

LEADERSHIP

ALL YOU NEED TO KNOW

DAVID PENDLETON & ADRIAN FURNHAM



SECOND EDITION

Leadership: All You Need To Know 2nd edition

David Pendleton • Adrian Furnham

Leadership: All You Need To Know 2nd edition

palgrave
macmillan

David Pendleton
London, United Kingdom

Adrian Furnham
London, United Kingdom

ISBN 978-1-137-55434-5 ISBN 978-1-137-55436-9 (eBook)
DOI 10.1057/978-1-137-55436-9

Library of Congress Control Number: 2016938064

© The Editor(s) (if applicable) and The Author(s) 2016

The author(s) has/have asserted their right(s) to be identified as the author(s) of this work in accordance with the Copyright, Designs and Patents Act 1988.

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made.

Printed on acid-free paper

This Palgrave Macmillan imprint is published by Springer Nature
The registered company is Macmillan Publishers Ltd. London

Foreword by Sir Rod Eddington: Great Leadership Matters

Great leadership matters—from the front line of any organisation to the CEO's office. It is the most important competitive advantage that any company can have. This is as true for organisations of all types—in politics, sport, government and business.

David Pendleton and Adrian Furnham have spent most of their lives understanding what makes leaders tick, and how to make them better at their critical leadership tasks. They have matched their academic knowledge of leadership with a comprehensive practitioners' view of what does and doesn't work in the business world. I've seen their passion for this subject up close for 25 years. In Asia, Europe and Australia, across a number of companies. And across cultures—great leadership has more common denominators than differences as we move from place to place.

Their collective wisdom has been distilled into this book *Leadership: All You Need to Know*. It combines their collective insights with numerous practical examples down through the centuries and across the disciplines.

Both authors have had considerable success as advisors to major companies because they combine the tough messages that come in honest feedbacks with constructive ideas on how to improve and grow as leaders. Understanding your own strengths and weaknesses as a leader is the first step on the journey to growth.

'Are leaders born or made?' is a question often asked. Whatever you might think it is clear all of us must aspire to be the best we can be at our

chosen leadership tasks. We all have a lot to learn and the learning process never finishes.

So keep this book at your elbow. The ideas it brings to life are profoundly useful. And it's an enjoyable read along the way.

Sir Rod Eddington is currently Chairman of J P Morgan Australia and New Zealand. Formerly, he ran Cathay Pacific Airways, Ansett Australia and British Airways. He received a Knighthood in 2005 for services to the aviation industry.

Rod Eddington
Melbourne, Australia

Preface to the Second Edition

There is little orthodoxy in the field of leadership. Richard Pascale at Oxford University created, initially for a joke but with serious content and consequences, a map of the published literature on leadership and management from 1950 to 2000. Having the appearance of a geological cross-section of a hillside, the map charted the rise and fall of ideas as reflected in the business and management journals during this 50-year period. It illustrated three patterns clearly. First, that there has been an explosion of interest in these subjects since the 1980s (ten years before the internet) and that the internet created a second growth spurt. Second, that ideas come and go. They make an impact for a while, spawn a flurry of research activity and then disappear from the journals. They may linger in practice but not in the academic world. Third, that there has been no game-changing new idea that has swept all before it. In science, a new paradigm can change a field of study totally as when Einstein revolutionised physics in the early twentieth century. Nothing like that has happened to the study of leadership. The challenge is, therefore, to keep up with a constantly moving target. Pascale called his map 'Business Fads 1950–2000'.

In the first edition of this book, Adrian and I tried to focus on what is key. We dared to describe it as all you need to know because the essential elements are, in our view, few. Yet there is a wealth of new ideas and research constantly emerging in the field of leadership. We too are

continuously developing our own ideas and the Primary Colours approach to leadership is maturing and growing. This book aims to keep track of the *key* new developments and to expand, update and refocus as required. Thus, some chapters have been significantly expanded (e.g., chapter 1) and others have received minimal additions (e.g., chapters 3 and 7). Some have been refocused (e.g., chapter 4) and others are new (chapters 8 and 9).

Significantly, since the first edition, our emphasis on teams leading rather than individuals has emerged as a new emphasis in the research on leadership: leadership in the plural. We would be proud if we could claim that we caused this new wave to appear but we did not. The zeitgeist created the wave and we, like good surfers, spotted it and caught it early. Nevertheless, we are pleased to witness its emergence and believe it is likely to be more than a fad since it is a response to the world's increasing complexity and the changed expectations of smart people at work. These contextual effects are unlikely to change. This is explained in chapter 1's new sections.

