

Great Leaders Teach Exemplary Followership and Serve As Servant Leaders

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ABSTRACT

This paper focuses on the impact of exemplary follower and servant leader. Thus it examined their relationship and the roles they play in the creation of the "Learning Organization" of the future. The first part of this framework addressed the process of a good follower. This process include leaders alienating followers, leaders face problems in teaching leadership, skills of exemplary followers, exemplary followers and team, organizations of the future, leaders transforming people and leaders measured by the quality of their followers. The second part of the paper deals with servant leader. Thus its process include servant leaders elicit trust in followers, modern western societies, community provide love for humans, business organizations are expected to serve and modern organizations searching for new mission. Together, the two frameworks provide insights and guidelines for managers and leaders in leading organizations of the future.

EXEMPLARY FOLLOWERSHIP

To succeed, leaders must teach their followers not only how to lead: leadership, but more importantly, how to be a good follower: followership. Contrary to popular negative ideas regarding what it means to be a follower, positive followership requires several important skills, such as, the ability to perform independent, critical thinking, give and receive constructive criticism and to be innovative and creative. Furthermore, we believe that Great Leader is a process that can be learned, that is not restricted to a few "chosen or special" individuals that are born with an unusual capability or skill. Though, some seem to have more to learn than others do, but the potential for exemplary follower seems to be universal. Through solicited comments and regular participation, employees shared ownership in determining policies at work (Gilbert & Ivancevich, 2000). Being a follower has a negative connotation because it is usually used to refer to someone who must constantly be told what to do. Regardless of work unit individualism/collectivism, supervisors were more likely to form trusting, high-commitment relationships with subordinates who were similar to them in personality (Schaubroeck & Lam, 2002). Most people think of a good follower as someone who can take direction without challenging their leader. In contrast to this definition, exemplary followers take initiative without being prompted, assume ownership of problems, and participate actively in decision-making. Not only can creative contribution be valuable to a firm, but the ability to come up with unique yet appropriate ideas and solutions can be an important advantage for individuals as well (Perry-Smith & Shalley, 2003). They distinguish themselves from ordinary followers by being "self-starters" going above and beyond what people expect of them (Kelley, 1992).

LEADERS ALIENATING FOLLOWERS

All leaders have at least one follower who has become alienated in relation to authority. This person usually thinks they are right and exhibits a hypercritical attitude toward authority figures. Their hostile feelings toward leaders are often the result of unmet expectations and broken trust. If these experiences turn us off, they shape our subsequent response to the culture. For example, too much certainty leads to complacency and not enough predictability can result in alienating workers. A leader's actions, therefore, can create either alienated or committed workers (Fairholm & Fairholm, G, 2000). They may be people who were not recognized for their contributions in the past. An outstanding advantage of recognition, including praise, as a motivator is that it is no cost or low cost, yet powerful. Recognition thus has an enormous return on investment in comparison to cash bonus (Dubrin, 2001). Leaders must first confront the hostility expressed by alienated followers in order to replace it with something more positive. To address the complaints of an alienated follower, a leader must confront the perceived inequality and re-establish trust. If goals have diverged, an overarching goal, which both leader and followers accept must be found. When this has been accomplished, leaders can continue to work with alienated followers to help them accept that setbacks are part of reaching any goal. Consequently, people understand each other, they share the same concepts, and they have the same vision (Deneire & Segalla, 2002). Leaders need to remind followers that if you belong to a community or organization, you have a responsibility to contribute to making it better for everyone, not just yourself. This is why the leader is required to go beyond reminding followers and instead lead by example. In other

words, leaders must help their followers relinquish a typically Western credo: “I am free to do whatever I want, so long as it does not harm anyone”, and substitute instead, “I am free to do whatever I want, so long as it benefits more than just myself”. Leaders must convince their alienated followers that they want to achieve more than just a mutually satisfactory resolution of past grievances, rather, a mutual acceptance, understanding and appreciation of a shared dream or goal (Kelley, 1992).

