

Introduction to Leadership Theories

Monograph

Adapted for the Business in Medicine Leadership and Organizational Behavior in Health Care Organizations

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Evidence Based Leadership

The purpose of this monograph is to present theories and the underpinning evidence base that highlight the key best practices of Leadership. These theories are underpinning for the concepts and principles taught in this course.

What is leadership? Is it an art? Is it a role? Is it an innate talent? Is leadership a skill that can be learned?

Each semester students raise these fundamental questions. Every organization has formally designated leaders as a role. In fact, a primary role of governance of an organization is to select and monitor the performance of the senior leader, the Chief Executive of the Corporation. In isolation, leadership is the ability to engage an individual or group of individuals and enable them to achieve a goal.

Situation: Mark, a boss, decides to take a team of employees out for a team building exercise by hiking in the forest. The group becomes lost and as darkness approaches a false panic sets in. The boss becomes unnerved, fatalistic, and begins muttering comments that are demoralizing to the group. Out of the group emerges Karen, an employee on the lowest rung of the ladder, whose passion is hiking. She speaks out and suggests a pathway out of the forest. Within minutes they are back on the correct trail following that individual. Who is the leader in this situation? Clearly, Mark is the organization's designated leader. Yet, Karen demonstrated leadership by: 1) Developing a new vision for where the group should proceed; 2) Convincing her colleagues of a correct pathway; 3) Maintaining support for following a new direction; and 4) For leading the group to safety. How will the dynamics change upon returning home? Will this become a high- performing group or will the group become dysfunctional because of the shifting of leadership roles in the group? The long- term outcome and effectiveness will depend upon how Mark presents himself as a leader in the future. Additionally, it will also depend on the environment that is established that allows for the talents of the group to be fully exploited and leadership shared by the group.

What theories do we need to understand to be high performing leaders?

In order to be able to lead people we need to start with an understanding of the basic elements of human psychology. We begin with an understanding of people as individual personalities. In order to lead people, one must understand how people function, how they are pre-disposed to behave and what needs must be addressed in order to lead them? Leaders also need to understand what really works when it comes to motivating people.

Understanding Human Psychology

Human Needs

Maslow: In 1947, Abraham Maslow articulated basic human needs that play a role in human behavior. These needs are arranged in a hierarchy that assumes that certain needs are predisposed to being met before they override a need on the upper levels of the hierarchy.¹ The hierarchy of needs is presented below.



Relevance to Leadership: The Maslow Hierarchy of Needs is manifested in the daily work of a leader. An employee, who constantly complains about pay, even when benchmark data suggests pay is market competitive, may have fundamental *safety* needs. The answer to that specific person's issue may not be to raise pay for that individual or group of employees. The high performer who constantly complains about low performers may have *esteem* needs that require attention through regular recognition and feedback. Organizations operating in a virtual environment need to pay attention to the *socialization* needs of the group. An understanding of human needs is a basic building block of our leadership toolkit.

Human Personality

We begin with a basic understanding of personality preferences. A foundational concept acknowledges that every member of your professional team is unique and has an individual personality and a preference for how they interact with others. Armed with these understandings, we, as leaders, can begin to develop our approach to leading these individuals.

Carl Jung: Carl Jung hypothesized that individual are either born into or develop preferred ways of thinking or behaving.² He presented two dichotomous functions. Rational

¹ Maslow, Abraham. "A Theory of Human Motivation". *Psychosomatic Medicine*, 1943, 5, 85-92

² Jung, Carl Gustav (August 1, 1971). "Psychological Types". *Collected Works of C.G. Jung, Volume 6*. Princeton University Press. [ISBN 0-691-09774](https://www.amazon.com/Collected-Works-C-G-Jung/dp/0691097741)

Functions (judging) included *thinking or feeling*. Irrational Functions (perceiving) included sensing or intuition. These dichotomies break into 16 combinations of personality preferences according to the following:

Extroverted vs. Introverted

Sensing vs. Intuitive

Thinking vs. Feeling

Judgment vs. Perception

Isabel Briggs Myers and Katherine Cook Briggs:

Katharine Cook **Briggs** and Isabel **Briggs Myers** were a mother daughter team who developed the most widely used personality type assessment tool based on Carl Jung's work. Their work began in World War II in an attempt to develop an understanding of how to help women enter the work force while men were away at war. Their premise was that by better understanding personality types women could better be paired to job opportunities. Their foundational work identified preferences for how individuals interact with the outside world. In 1962, the formal instrument known as the Myers Briggs Type Indicator (MBTI) was introduced and is the most widely introduced personality assessment tools used for organizational development. The test does not measure aptitude but simply personality preference.