It is our hope that the new edition continues to prove to be helpful to leaders, those aspiring to lead, consultants and academics interested in leadership.

David Pendleton
Adrian Furnham
London, UK

Acknowledgements

Many friends, colleagues and clients have helped us develop these ideas in many different ways. We both studied together at Oxford in the late 1970s and were enormously helped and encouraged by our doctoral supervisors Michael Argyle and Jos Jaspars. Michael nagged us to complete our dissertations, made learning fun, structured our time and developed our skills in playing charades. Jos developed our understanding of theory and statistics. Both of them believed in us.

Adrian would like to express his gratitude and thanks to Professor Robert Hogan whose imagination, brilliance and generosity with ideas has always inspired him. Adrian would also like to thank his support team at home, Alison and Benedict, for forgiving him spending far too much time in the office scribbling.

For David, colleagues at Innogy (now npower) helped him develop the five leadership enablers (chapter 4): Jon Cowell, Tor Farquhar, Erin Bland and Alan Robinson. Colleagues at Edgecumbe Consulting have worked with the Primary Colours Model for years and several helped brainstorm the approach to chapter 10: Jon Cowell (again), Chris Marshall, Megan Joffe, Jo Beale and Claire Romaines. Colleagues at Oxford University's Saïd Business School also commented on early drafts of the first edition: Kathryn Bishop, Alison McQuater and Professor Tim Morris.

Clients have been helpful, and many are rapidly becoming friends, specifically John Rishton (formerly CEO of Ahold in Amsterdam and of

Rolls-Royce in the UK). From Ahold: Larry Benjamin, Klaas Miedema and Hans Hijne. From ICA in Stockholm: Åsa Gabriel and Kenneth Hagsten. These busy executives gave their time willingly to read and critique early drafts and went way beyond what was reasonable to be helpful. They commissioned, co-designed and participated in courses based on these ideas and pushed for the book to be written. All have now (2016) moved on from these positions but their legacies continue here and elsewhere.

Friends have also pitched in. Sir Rod Eddington is an outstanding leader and has encouraged Adrian and I professionally and personally for over 20 years. Professor Alastair Scotland (formerly CEO of the National Clinical Assessment Service of the NHS), David Haslam (Former President of the Royal College of General Practitioners, Former President of the BMA and now National Professional Advisor with the Care Quality Commission) and Elisabeth Kutt (Taylor), Divisional Director of Bristol's UBHT all read early drafts and provided invaluable feedback, guidance and a great deal of encouragement. Peter Derbyshire gave many thoughtful comments and engaged in substantive debate about the issues.

Finally, David acknowledges the help, support and love of his wife and colleague Jenny Pendleton (King). She is the perfect role model for how to challenge and support simultaneously. She has pushed me to be clearer, more articulate and more disciplined in producing this volume. Her comments have ranged from structure and content to punctuation and grammar. Her confidence in me is limitless and her professionalism exemplary.

Contents

1	The History of Thinking about Leadership	1
	Introduction	1
	Disciplinary Perspectives on Leadership	2
	Individuals: Leadership beyond Organisations	31
	Summary and Conclusion	33
2	Leadership's Impact on the Performance of Organisations	35
	Examples of the Case Against	37
	How Do Leaders Create this Climate?	47
	What Impact Do Different Leadership Styles Have on Climate?	49
	The Impact of Leadership on Employee Engagement	52
	Summary and Conclusion	56
3	The Primary Colours of Leadership	57
	The Primary Colours Model of Leadership	59
	The Heptathlete and the Duck	74
	Summary and Conclusion	75

4	Five Enablers of Leading	77
	Inspire	77
	Focus	80
	Enable	81
	Reinforce	83
	Learn	86
	Five Leadership Enablers Taken to Extremes	87
	Summary and Conclusion	91
5	The Improbability of Being a Complete Leader	93
	Part One: Three Arguments	93
	Inspire	94
	Focus	96
	Part Two: Jobs and Journeys	104
	Careers and Vocational Choice	107
	Summary and Conclusion	119
6	Building a Leadership Team	121
	Understanding Influences	121
	Looking for Complementary Differences	125
	Team Complementarity	128
	Building and Balancing the Leadership Team	135
	A Systematic Approach	144
	Summary and Conclusion	147
7	Do You Have to Be Smart to Be a Leader?	149
	Multiple Intelligences	151
	Emotional Intelligence (EI or EQ)	155
	Business or Managerial Intelligence	163
	Yet More Quotients of 'Intelligence'	166
	Summary and Conclusion	168
8	The Impact of Personality on Leadership	169
	What is Personality?	170
	The 'Big Five' Traits at Work	172