Exhibit 1 / Exemplary Followership Model

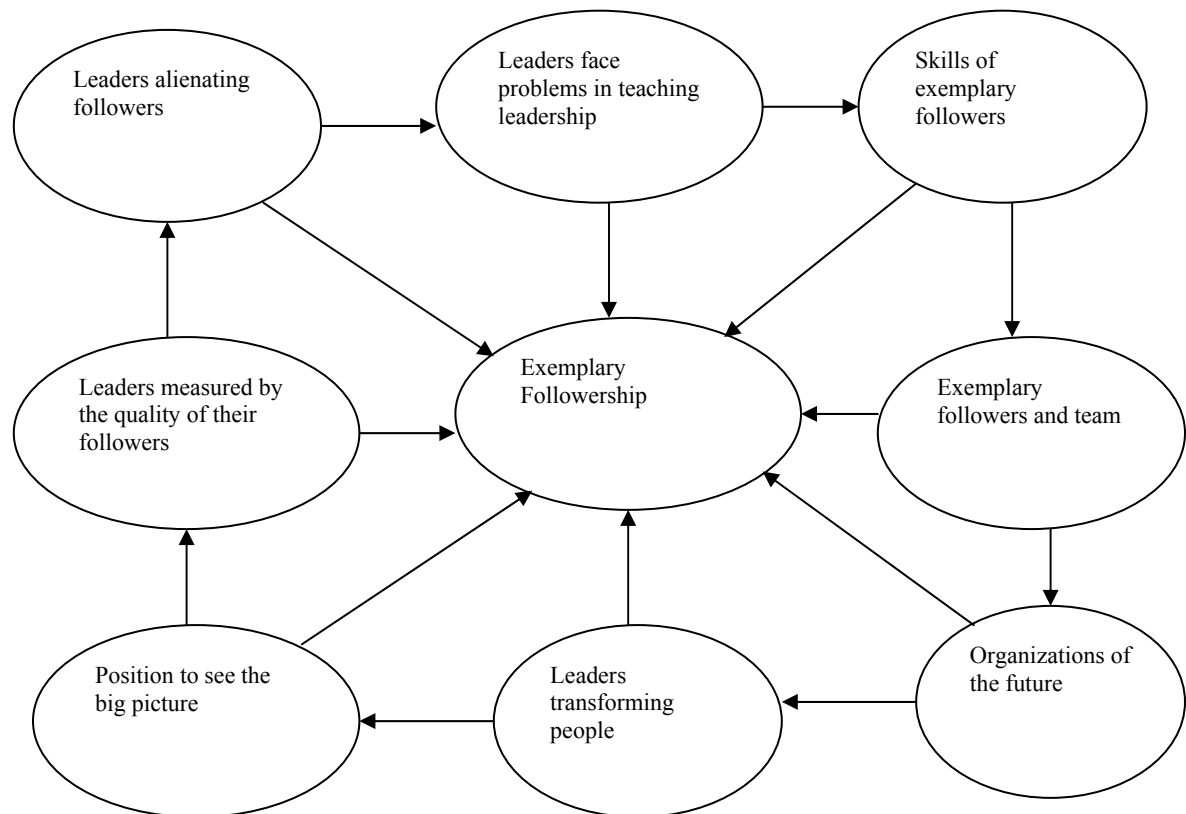


Exhibit 1 a representation of Great Leader model brought together in an organized framework with exemplary followership at the core. The logic is that each Great Leader component is of central importance to the development of exemplary followers system within each employee in the organization or community. The potential payoffs include increased employee or citizen performance and innovation flowing from enhanced commitment, motivation, and employee or citizen capability. Thus, it seems clear that an essential ingredient to Great Leader is boundless optimism about the potential of ordinary people to accomplish extraordinary things in the world.

LEADERS FACE PROBLEM(S) IN TEACHING LEADERSHIP

The problem leaders face, in trying to teach leadership to their followers, is that many people actually find freedom terrifying because it poses too many choices and too much uncertainty. Thus, knowledge transfers take place more efficiently when an activity is internalized because a shared culture and language help firm members transfer and combine knowledge to develop organizational capabilities (Coff, 2003). People need structure, order and predictability. Being given too much freedom makes people feel powerless and afraid so they often turn to anyone, usually a dictator, who offers to remove from them the burden of responsibility which freedom brings. The reality is, the world is far too complex for leaders, alone, to coordinate it. In times of stability, conformity may be

an appropriate response by a follower toward a leader if it can contribute to efficiency. But, in times of chaotic change and social and economic fragmentation, only the clash of conflicting views provides the diversity needed to create the innovation which can adequately meet the challenges that impinge on a group or an organization. During these times, leaders desperately need someone who can challenge their belief system rather than reinforce it because conformity imposes a false sense of order and keeps leaders from confronting the reality of the need for change. By trying to avoid conflict, many followers actually open themselves up to being exploited by unscrupulous leaders. Though it may sound paradoxical, to successfully lead, leaders must cultivate independent, critical thinking in their followers. Super Leaders offers the most viable mechanism for establishing exceptional self-leading followers. True excellence can be achieved by facilitating the self-leadership system that operates within each person – by challenging each person to reach deep inside for the best each has to offer. Employee compliance is not enough. Leading others to lead themselves is the key to tapping the intelligence, the spirit, the creativity, the commitment, and most of all the tremendous unique potential of each individual (Osland, Kolb & Rubin, 2001). Leaders need followers who can ask tough questions about an idea's feasibility. Leaders and followers both need to confront their fear of conflict because conflict often clears the air so that real progress can be made (Kelley, 1992).

