings are a complex mixture of many traits, behaviours, values, and perceptions. In spite of this, many thousands of studies have attempted to pinpoint these human elements and to measure them specifically and precisely. There is disagreement among scholars on the wisdom and desirability of doing this especially from among scholars in the arts and humanities. They, and clinical psychologists, believe that human beings should be understood as totalities and described and analysed as such. In the arts, including literature, individuals are approached as a whole and as a complex mixture of characteristics interacting with the various social forces in a particular setting.

Learning from examples

The cases described at the beginning and end of this chapter identify four very effective change-oriented leaders who worked in different settings—family, welfare, education, business, and politics. They all used a persuasive leadership approach to attain significant and favourable performance outcomes. The arts and humanities can provide many examples of effective and ineffective leaders who vary in their persuasive skills. The persuasive leadership examples provided in history, biography, litera-

ture, theatre, and film present leaders performing in various situations using a variety of persuasive techniques. We can evaluate these variations in terms of lessons and principles. We will use such models of leaders throughout this book drawing lessons from them. Humans have always learned how to behave through observations of other human beings—parents, friends, peers, leaders, celebrities, and others observed in many different ways. We have described many leaders who seem especially effective or especially noble as our examples in this book. While most of us cannot expect to reach their level of effectiveness or nobility they do convey to us what excellent behaviour looks like as a guide in our own efforts. We will provide a few stories of bad or harmful leaders as well to provide a contrast. We all must learn to cope with life's many trials and opportunities and the examples of others can serve as a useful guide in our efforts towards survival in this difficult world. Of course, when we learn from behavioural models it is obviously best to emulate the first rate rather than the second rate. We should at least know what the more ideal is even though we ourselves may not be able to achieve such performance levels ourselves.

Types of persuasion settings

Persuasive leadership can be applied to major long-term change projects or just intended for short-term action. The persuasive change effort may involve complex activities involving several elements or only a few words spoken in haste during a presentation. A long-term complicated change project requires a series of persuasive efforts by one or more individuals to many different audiences. These efforts may be designed to achieve questionable harmful outcomes or noble dignified ones. All the persuasive leaders described in this chapter had to exert their persuasive efforts to various audiences with different basic values and assumptions. For example, Jack Welch (see End case) had to persuade and teach not only key subordinates but investors, supplier groups, and the media and through this medium the general public. Also, because of the size of GE, he had to focus his efforts on a small group of top managers. These he had to persuade to influence lower levels in a cascading process to pursue corporate objectives and policies and incorporate them into their work practices throughout the organization. Our high-school principal was successful in persuading not only teachers but her students, their parents, local business professionals, and community leaders to accept her plans and agenda. Due to the future long-term survival needs of the nation, Lincoln had to perpetually convince the general public to resist premature attempts to end the Civil War. In addition, he had to constantly persuade and teach not only his own cabinet which was typically hostile and disrespectful towards him but other nations as well.

Types of Leadership

Contingency leadership theories increased in popularity several decades ago. These theories propose that leaders vary their supervisory approach in response to different circumstances the leadership relationship is exposed to. A revised version of this perspective was the life cycle approach. This theory suggests that the style of leadership will predictably change as a work group matures. For example, a new and perhaps low-performing group may require a more directive leadership approach with an emphasis on task accomplishment. As the group's performance gradually improves, a participative leadership approach may emerge with an increased emphasis on reducing turnover by building morale and satisfying subordinates' needs. When the group has reached a stage of high morale and performance, the leader can effectively withdraw leaving the subordinates in a self-leadership modus operandi. Some of these later movements emphasize the leader's ability to promote not only organizational performance but provide individual development opportunities to facilitate subordinate wellbeing and happiness. As recognized by current literature and research, individual development is obviously critical to ensure organizational continuity and growth. This is particularly relevant in today's rapidly changing economic environment. The idea that leadership approaches must change as individuals and circumstances change will be recognized as obvious to just about every person. As parents and teachers we are very aware of the changes needed as our children grow in knowledge, competence, and maturity.