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It is important to note that we express all of these functions and preferences at different times and based on the context of the situation. However, the theory presented by Jung and Myers Briggs is that we as individuals favor certain types over others based on our individual personality.

To follow is a summary of the attributes of the preference types as assessed by the MBTI.

Introverted: Introverts are very reflective and their energy flow is inward. These people become depleted if they act too soon. Rather, they like to reflect, then act, then reflect again. These people need a lot of solitary time and prefer to reflect, act and then reflect. They tend to prefer depth of thought and depth of personal interaction.

³I. Briggs-Myers & M. McCaulley (1992) *Manual: a Guide to the Development and Use of the Myers-Briggs Type Indicator*. Consulting Psychologists Press

Extroverted: Extroverts draw energy from action and interaction with others. They tend to act and then reflect and then act again. They tend to become impatient with inactivity. They prefer breadth over depth, and value frequent interaction.

Sensing: People who are dominant in Sensing prefer details and facts over anecdotes and stories. They like to receive concrete information that can be sensed physically by one of the five senses.

Intuition: In contrast, someone with dominance toward Intuition will trust a hunch. They have a high tolerance for the abstract and theoretical. They are also interested in future possibilities. Their own individual insight is valued and they also appreciate the unconscious mind (the gut feeling).

Thinking: These people favor making decisions based on what is reasonable and logical based on the circumstances.

Feeling: People with Feeling dominance tend to consider the needs of everyone involved regardless of the cold hard facts. They seek to create a consensus in a given situation.

To follow is a summary of the predisposed personality types based on the MBTI assessment tool. Which profile best describes you?

CHARACTERISTICS OF EACH OF THE 16 LEARNING STYLES

	Sensing Types		Intuitive Types	
Introverts	ISTJ Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic, dependable. See to it that everything is well organized. Take responsibility. Make up their minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.	ISFJ Quiet, friendly, responsible, and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. Their interests are usually not technical. Can be patient with necessary details. Loyal, considerate, perceptive, concerned with how other people feel.	INFJ Succeed by perseverance, originality, and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.	INTJ Usually have original minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organize a job and carry it out with or without help. Skeptical, critical, independent, determined, sometimes stubborn. Must learn to yield less important points in order to win the most important.
	ISTP Cool onlookers. Quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in cause and effect-how and why mechanical things work, and in organizing facts use logical principles.	ISFP Retiring, quiet, sensitive, kind, and modest about their abilities. Shun disagreements; do not force their opinions or values on others. Usually do not care to lead, but are often loyal followers. Often relaxed about getting things done, because they enjoy the moment and do not want to spoil it by undue haste or exertion.	INFP Full of enthusiasm and loyalties, but seldom talk of these until they know you well. Care about learning ideas, language, and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.	INTP Quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logic and analysis. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interests can be used and useful.
Extroverts	ESTP Good at on the spot problem solving. Do not worry-enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart, or put together.	ESFP Outgoing, easygoing, accepting, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things happen. Know what is going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.	ENFP Warmly enthusiastic, high spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.	ENTP Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of question. Resourceful in solving new and challenging problems, but may neglect some routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.

Extroverts	ESTJ	ESFJ	ENFJ	ENTJ
	Practical, realistic, matter of fact with a natural head for business and mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May be good administrators, especially if they remember to consider others' feelings and points of view.	Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Main interest is in things that directly and practically help people's lives.	Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for the other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.	Hearty, frank, decisive leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy adding to their fun of knowledge. May sometimes appear more positive and confident than their experience in the area warrants.