SKILLS OF EXEMPLARY FOLLOWERS

Exemplary followers possess skills that can be learned such as commitment and initiative and exercising a courageous conscience. An important part of becoming more creative involves understanding the stages involved in creativity, which is generally defined as the production of novel and useful ideas, (Dubrin, 2001). Exemplary followers add value to groups they are members of by focusing on goals, taking initiative and being who they are. Exemplary followers are committed. They figure out all the steps involved in achieving a goal. The creative person looks at problems in a new light and transcends conventional thinking about them (Dubrin, 2001). Commitment and focus are not enough to make a difference. They have to have a sense of direction, drive and intensity. Exemplary followers master skills that make them indispensable to their organization. By knowing what the leader is trying to achieve, they determine what essential skills will help reach those goals the best. After they master the skills needed, they set a work schedule and lay out a plan of action with deadlines to meet. Then, they break the entire work to be done into small sub-projects and write a "to do" list of prioritized activities that will result in sub-goal completion. Exemplary followers review their progress daily, reorganize priorities, analyze their performance and determine the criteria for success. When they have been successful, they go on to develop additional expertise and continue to champion new ideas. This means involving oneself in continuing education. For this reason, the "Learning" organization of the future develops exemplary followers (Kelley, 1992). When an exemplary follower has a new idea, he or she ties it to organizational goals, documents its costs and benefits, test it out and builds a prototype. Exemplary followers follow through with their ideas. They do not give up ownership of them until they have accomplished a successful handoff to someone else. In other words, the exemplary follower exhibits behaviors commonly associated with leadership, such as initiative and innovation. The central task in becoming creative is to break down rigid thinking that blocks new ideas (Dubrin, 2001). In actuality, leaders can accomplish very little without at least a few followers who are exemplary. When one looks at both leadership and exemplary followership simultaneously, the distinction between them blurs. What eventually emerges from a steady examination of both of them is one single role, which every member of an organization should be prepared to perform; a role that, depending on circumstances, periodically calls forth the ability to inspire others while most of the time, requires the ability to be inspired by others (Kelley, 1992).

EXEMPLARY FOLLOWERS AND TEAM

Exemplary followers are able to work together well in a team because they focus on several essential skills required to build an effective team. Thus, teams with unified cultures are likely to perform better than other teams. A unified team culture facilitates internal communication (Earley & Mosakowski, 2000). They start by making sure all of their team members share a common understanding of the team's purpose and goals. A leader who uses supportive communication nurtures group members and brings out their best (Dubrin, 2001). At each team meeting, they commit to the timing and specifications of agreed upon output. While working, they seek to maintain an equitable division of labor. If they are having trouble or getting behind in doing their scheduled tasks, they let their teammates know immediately. In addition, they show other members their work before it is due to solicit feedback and constructive criticisms, which they use to go back and improve it. Exemplary followers are skilled at "assists", a term taken from basketball, where one does not actually score oneself, but rather, one helps another teammate do it for the good of the team. Once goals, structures, and norms are established, a group can work more effectively. Members share the group goals and conform to the group norm of high productivity (Chang, Bordia & Duck, 2003).

Exemplary followers help keep their team on track, moving toward group goals by making sure each team member is actively involved in the process. Creative thinking enables leaders to contribute novel insights that can open up new opportunities or alternatives for the group or organization. The role of creative leader is to bring into existence ideas and things that did not exist previously or that existed in a different form (Dubrin, 2001). They are always on the lookout for anything that may be useful, not just for them, but instead, their focus is on what other teammates might find useful in their work. Here again, the line between which behaviors are appropriate for a leader and which are more appropriate for a follower is obliterated. The fact of the matter is that the best leaders are the kind of people who are most comfortable as an exemplary follower and usually have been one for quite a while. For this reason, this kind of leader is especially sensitive to the needs and feelings of their followers. Leaders understand that the successful articulation of vision relies on using language and symbols to create new, and special, meanings for organization members (Kelly, 2000). Instead of a figurehead, they are a leader among equals, like the leader of a flock of migrating birds. He or she shares in their dangers and struggles, as well as their enjoyment of tranquil meadows. One can easily identify them in a group because they are quick to laugh at their own mistakes and predicaments. Leadership deals with change, inspiration, motivation and influence (Dubrin, 2001). They frequently acknowledge other team members' contributions and use "we" rather than "I" when they speak (Kelley, 1992).