Personality and Leadership	176
A Word about Introverted Leaders	182
Personality and Behaviour	183
Drawing the Evidence on Personality Together	185
Summary and Conclusion	187
 9 When It All Goes Wrong: Leaders Who Fail and Derail	 189
Incompetence versus Derailment	191
Dark-Side Traits	192
Spotting those at Risk: Three Crucial Indicators	200
Prevention	202
Resilience	205
Summary and Conclusion	206
 10 A Programme of Action	 209
Alan Franklin's Story	210
Summary and Conclusion: Complete Leadership	225
 Bibliography	 227
 Index	 239

List of Figures

Fig. 1.1	Herzberg's two factor theory	14
Fig. 1.2	Amount of change and organisational complexity	16
Fig. 1.3	The shift in ideas about leadership in the twentieth century	23
Fig. 2.1	The service-profit chain at Sears	40
Fig. 2.2	The Gallup Path	41
Fig. 2.3	'HR' as a source of value creation	49
Fig. 2.4	Estimated impact on discretionary effort	54
Fig. 3.1	The Primary Colours of Leadership	60
Fig. 4.1	The enablers taken to extremes	89
Fig. 5.1	Personality and competence	102
Fig. 5.2	Two dimensions from vocational psychology	109
Fig. 5.3	Two dimensions underlying the Primary Colours Model: future and generic	110
Fig. 5.4	The deep structure of leadership?	111
Fig. 5.5	Holland's Hexagon	112
Fig. 6.1	Influences on leadership	124
Fig. 6.2	Colleagues' complementary differences	126
Fig. 6.3	Tasks and enablers	138
Fig. 6.4	A systematic approach to leadership	145

xvi List of Figures

Fig. 8.1	The four humours according to Galen (AD 200) and two modern personality dimensions	171
Fig. 8.2	Hogan and Kaiser's model of the impact of leader personality on organisation performance	181
Fig. 9.1	Challenge and support are best regarded as orthogonal dimensions	205

List of Tables

Table 1.1	Five recurring topics in the study of leadership	6
Table 1.2	Development of thinking on leadership in the twentieth century	8
Table 1.3	Three styles of leadership	12
Table 1.4	A comparison between transactional and transformational leadership	16
Table 1.5	Features of transformational leaders	17
Table 2.1	The impact of leadership on climate	50
Table 2.2	The contents of leadership practices	51
Table 2.3	Employee engagement and productivity	53
Table 2.4	Ranked drivers of employee engagement	55
Table 5.1	A new approach to leadership at the top	98
Table 5.2	Holland's personality characteristics	114
Table 5.3	The Hogans' work values	118
Table 7.1	Fourteen intelligences?	152
Table 7.2	Facets of EQ according to Petrides et al. (2004)	156
Table 7.3	Summary of EI models	157
Table 7.4	Eight managerial intelligences according to Harvey et al. 2002	165
Table 8.1	The Big 5 traits	173
Table 8.2	Locke's (1997) leadership traits	177

xviii List of Tables

Table 8.3	The ten previous studies	179
Table 9.1	The DSM IV and the HDS	194
Table 9.2	The dark-side traits at work	197
Table 9.3	Dotlich and Cairo's (2003) advice	203

Introduction

Leaders and leadership fascinate us. This is unsurprising given the current state of our world, the news headlines and the continuing uncertainties. As we write this introduction to the second edition of our book, we are coming to the end of a financial crisis but it is by no means over, the Middle East is still experiencing turmoil and threatens to spill over, there is political controversy engulfing leaders in Europe, the United States, Africa and elsewhere and we are coming to terms with disruptive technology that seems to be changing many of the assumptions we make about our lives and our futures. Leaders and leadership are in our media and on our minds every day of the year.