Leadership skills as identified in the arts and humanities

As previously mentioned, the conceptualization of persuasive leadership in this book involves drawing primarily from the arts and humanities. For centuries, these disciplines have been an important aspect of human learning. This branch of knowledge includes the fine arts, performing arts, applied arts, literature and poetry, linguistics, philosophy, and other such disciplines. All of these offer principles and insights that show us how to achieve more effective persuasive techniques. Whilst some of these have been applied to persuasive fields such as marketing and public relations, in recent years the application of principles from these disciplines has become increasingly popular in the management field. However, their value in performing leadership roles may not appear so obvious at first glance. All persuasive efforts require some form of communication which intends to influence the audience to react in a desirable way. As is standard in all communications, the critical first step is to ensure the message is received by the audience. Engagement is the key concept here.

Second, it is imperative the message is understood and retained. To achieve this, the message must be presented in an attractive manner intended to ensure that the audience is aroused and attentive. This occurs when the presentation is engaging, vivid, and stimulating to the audience. Certainly, it is apparent that the intention of the arts is to impact the audience with their specific messages or visions. Great art has the ability to elicit such responses. For example, Barack Obama, as a US presidential candidate capitalized on the use of his preferred rhetoric and especially through his use of poetical devices such as alliteration, repetition, metaphors to engage his audience as a first step in delivering his political message. This approach is similar to that of many other successful political, social, and organizational leaders throughout history. President Ronald Reagan is another leader who effectively used principles from the arts in pursuit of various political and social objectives. His training as an actor was obviously of great value to him in becoming known as "the great communicator". Arts and literature also represent a unique expression and in many cases can create a new perspective which may have been previously overlooked. Leadership performances communicated through an artistic or literature base can obtain insights or visions in such a way to make the message clear and memorable. The artist and writer have always been said to have a special way of seeing reality and special skills in presenting their insights to the world so as to engage attention and make their insights memorable. Such skills are obviously needed today by all leaders at all levels of human society.

Do we need empirical studies of leadership?

The authors fully understand that thousands of empirical studies have been carried out examining leadership effectiveness from various specialist fields including industrial and social psychology, organizational behaviour, and political science. We ourselves have carried out a number of such studies. However, some scholars have noted that empirical and statistical approaches used in such studies have, by their very nature and limitations, failed to capture the true profound complexity of leadership. Some claim that the softer narrative approaches used in literature and history do more effectively capture the fundamentals of leadership in all its complex interactions among various personal and situational characteristics. This is a long-standing dispute in academic circles especially when dealing with issues about human behaviour. Is it better to study a very tiny aspect of behaviour in detail with great precision or study human behaviour in less precise observational ways with greater richness and understanding of the many complex interacting causal factors that are typically involved? In early psychology, the Gestalt psychological approach decried perceiving human activity as the result of small discrete elements. Humans are a total entity where many elements work together in complex ways to produce a response to a

particular situation. In addition, individuals primarily learn through the observation of others directly or through legends, myths, or vicariously through stories. Unlike our previous writings we have chosen this more story-oriented, holistic, and artistic way of thinking in this book. This is not to say that behavioural science theory and research is irrelevant to the study of persuasive leadership. It should be studied and used in pragmatic ways along with the lessons provided by the arts. That is our feeling. Both contribute in different ways to a more complete understanding of the human world we live in. In fact, much of the research-based theory in the psychological sciences is quite congruent with what the arts and humanities tell us about the realities of persuasive leadership. We have inserted in Appendix D of this book a brief description of the psychological theories which we feel are most relevant to this subject of persuasive leadership. Each of these theories is supported by many specific research studies carried out in the behavioural sciences.