ORGANIZATIONS OF THE FUTURE

In the organizations of the future, competent people will join together to achieve what they could not achieve alone. Both individually and collectively, they will be accountable for their actions. Equitable exchange is simply about helping a partner when he or she requires it and receiving help when you need it (Bouty, 2000). They will share information and power because in the near future, information will BE power. By sharing the bottom line and the details of organizational expenses, they will also be sharing the responsibility to take action and will not need to be protected from clearly understanding the reality of their own performance. "First, they always articulate the organization's vision in a manner that stresses the values of the audience they are addressing. Leaders regularly involve people in deciding how to achieve the organization's vision (or the part most relevant to a particular individual). This gives people a sense of control. Another important motivational technique is to support employee efforts to realize the vision by providing coaching, feedback, and role modeling, thereby helping people to grow professionally and enhancing their self-esteem. Furthermore, good leaders recognize and reward success, which not only gives people a sense of accomplishment but also makes them feel like they belong to an organization that cares about them. When all this is done, the work itself becomes intrinsically motivating" (Kotter 1990). Each and every person will be responsible for his or her OWN motivation. In short, if you are confident about your task-related skills, you will get your act together and do the task. This is one reason why you should give people the skills and confidence they need in order to put forth effort (Dubrin, 2001). In this way, each will know how valuable they are in relationship to everyone else so as their contributions increase; they will see this reflected in the compensation they receive. If everyone stands a chance to gain or lose then all will see the significance of a unified effort (Kelley, 1992).

LEADERS TRANSFORMING PEOPLE

How can leaders transform people who are ordinary or even mediocre followers into exemplary followers? First, they must create organizational environments, which nourish the growth of exemplary followers. One way is to become less of a hero and more of a hero maker; in other words, share the limelight! Social exchange by means of personal relationships is a deeply rooted behavior in most societies. People form relationships in order to give and receive things – both tangible and intangible – of value. Psychological contracts are formed whenever there is a social exchange between people (Edleston, Kidder & Litzky, 2002). A leader's role is to sell the group's ideas in order to obtain the necessary resources. Leaders should represent their group to larger organizational units, including government and the society at large. The role of leaders should be to remove obstacles to the group's productivity and shield them from bureaucracy's tentacles. The main task of leaders is to step out of their followers' way. The leader's job is to overcome internal resistance, to help followers accept new beliefs, to build new frames of reference, and to seek alignment with the organization's environment by providing a dynamic vision (Egri & Herman, 2000). Many leaders haven't realized that the most common hindrance to productivity is their own constant interruption! To avoid this, leaders should encourage self-management in their followers. Organizational members can identify critical issues and suggest steps to resolve them. They should be encouraged to gather their own data so they can solve problems. Followers should be involved in decisions, which may affect them (Kelley, 1992).

POSITION TO SEE THE BIG PICTURE

Because they are in position to see the big picture, leaders can integrate the flow of work and create networks among members of their organization. Another name for leader could be “synergy catalyst”. Drucker believes “a leader’s actions and a leader’s professed beliefs must be congruent. Effective leadership is primarily based on being consistent” (Drucker 1988). When workers have a plan that will work just as well as the leaders plan to reach a goal, the workers’ plan should be adopted by leadership, since the workers are the ones who must devote the energy to make any plan, which is adopted, work. Feedback-intensive development programs help leaders develop by seeing more clearly their patterns of behavior, the reasons for such behaviors, and the impact of these behaviors and attitudes on their effectiveness (Dubrin, 2001). Leaders must be sensitive to the personal dreams of their followers so they can mesh the personal goals of their followers with organizational needs. However, research in organizational transformation has repeatedly suggested that strong emotions are involved in transformational learning and change (Seo, 2003). Leadership’s role is fluid, sometimes in the foreground, sometimes fading into the background. Leaders must know *when* it is appropriate to lead and *not lead* when it is more appropriate to follow their followers’ *lead*! Leaders can take an active role in assisting effective goal setting, work distribution, resource gathering and the establishment and maintenance of organizational interfaces. They can advocate for organizational needs and reinforce the acceptance and understanding of their particular organization’s limits. Leaders are people who can play different roles in different situations (Kelley, 1992).