From I. Briggs-Myers & M. McCaulley (1992) *Manual: a Guide to the Development and Use of the Myers-Briggs Type Indicator*. Consulting Psychologists Press

***Relevance to Leadership:* As a leader, understanding begins with you. First, you must know how you are pre-disposed to interacting with others. As an example, an extremely introverted senior leader might walk down the hallway on the way to a meeting with all thoughts focused on that inner conversation related to the meeting. That individual could easily be oblivious to the others walking down the hallway. As a leader, you should understand the needs of those that work with you. These insights can foster improved communication and human relationship management. If you do not know your MBTI profile, consider taking an on-line MBTI test and review your feedback profile.**

“Whatever the circumstance of your life, the understanding of type (Personality) can make your perceptions clear, your judgments sounder and your life closer to your heart’s desire.”

Isabel Briggs Myers

Understanding Human Motivation

A foundation has been set forth now that suggests individuals have unique personalities and predispositions to certain personality types and behaviors. Given the variation in people and personality types what do we need to know about human motivation? How can we motivate our work force to perform?

One of the most important theories helpful to leadership relates to human motivation. If one reflects on the tools that have evolved over the last hundred years in management, they mostly have focused on ways to motivate humans to perform better. Management by objectives, motivational speeches, use of discipline, pay for performance, incentive programs, slogans, campaigns, employee of the month programs, and the list goes on. Fundamentally, what do we know about human motivation and how all these initiatives relate to the evidence base of what works? What is the theoretical basis underpinning these approaches?

Frederick Hertzberg Two Factor Theory:

One of the most influential management theorists was Frederick Hertzberg who set forth a theory of human motivation.⁴ Hertzberg presented us with the concept that there were two fundamental forms of human motivation with respect to work, his *Two Factor Theory*. The first factor focused on *extrinsic motivation*. Extrinsic motivation is when a person is doing the task in response to an external stimulus. In contrast, intrinsic motivation was derived from motivation internal to the individual.⁵ This theory led Hertzberg to develop the concept of job enrichment as a leverage point for productivity in the work force.

Extrinsic Reward and Pavlov and Skinner

Let's explore extrinsic motivation further. Extrinsic motivation can include fear, incentives, and external recognition. The original contributions to understanding of extrinsic rewards came from Burrhus Frederick (B.F.) Skinner with his rat experiments and from Ivon Pavlov from his dog experiments.⁶ Ivon Pavlov won the Nobel Prize in 1904 for his stimulus conditioning response work soliciting behavior change with dogs.⁷ The insights from Skinner and Pavlov taught us that powerful behavior changes can occur through the use of extrinsic stimuli. Unfortunately, they also demonstrated that in all cases the behavior changes were short lived. When one relies on extrinsic motivation as the sole motivator this leads to an attenuation effect. The attenuation effect means that the response must be repeated very close to the time in which behavior is being encouraged and that the intensity of the stimulus must be increased over time in order to remain effective.

This is the basis for why pay for performance or use of fear has a short half- life as a motivator.

The evidence base behind better understanding of extrinsic motivation was advanced further by Alfie Kohn. Dr. Kohn, as part of his doctoral dissertation in the 1990's, completed a meta-analysis of the psychological, psychiatric, sociologic, and organizational behavior literature base and could not identify one controlled trial or study that demonstrated how extrinsic rewards lead to long term sustained behavior.⁸

Let's return now to the concept of intrinsic behavior advanced by Hertzberg. Intrinsic motivation stems from an internal desire to perform. Hertzberg suggested that there are factors that directly lead to intrinsic motivation. He further suggested that if we pay attention to those factors we can enrich jobs to lead to more intrinsic motivation. The factors that lead to intrinsic motivation include:

⁴ Herzberg, F.I. 1987, 'One more time: How do you motivate employees?', *Harvard Business Review*, Sep/Oct87, Vol. 65 Issue 5, p109-120 (note: the reference to sales numbers is in the abstract written by the editors.)

⁵ Herzberg, Frederick (1959), *The Motivation to Work*, New York: John Wiley and Sons, [ISBN 978-1560006343](#)

⁶ *The Behavior of Organisms: An Experimental Analysis*, 1938. [ISBN 1-58390-007-1](#), [ISBN 0-87411-487-X](#).