Consider the global nature of change. We are writing in 2016 but we could have been writing in similar circumstances at almost any time over the last 100 years. Consider the second half of the twentieth century and beginning of the twenty-first. In the 1960s many Soviet bloc countries struck out for more liberal treatment only to be crushed by the then Soviet Union. In the 1970s there had been major problems with inflation in many Western nations. In the 1980s many Latin American countries defaulted on their debt and there was a savings and loan (building society) crisis in the USA, where over 700 such institutions went out of business. The Vietnam War lasted from 1955 to 1975 but was most seriously escalated through the 1960s. It altered public consciousness as TV brought the war, for the first time, into the living rooms of the USA

where, some assert, the war was lost. TV had military consequences. In the twenty-first century there has been turmoil in Ukraine, Syria, Iraq and continuing tensions in Israel while relations with Iran seem to be changing and the old order in the Middle East seems to be re-forming.

New technologies over the last 150 years have informed the world about the changes happening around the globe in new ways that bring the change increasingly closer and deeper into the consciousness of more people. In the second half of the twenty-first century, computers became more widespread and with them came the technology which brought us to the brink of changing the world for ever—the internet. Indeed, many believe that the awareness of the public in the Middle East was so affected by what they saw on the internet and the world's global media that they finally demanded change from the old and authoritarian regimes in the uprisings of 2011, much as billboard advertising influenced race riots in Watts in Los Angeles in the 1960s.

Earlier, in the 1950s, the Korean War lasted from 1950 to 1953, there was the Suez Crisis (1956) and the potentially disruptive technology of the time was the spin-offs from the start of the space race (*Sputnik 1* was launched in 1957). In the late 1920s and early 1930s there was the Wall Street Crash and the advent of television to change our lives. In the 1890s we were introduced to radio and the possibility of instant coverage of the world's major events.

During the last 100 years there have been two world wars (1914–18 and 1939–45) and conflicts around the globe which have given birth to international institutions designed to provide a forum for international leadership and diplomacy. We have seen the inception and demise of the League of Nations and the emergence of the United Nations. In the 1940s the IMF and World Bank were created in response to the Great Depression and the Second World War as a way to promote monetary cooperation, financial stability and economic growth for all countries. We have seen Communism rise in the Soviet Union and Eastern Europe and we have seen it fall, as symbolised by the toppling of the Berlin Wall in 1989.

We have seen global economic changes. Arguably the nineteenth century belonged to Britain as the British Empire turned the world's atlases pink. The twentieth century belonged to the USA and Japan as they

became the dominant economies across the globe. Already the twenty-first century seems to belong to China with its double-digit growth sustained for many years—it had already overtaken Japan to become the world's second biggest economy by 2011. It is believed that China will overtake the USA economically in the next decade or so. The ubiquity of change makes it unsurprising that our fascination with leaders and leadership continues unabated.

In this book we make passing mention of leadership in other realms, but we are principally concerned with the leadership of *organisations* in the public and private sectors. We now know a great deal about effective and ineffective leadership by observing the events around us, but we know a great deal more from the last 100 years of systematic research on the topic. In this book, we describe much of this research and locate the firm and generalisable findings we can all use as a basis on which to act.

Our definition of leadership is this: *to create the conditions for people to thrive, individually and collectively, and achieve significant goals*. Thus, gardening may be a better analogy than sports or fighting a war. Gardeners have to understand the circumstances in which they are working and work with the elements and the plants to create the conditions for sustainable growth. The difference of course is that, in organisations, leaders are not dealing with plants but with people who increasingly demand a say in how decisions are made!

We will not avoid controversy but we will seek to resolve it, where possible, by reference to sound evidence rather than conjecture. In chapter 1, we describe the history of research on leadership, focusing largely on the twentieth and twenty-first centuries. In this second edition, the research record has been updated and emerging trends in the twenty-first century have been identified. In chapter 2, we show that leadership makes a difference to the performance of organisations. We briefly describe the evidence against this assertion before setting out the overwhelming evidence for it and underlining a number of themes around effective leadership which we will incorporate later in models and suggestions of our own.

In chapter 3 we describe Pendleton's Primary Colours Model of Leadership: a simple means of describing the domains in which leaders must operate and the tasks they need to achieve. We offer the model as a map of the territory of leadership, showing the interrelations between the

three domains. In chapter 4, we concentrate on the task of leading that lies at the heart of the Primary Colours Model: of balancing and coordinating the contributions required of effective leadership and we describe five enablers that make the task more likely to succeed.