LEADERS MEASURED BY THE QUALITY OF THEIR FOLLOWERS

Leaders should be measured by the quality of their followers. Followers provide their leader with power by following his or her lead. To take away this power, they need only to exercise their right to disobey their leader. Although disobedience is often met with ruthless force, eventually, like water wearing down a stone, it will prevail and then the leader who was unreachable will shrink down to nothing. Schein (1992) noted, “When an organization faces a crisis, the manner in which leaders deal with it creates new norms, values and working procedures and reveals important underlying assumptions”. Followers can evaporate a leader’s mask of power merely by dis-believing in it. Authority does not reside in those who issue orders; rather, authority lies within the *responses* of persons to whom those orders are addressed. In his book, *The Power of the Powerless*, President of Czechoslovakia, Vaclav Havel states, from personal experience, that even in totalitarian states, followers hold significant power, but only if they are ready to *act* on it. Holocaust and genocide continue to this day despite hand wringing because some of us are unwilling to make the sacrifice to confront it. We turn our eyes away because in some ghastly way it benefits us perhaps by merely creating a distraction for those who would challenge us. We do not have to wait for valid leaders to appear to tell us it is time to offer the gift of our own exemplary followership to each other. There is no need for us to be hypnotized by the myth of leadership created by those who would have us remain passive instead of *active*. We only have our own selfishness to blame for our powerlessness. We willingly gave up our power to buy freedom from risk, responsibility and accountability.

SERVANT LEADERSHIP

If we teach members of organizations to become exemplary followers, we should not be surprised if they begin to respond positively only to able servants who would lead them. The two roles of servant and leader can and should be fused. The servant leader needs to have a sense of the unknowable and be able to foresee the unforeseeable. Therefore, the central role of the servant leader is establishing sustainable strategic vision for the organization or community. The effective leader must articulate the mission of the organization in a convincing and inspiring fashion (Neuschel, 1998). Thus, the most important commitment a leader makes in relation to a vision is the commitment to continuously model the vision through one’s own behavior in a visible and consistent manner in the organization or community. In all cultures, great leaders emerge FIRST as servants. Culture enables humans to develop civilizations and technology by supporting and maintaining shared meanings thus empowering collective action on a scale unheard of in any other species of living being (Banutu-Gomez, 2001). If we teach members of organizations to become exemplary followers, we should expect them to freely respond only to individuals who have been chosen to lead because they have first proven themselves as servants. Leaders embed attributes in their organizational cultures by their actions (Schein, 1992). Thus, in the future, the only truly viable organizations will be those that are servant-led. All great leaders report that they experienced the feeling of wanting to serve FIRST. This experience is what led them to the aspiration to lead. The servant’s natural impulse is to make sure that other people’s highest priority needs are being served, by asking themselves one question: “Will the least privileged in my society become healthier, wiser, and more autonomous, (in other words, be empowered) as a result of what I do?” Greenleaf (1977) asserted: A new moral principle is emerging which holds that the only authority deserving one’s allegiance is that which is freely and knowingly granted by the led to the leader in response to, and in proportion to, the clearly evident servant stature of the leader. They inspire hope and courage in others by living out their convictions, facilitating positive images, and by giving love and encouragement (Kouzes & Posner, 1993). By doing this, their actions will reflect appropriate, unconditional love and caring in the workplace and they will build long last relationships in the organization or

community. Showing concern for others and making their needs and interests a priority demonstrates empathy and elicits trust (Bennis, 1997; Block, 1993; Greenleaf, 1997; Kouzes & Posner, 1993).