⁷ Pavlov, I.P. (1927). [Conditioned Reflexes: An Investigation of the Physiological Activity of the Cerebral Cortex](#) (translated by [G.V. Anrep](#)). London: Oxford University Press. [Google preview of Dover 2003 reprint](#)

⁸ Kohn, Alfie. *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes* (Houghton Mifflin, 1993/1999)

- Recognition, the ability to get feedback on your performance and be recognized for your accomplishments (not necessarily through money)
- Stimulating and varying work
- Responsibility and control over the variables
- Promotion, the ability to progress, gain a sense of achievement and make accomplish a goal
- Growth, the ability to gain a sense of progression and positive development as an individual

These are critically important factors to understand as we think as leaders on what we can do to create an environment that consciously builds these factors into purposeful design of work.

Example of the Perfect Human Motivation Technology: What is the perfect human motivation machine? What form of technology has all these design factors in place and results in humans of all ages being able to stay on task for endless hours without interruption and fatigue? The answer is video game technology! Ever wonder why children can play endless hours of Nintendo, Wii, Warcraft or other contemporary gaming devices? Yet these same children will complain about doing their homework! Video gaming technology uses constant variety and stimulation so that nothing is static. You have the responsibility and control over the variables. When you overcome a challenge or achieve a task you get instant feedback and recognition. You progress to different levels of achievement over time as you master the technology and the game. Gaming technology has all the variables built into the design that explains the desire for people to want to continue to engage in the gaming activities. So as leaders, how can you redesign work that leads to similar gains in sustained performance? Think about the tasks of those who work for you who don't seem motivated. To what degree are their day to day jobs designed with the opposite of these design characteristics built into the work. Are they static, never varying, no feedback, no sense of achievement, no personal growth and no ability to control the variables?

Hertzberg One More Time on Human Motivation

One final contribution that Hertzberg made was the concept of *Hygiene Factors*. Hertzberg suggested that there are factors that by focusing on Hygiene factors the results are not inherently motivating. However, by not paying attention to them they can be de-motivating. An example would be Policies and Procedures. By introducing policies and procedures no one throws a party and celebrates. However, if you do not have policies and procedures in place that provide clarity on expectations and guidance in one's work, that can become de-motivating to the work force due to lack of explanation of roles and the rules of the game. Another example is people are made dissatisfied by a bad environment, but they are seldom made satisfied by a good environment.

Examples of hygiene factors offered by Hertzberg include:

- Pay and Benefits
- Company Policy and Administration
- Relationships with co-workers
- Supervision
- Status

- Job Security
- Working Conditions

Relevance to Leadership: An understanding of human motivation allows a leader to better interpret the emerging challenges and issues raised by the work force and better direct energies into initiatives that will allow for intrinsic motivation to surface and lead to improved long term performance. All too often as leaders we tend to succumb to the latest gimmick or fad without understanding the theory underpinning its success. A contemporary example is the use of Pay for Performance (P4P) in health care to motivate providers to change behaviors and adapt new models of care that result in improved outcomes. If we focus on the P4P incentive as the end game we are destined to fail. Does that mean we should abandon all P4P efforts? Not necessarily. As an example, if we use a P4P initiative as a catalyst to get the attention and start to change process toward a new behavior (in the near term as an extrinsic catalyst) and then by purposeful design create the environment where the motivating factors can kick in (give providers control over the change process, provide feedback on their performance that creates the interest of what can be done to be better; recognize achievements, etc.); we might have a better chance of long term change and success. Most will credit your P4P as the critical factor when in fact success is more likely due to your focus on intrinsic motivation.

Psychology of Change Management

Armed with an understanding of human motivation and the need for a focus on intrinsic motivation what more can we do to get people to change?

Prochaska and DiClemente's Readiness to Change

In the 1980's James Prochaska and Carlo DiClemente presented a theory (Transtheoretical Model) that advanced the concept that people go through various stages of change.^{9,10} These stages of change include:

Pre-contemplative- This stage is where an individual is resistant to change and denies the benefits of the new behavior being encouraged. The tension for change does not exist.