Chapter 5 makes the case that it is extremely difficult, if not impossible, for any individual to be a complete leader. The reasons are several fold but their implications are important. For years, learning and development specialists in organisations have proceeded on the assumption that all limitations can be turned into strengths. We will suggest otherwise and recommend a different way of thinking about the problem. We will suggest that there may need to be *work-around* solutions as well as developmental actions to work *on* any significant limitation. In chapter 6, we consider the implications for teams. We will suggest that, while complete individual leaders may be hard to find, teams hold the possibility of finding complementary leaders who demonstrate complete leadership together. We will describe several examples of such leaders who have created effective leadership teams and who have achieved a great deal thereby. We will assert that ‘we don’t need another hero’: a leader who tries to be complete alone. Those who try to be so are probably condemned to a career of mediocre leadership.

In this second edition, we have added a new chapter. Chapter 9 is a new chapter on leaders who fail and derail. It started as a section in chapter 8 in the first edition but is now much expanded and developed to shed more light on this remarkably common occurrence with a section devoted to the subject of resilience: how it is to be understood and developed.

Naturally, there are formal propositions about leadership that we also need to address. The first of these is that effective leadership is all a matter of intelligence: that leaders are brighter than most people and the brightest leaders have the greatest success. This is the theme of chapter 7 and the results may give rise to some surprise, since the effect of intelligence on leadership effectiveness is much weaker than most of us might imagine. Similarly, there is the effect of personality on leadership. Intuitively most of us would expect the effect of personality on leadership will be less than that of intelligence, but the reverse is true, as we shall see in chapter 8 which also contains a new section on introverted leaders.

We will occasionally refer to the oldest question of all: are leaders born or made? The answer is unequivocal: both, for reasons we will describe.

In the final chapter 10, we set out a programme of action in the form of a story describing a fictitious character facing the challenges of leadership. It is intended to draw out the key lessons from the rest of the book.

This book is written for leaders in all walks of life, though we hope that we will also find readers among those who advise and consult, train and develop, educate and coach. It is also for those who have to evaluate the quality of leadership in an organisation: executives, non-executives and investors. Different types of reader are likely to want to access the book differently. Leaders, non-executives and investors who want to consider our approach to leadership and its implications, might only want to read chapters 3, 4, 5, 6 and 10 since these are the most practical and original. Those who educate and coach will also need to understand the background provided in chapters 1 and 2 in order to compare our approach with others. Those with a more psychological orientation will need to look at chapters 7, 8, and 9 in addition.

We are attempting to produce a book that is intellectually satisfying but not essentially academic. Accordingly, it has been fully referenced. We want to point out the reasons why a particular approach to leadership is to be followed, not merely to provide practical suggestions. The original working title for the book was *We Don't Need Another Hero* in order to reflect one of the key concepts delineated in it, but our publisher persuaded us to give it its present title to reflect our intention to be evidence based, conceptually coherent and entirely practical.

The evidence we cite throughout the book will draw most heavily on published research, favouring the larger studies and meta-analyses of other published works. This approach makes the best use of the most data. In the attempt to be conceptually coherent, we will suggest models that are simple but not simplistic. In this way we will attempt to make our ideas easily memorable and the more robust for their basis in published evidence. Most of all we will attempt to draw out the practical implications of our suggestions so that our thoughts can make a difference if put into practice.

1

The History of Thinking about Leadership

Introduction

The topic of leadership is controversial. There are those who argue that leadership is greatly overvalued: that the success of organisations derives at least as much from serendipity as from strategy, vision or leadership. They argue that attempts to identify the characteristics of great leaders have proven to be inconsequential or contradictory and that generalisable lessons about leadership are elusive. We believe that these arguments may have some validity but that they do not represent the overwhelming weight of research evidence; evidence that has become more convincing since the first edition of this volume.

Philosophers, historians, novelists and journalists have always been interested in what makes a great (and a failed) leader: what are their unique characteristics and strengths; allowable weakness and peculiar foibles; and what makes them fall from grace, get forgotten or get lionised for all time? Do special circumstances (crises) throw up certain types of leaders who are only suitable in that situation? Certainly the study of leaders, organisations, countries and empires seem to need frequent updates as yesterday's heroes become today's controversies and tomorrow's embarrassments.

World history is littered with examples of leaders in a time of crisis who became a poor leader in a time of stability and vice versa. The history of organisations provides examples of business leaders who are victims of the Peter principle (promoted until their level of incompetence is reached). Thus, is succession planning for leaders really viable, given that circumstances change so often? Key to all these dilemmas is one of the oldest questions of all: are leaders born (with some genetic disposition) or are they made (by chance, learning or circumstance)?