Exhibit 2 / Servant Leaders Model

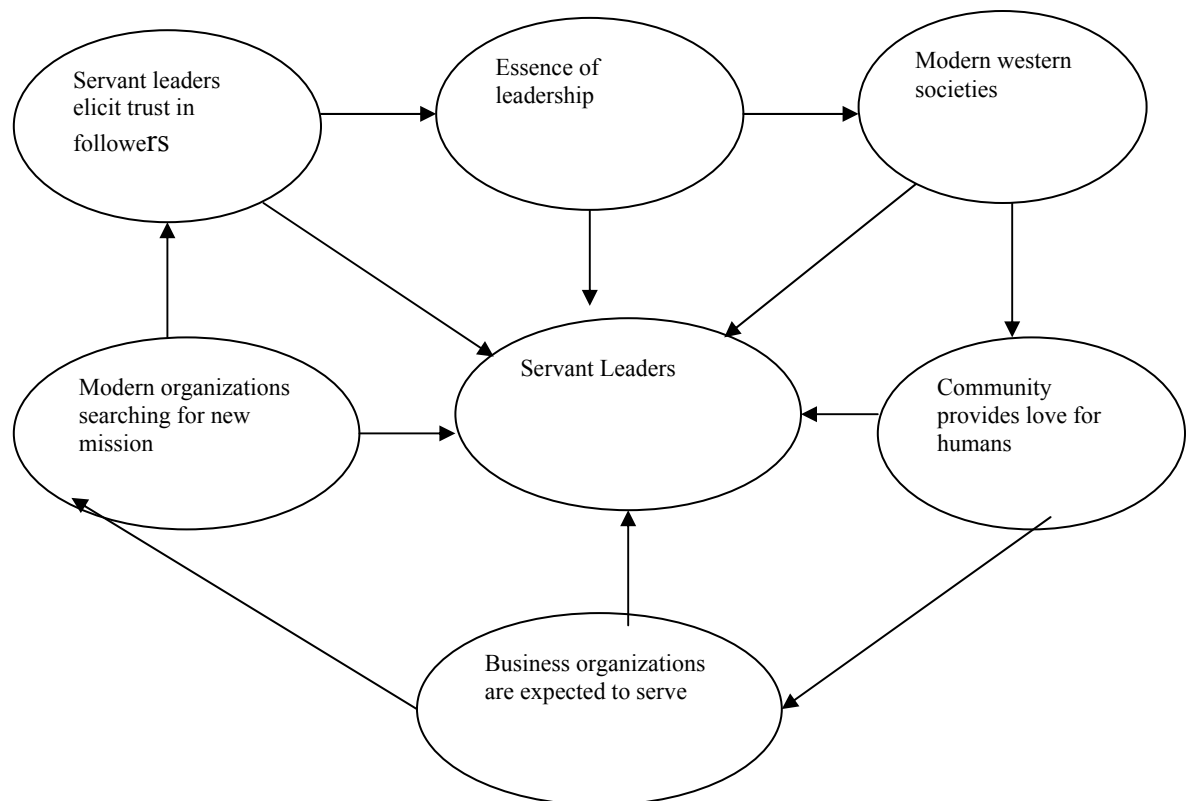


Exhibit 2 is a representation of Great Leader model brought together in an organized framework with servant leaders at the core. The logic is that each Great Leader component is of central importance to the development of servant leadership system within each employee in the organization or community. The potential payoffs include enhancing and increasing employee or citizen to be able to foresee the unforeseeable and establish a vibrant sustainable strategic vision for the organization or community.

ESSENCE OF LEADERSHIP

The essence of leadership is to go out in uncharted territory to show the way. A leader sees more clearly than anyone else does the way to go by nurturing a continual inner openness to inspiration and revelation. But this is not all a leader must do. A leader actively recruits people be followers. The openness of leaders to receive input from others influences leader-follower trust (Bennis, 1997; Fairholm, 1998; Nanus, 1992). Servant leaders associate with and listen to those they serve (Roberts, 1987). Knowing the path is uncertain, even dangerous, a leader initiates ideas and structures based on them. A leader need to help individual members achieve their role as a whole/part – to be fully functioning individuals with self worth and skills that make a contribution to the team and organization and as a result, to the wider society (Cacioppe, 2000). This is to say that; leadership key role is to facilitate wisdom and spirituality in the work place. A leader willingly accepts the risk of failure in order to achieve a chance for success. The servant leader is a person who desires to sacrifice themselves out of love for others. The servant leader is more than the leader who can merely articulate a dream and inspire others. In the face of difficulty, most leaders react by trying to pin the problem on someone else. The behaviors of senior leaders also establish the ethical tone in their organizations (Bennis and Nanus, 1997; Kouzes and Posner, 1993). The leader is responsible for the environment and one way to influence it is to demonstrate by their

behavior their commitment to set of ethics they are trying to institutionalize (Bennis and Nanus, 1997). Effective leaders instill values through deeds as much as or more than through words (Malphurs, 1996). The servant leader automatically responds by LISTENING FIRST. Leaders benefit from listening because they learn as they listen (Bennis, 1997; Maxwell, 1998; Miller, 1995; Roberts, 1987). Also, listening is a critical aspect of delegating and empowering (Miller, 1995; Roberts, 1987).