Leaders and ethical behaviours

Much has been written in recent years about the ethical behaviour of those in leadership positions. Leadership is a social role and adherences to ethical standards are especially expected of those who are in such positions. The general public and most subordinates expect and desire that their leaders act ethically. Ethics is highly related to trust and trust is the foundation for any social system in this world of ours. Many organizations have ethical standards and codes which their members are expected to follow. All accredited business schools are required to teach ethics in courses or their majors. Of course, what is acceptable ethical behaviour varies from one culture to another, as documented in a book on international ethics by Carroll and a colleague [11].

It is also documented in the aforementioned book that ethical issues have dominated much of the writings in religion, philosophy, and literature all over the world for the past several centuries.

Leaders as examples of persuasive and moral principles

All societies in human history have used historical leaders as exemplars of good and bad leadership. Human beings need such figures to provide comparative models for their own behaviour and assist in their judgements of others. Throughout this book, you will find descriptions of many outstanding leaders which we promote as desirable persuasive leaders. Some of them will be known to our leaders while others are unknown to most but still exemplary in terms of their persuasive abilities and nobility of character. Of course, we sometimes include their opposites, bad leaders who exhibit

harmful behaviours that we should aim to avoid if we are to aspire to be noble leaders. The leaders we have chosen reflect our personal views of persuasive leadership. Unfortunately, there exist many effective leaders present in all communities who, because they lack fame, are known to few and will rest in "unvisited graves", as so eloquently said by George Elliot. We have encountered such individuals primarily through personal relationships and recent research of obituaries. This book incorporates such undiscovered individuals as exemplars of effective leaders. We write primarily for those who aim to achieve more effective leadership capabilities and strive towards a more meaningful life. This is after all the goal of most human beings, as has been revealed through literature, case studies, and experiences in the authors' lives. Persuasion is used as often for undesirable, harmful, and selfish ends as for desirable ones. Therefore we emphasize the use of persuasive skills for ethical, moral, or responsible ends. Persuasion is a tool which can be used for many different ends. Moral ends are our goals although there are often legitimate differences in opinion as to what these are.

SUMMARY

This chapter presents a brief history of some of the changing conceptions of leadership in our society. It has presented arguments promoting the need for a greater emphasis on the use of a persuasive leadership style. We have also argued the need for leaders in all types of societal and institutional organizations to promote the intellectual development of its members as well as their personal happiness. In addition, we have stressed the need to increasingly draw from the arts and humanities in pursuit of these much needed new directions in the leadership role. In this book we will use as exemplars models of persuasive leaders drawn from real life and fiction. These models represent guides to our own behaviour. We do want to imitate always as much as it is possible the very best or ideal performers in terms of our own desired future performances. Finally, we want to emphasize our belief that a fundamental drive in almost all human beings is to create a life that is purposeful and meaningful and that encountering good leadership is a key to attaining this end.

This chapter also briefly discussed historical views of leadership as well as more contemporary perspectives. We argue that in all circumstances there must be change in how the leadership role in societies is performed. We promote a greater emphasis for persuasion in all types of societal institutions—business, government, non-profit, as well as in families—the basic social constituent of any society.

END CASE

Marguerite ''Mara'' Galaty, born in Germany and raised in the suburbs of Washington D.C., was an accomplished leader throughout her career. In high school, she was the first manager of the boy's football team. In college, she raised funds and organised students to fly to Mexico to help small villages to recover from the devastation of a severe hurricane. Later, she worked for a non-profit educational organisation creating a working group of young leaders from the Balkans. Here, she carefully selected and persuaded these individuals with charm and diplomacy to work on disputes and promote peace. Soon after, working for a humanitarian organisation, she developed projects around the world that helped to resolve 150 land conflicts. As an officer for a US government international organisation, she created and managed several programs to assist communities in Jordon where she was assigned. When she started to receive treatments for an illness, thousands of individuals visited her and sent admiring messages from around the world. Her death at 38 created much grief among those who knew her and were inspired by her example.

—From an obituary published in the *Washington Post*

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