After generations of research effort and observation, there is a lot we know about leadership. There is evidence to answer a great many questions such as what is leadership? Does leadership matter? How are leaders chosen? Who is likely to become a leader? Why do leaders fail? How do leaders build effective teams? And the like. This chapter will describe several attempts to study leadership over time and suggest an emerging story on the basis of which we can begin to understand leadership differently. It will also include a section on followers and followership: a theme that has come into sharper focus since the first edition of this volume.

Disciplinary Perspectives on Leadership

Leadership has always been studied through the lens of different approaches or disciplines. Each brings its own theories, models and jargon and each has a different way of conducting analyses and collects different data. The historian and biographer will approach leadership somewhat differently from the psychologist or psychiatrist, let alone the management writer. They seek out and interpret the data differently. They focus on different causes; offer different explanations. Even within a single discipline there are dramatic differences. This is not to assert the virtues of one over the others. Rather it is to point out the complexity of the topic and the different ways of making sense of leadership.

Consider the multiple ways in which psychologists from various sub-disciplines write and think about leadership. These approaches fall broadly into three categories concerning how leaders emerge, who they are and what they do.

1. *How leaders emerge*

- a. *The biographical approach.* Neo-psychoanalysts have written about famous leaders like Luther King and Gandhi. There have also been fine essays on famous despots who often intrigue readers the most. Psychobiography is a psychological analysis of the conscious and unconscious forces that shape an individual life. Most leaders are complex figures. They often have phenomenal drive and persistence. They overcome adversity and rejection. The biographical approach is often focused on deceased leaders and it can offer new and insightful perspectives on their motives and drives. This is not to be confused with the autobiographical approach where leaders seek to influence how they will be appreciated and remembered: to determine their own place in history before others do it for them.
- b. *The educational or developmental approach.* What creates a leader? What educational experiences, both formal and informal, shaped them? How, when and why did leaders develop their beliefs, skills, knowledge, motivation and drive? This also speaks to the question of training and developing leaders of the future. This approach is about the development of leaders and so frequently focuses on the talented or high-potential group. It addresses the question of what is trainable? Can people be taught to be good or better leaders, and if so, how? It seeks to define both the minimal and optimal preconditions for good leadership on which developmental activities can work to transform potential into fully realised leadership capability.
- c. *The environmental approach.* We shape our environment and afterwards it shapes us, as Winston Churchill once said of the British Parliament. Leaders frequently send out witting and unwitting signals about how they want to be perceived by the decisions they implement about the design and function of the buildings they inhabit. Organisational cultures are frequently typified by such signals as the location of the CEO's office, the differences in office size and furniture found there, the ease or difficulty of gaining access to the Executive suite and the like. Even the layout of the furniture influences behaviour in the office and conversations conducted across desks tend to be more formal than those in more comfortable

settings. Leaders create and modify physical environments with psychological and cultural consequences, creating physical analogues of their leadership style and approach.

2. *Who leaders are*

- a. *The personality approach.* This is perhaps the best-known approach. Whilst some writers include ability and values under this heading, the majority focus on personality traits. They aim to discover those traits in highly successful leaders that explain their success. The best trait studies look at longitudinal data so that one can separate cause from correlation, but more typically, these studies are correlational and can merely infer causality. This approach has seen a significant revival since the 1980s due to the development of the so-called 'Five Factor' model of personality which has now shown highly significant correlations with both leadership emergence and effectiveness, as we shall see in subsequent chapters.
- b. *The clinical approach.* Psychologists, psychiatrists and psychoanalysts have taken an interest in the abnormal, disordered side of leaders which sits alongside their skill and determination and frequently accounts for their drive. Many are known to have both acute and chronic disorders, which they often exploit for their own ends. The psychopath, the narcissist and the manic depressive leader are far from rare. By one definition of abnormal (i.e., the statistical definition) all leaders are abnormal since they are exceptional. The question for the clinical approach is how their problems helped and hindered them both in the journey to the top and their experience once there.
- c. *The evolutionary approach.* It has been suggested that leaders tend to be taller, more handsome and fitter than the average person of their age and stage in life. Evolutionary psychologists looking at other animals and our own primitive past have noticed that leaders have always tended to be fit and strong; bright and 'wily'; feared by adversaries; admired by followers. Some physical anthropologists have noted the shape of successful leaders. Whilst we can all think of short, tubby, bald exceptions to the rule, it is also apparent from our elected politicians and from the CEOs of top companies that they are often taller and more attractive than the average person of their