SERVANT LEADERS ELICIT TRUST IN FOLLOWERS

Servant leaders elicit trust in followers because they respond to crisis by owning the problem. Anyone who wants to become a servant leader must submit to the discipline of learning to listen, not only to others, but also, to oneself. Today's leaders must possess new skills, knowledge, and abilities that give them task competence among their followers (Bass, 1990; Fairholm, 1997, 1998). Establishing trust is one of the most essential parts of good leadership, especially servant leadership (Bennis, 1997). Leaders must demonstrate concern for people and practice integrity in order to build trust (Shaw, 1997). Thus, having an attitude and commitment of self-evaluation is necessary for the person who wants to be successful (Banutu-Gomez, 2002). Servant leadership requires frequent withdrawal in order to reorient oneself; to sort out and prioritize. Such withdrawal should be only temporary because all the information needed for a decision rarely appears, regardless of how long one listens. On all-important decisions there exists a significant information gap that must be bridged by intuition, which is an unobservable process. Intuition provides servant leaders with a nonverbal ability to judge based on patterns emerging from what has happened. Servant leaders recognize the need to nurture the conditions that permit the effective operation of intuition in both their work and personal lives. Leaders must trust that employees are committed humans and that they are capable to perform to the best of their ability (Banutu-Gomez, 2003).

Modern Western Societies

In modern Western societies, where laws regulate actions, the incentive to exercise individual conscience is diminished. In contrast to non-Westerners, such as those from ancient cultures in Asia and Africa, Westerners are naïve about what can be done with law. A great judge makes his or her decisions intuitively and afterward, devises fine legal reasoning to justify them. The creative process requires one to withdraw in order to effectively release the pressure of analysis. Bartunek (1984) states, "Leaders shape the course of second-order change by legitimizing the expression of particular perspectives because they have primary influence over which alternative interpretive schemes, actions and structural changes are expressed." Leadership intuition provides leaders with the foresight that enables them to see far beyond present circumstances. Organizational development processes need to help align the vision, objectives, structures and actions to fulfil these needs. Thus, servant leadership involves turning the traditional organizational pyramid upside down (Blanchard, 1997; Turner, 2000). Miller (1995) suggests that servant leaders should establish vision and direction, but delegate decisions about how to reach the goals. He cautions, however, delegation is not abdication; rather, it involves both trust and accountability. Encouraging true service to the customer, employees and the community is a key part of the leadership and organization development function (Cacioppe, 2000). Once a leader loses their foresight, they can no longer lead but only react to events. The roots of leadership failure originate in a loss of the ability to foresee what could have been foreseen and a fatal hesitation in the necessary willingness to act it while the opportunity to act is still available.

COMMUNITY PROVIDE LOVE FOR HUMANS

Humans require the type of love only community can provide. It cannot be provided by organizations that exist apart from the community they profess to serve or by those that seek to solve a particular social problem by removing it from the community. The love of the community involves unlimited liability. Modern Western organizations are designed to limit the liability of those who serve the community through them. Putting people first; caring for people through the development of community, has been the foundation of all great civilizations. Leaders who want to empower must be teachers (Ford, 1991). Leaders are those who bring forth the talents of others (Baggett, 1997). In our modern day and age, caring is no longer provided face-to-face, but instead, is mediated by large, impersonal organizations. Informal networks in large organizations create an organizational culture and community that provides the "glue" to hold the formal organizational structure in place and allow it to operate effectively. People accept a person's leadership as their individual cultural heritage and the organizational culture are in harmony because it is that harmony or "unique common psychology" that engenders confidence, comfort, and trust (Fairholm & Fairholm, G, 2000). In contrast, bureaucracy is an organizational sickness in which community is not nurtured and organizational culture has become destructive. A large modern organization needs both administration to provide necessary order and consistency and leadership to build team initiative, accountability, and creativity. Empowerment emphasizes teamwork and reflects the values of love and equality. In order to achieve empowerment, a leader's behavior must pull rather push people along; "a pull style of influence works by attracting and energizing people...it motivates by identification" (Bennis & Nanus, 1997). Leaders who communicate accurately and honestly, with a commitment to the common values of the organization, develop group trust (Fairholm & Fairholm, G, 2000). The lonely leader at the top of a vast pyramidal structure inevitably becomes corrupt because they are deprived of colleagues. Thus, normal communication patterns become distorted. The tradition Western pyramidal structure creates bureaucracy by weakening informal ties that nourish community. A pyramidal structure precludes leadership by persuasion because the chief has been awarded too much power; whatever they say is viewed as an order. Because

the pyramidal structure concentrates power in one individual, it halts personal growth in the person whose behavior should be an example others in the organization follow. Leadership is the behavior of an individual that results in non-coercive influence when that person is directing and co-ordinating the activities of a group toward the accomplishment of a shared goal (Rowden, 2000). Leadership should originate in whoever in the group has the greatest team-building ability; who stimulates the group to move in common purpose toward agreed upon objectives by asking effectively probing questions. A creative person is able to utilize several categories of influence tactics, inspiration, persuasion, bargaining, personal appeals, pressure, consultation, coalition-building, and negotiation. In a field study, Yukl and Tracy (1992) found rational persuasion, inspirational appeal, and consultation the most effective influence tactics. Thus, these types of non-manipulative methods are most appropriate for determined servant leaders. These leaders are influential, but most importantly they gain influence in ways and methods that significantly differ from traditional models and methods that we are most familiar with in our organizations or community.

BUSINESS ORGANIZATIONS ARE EXPECTED TO SERVE

Increasingly, business organizations are expected to serve both those who produce goods and services and those who purchase and use them. Our present complex organizations are increasingly expected to provide meaning and significance in individual members' lives. Thus, business achievements depend on success in learning and development (Masalin, 2003). To do that, they must become the "learning organization" of the future; they must begin to transform their emphasis on production to "growing" people. Most educators agreed that individual personality traits provide at least part of the basis upon which leadership skills are built, and such characteristics reach stability by adolescence. (Doh, 2003). In the "learning organization" of the future, leadership's primary task will no longer be to motivate people to be productive. The experience of personal growth will generate individual motivation. Outside input is important for keeping a broad mind and for inspiring out-of-the-box thinking (Masalin, 2003). In the "learning organization of the future, instead of managing people as the solution to organizational problems, leaders will manage *the process* by which the best solution can be found. Unlearning is necessary to make room for new learning (Masalin, 2003).

MODERN ORGANIZATIONS SEARCHING FOR NEW MISSION

Many modern organizations are searching for a new mission that can enable them to evolve into better servants of human society and drastically reduce their impact as sources of destruction, suffering and injustice on the earth and its inhabitants. The ability to create new organizational forms and processes, to innovate in both the technical and organizational areas, is crucial to remaining competitive in an increasingly turbulent world (Osland, Kolb & Rubin, 2001). The wisest elders among us know that great organizations, which serve humanity, do not build themselves but all that the rest of us want to do is train the technical expert who advises the leader or the scholar who criticizes the leader. No one wants to educate the leader. Creating future leadership capabilities is a constant challenge (Masalin, 2003). As a result, many of our leaders are self-seeking and corrupt. It is a losing battle for us to try to rescue people from "the system". Law can regulate our present organizations but they will never reach true servant status unless strong ethical leadership emerges to lead them to it. The Super Leader creates productive thought patterns by carefully expressing confidence in the employee's ability to extend his or her present level of competence. Support and encouragement are necessary. In many ways, this expression of confidence is the essence of the "guided-participation" phase in which Super Leader teach each employee to lead himself or herself (Osland, Kolb & Rubin, 2001). Who is preparing the next generation of leaders to do this?

PLENTY INNOVATION

There is plenty of innovation to provide us with a bewildering array of choices among trivialities and new gadgets every day while the important organizations that should effectively serve us are seriously impeded by rigid, obsolete organizational assumptions, behaviors, cultures and structures. In successful learning organization cultures, "each individual contributes uniquely from his or her own experience and talents" (Kotter 1990). The leader of a learning organization helps members to listen to each other. In this way, leaders facilitate the learning process. Leaders can use cultural forms such as celebrations to encourage members to share their unique backgrounds as well as their special skills. But, I think leaders need to remember that because of his or her personal needs for attention and affirmation, a strong organizational culture led by a charismatic leader will promote group-think, which discourages honest communication and necessary constructive confrontation with disconfirming data. Whereas, a leader who puts the needs of workers and other constituents before his or her personal needs for fame can use cultural forms to create a strong organizational culture that provides the sense of community members need to willingly face disconfirming information and learn from it, individually and as a group. An employee's success is no longer defined in terms of individual performance. To perform well as team members, individuals must be able to communicate openly and honestly, to confront differences and resolve conflicts, and to sublimate personal goals for the good of the team (Robbins, 2003). Those in power seem to prefer a desperate last binge of self-serving rather than risk adopting organizational innovations which might positively transform the traditional Western pyramidal structure of authority. You may be wondering, "How can I help my organization become a better servant of society?" We all spend the majority of our time following, not leading; even leaders. . "In a learning organization, leaders' roles differ dramatically from that of the charismatic decision maker. These roles require new skills" (Senge 1990). If we consider ourselves morally competent people, we can be discriminating in whom we choose to follow and thus, illumine by our own example a path for others to follow us. By examining the steps of Dr. Martin

Luther King, Jr., one can see the path Gandhi chose to tread. In conclusion, Great leaders lead best by becoming exemplary followers of great leaders before them; by listening and heeding the same still voice of conscience that spoke to their hearts.

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