Contemplative- An individual who isn't quite ready for change but reflecting on the need for change is considered *Contemplative*. These individuals are increasingly receptive to education and information on the benefits of the proposed change.

Preparation- At this point the person is preparing himself for the change. An example is the person interested in a new exercise routine that goes out and buys new work-out clothes or shoes to help prepare for the upcoming change.

⁹ Prochaska, JO; DiClemente, CC. The transtheoretical approach: crossing traditional boundaries of therapy. Homewood, IL: Dow Jones-Irwin; 1984. [ISBN 087094438X](#)

¹⁰ Prochaska, JO; Norcross, JC; DiClemente, CC. Changing for good: the revolutionary program that explains the six stages of change and teaches you how to free yourself from bad habits. New York: W. Morrow; 1994. [ISBN 0688112633](#).

Action Phase- In the *Action* phase the person begins attempting the new behavior or change and is often in need of coaching, peer support and positive reinforcement.
Maintenance- This level is the active performance of the new behaviors and making accommodations for long term changes to behavior and lifestyle.
Relapse- Often individuals relapse to the old behaviors or the prior stage absent proper reinforcement for the new behaviors and changes to the environment that make it difficult to regress to previous habits

These stages are very helpful as diagnostic tools to assess the type of leadership support needed to drive individuals toward a higher level of change readiness. So the question is what can leaders do to accelerate the change process?

Kurt Lewin

Another early theorist of social dynamics and group change was Kurt Lewin. Lewin's change theory suggested change occurs in three stages. The first is what is called *Unfreezing*. This involves changing the mindset and helping the individuals unthaw the mental models they hold onto. This often requires a *tension for change*. The second stage is the active change process or *Transitional* phase. This requires new tools or methods to be able to action on the changes needed. This is a difficult phase as it is uncomfortable and the future state is uncertain. It is easy for people to regress to the old stage. The final stage is the *Refreezing* process. This stage requires reinforcement for the new behaviors desired.¹¹¹²

Everett Rogers and the Theory of the Diffusion of Innovation

One of the first landmark studies of diffusion of innovation was presented by Everett Rogers and his theory of the diffusion of Innovation.¹³ Rogers studied the introduction of a new seed for corn in a farming community in Iowa. A new corn seed was introduced to a farming community that was draught resistant and pestilent resistant. The study revealed that it took seventeen years for the corn to become widely adopted by the farming community. Even in the end, there was a small *laggard* group of farmers who never adopted the new corn despite the evidence base. This same phenomenon has been cited by the Agency for Healthcare Research and Quality (AHRQ) relative to health care innovations.¹⁴ Roger identified change as a social process. He also identified categories of adopters. He also noted that the innovators were often not well liked or ostracized by the general community. They appear odd and out of step with the mainstream, often resented for their disruption to the comfortable environment. This is usually a small percentage of the population who serve as innovators and tend to be younger and often can financially afford

¹¹ Smith, MK. "[Kurt Lewin, groups, experiential learning and action research](http://www.infed.org/thinkers/et-lewin.htm)". *The Encyclopedia of Informal Education*. <http://www.infed.org/thinkers/et-lewin.htm>. Retrieved 16 August 2010.

¹² Lewin, K. (1922). *Der Begriff der Genese in Physik, Biologie und Entwicklungsgeschichte*. (Lewin's Habilitationsschrift)

¹³ Rogers, Everett (1962) *Diffusion of Innovations*. Glencoe: Free Press. ISBN 0612628434. <http://books.google.com/?id=zw0-AAAAIAAJ>.

¹⁴ AHRQ 2003

to adopt the innovation. The second category is the *Early Adopters*. They tend to be less than 20% of the population and are next to adopt the innovation. These categories are followed by the *Early Majority*, the *late majority* and the *laggards*. One of the greatest insights from Rogers is that: as innovations move through a social system the majority of time is taken up by the innovators and early adopters. However, once the change is adopted by that 20% of the early adopter population the adoption rate takes a hockey stick adoption rate and it is almost impossible to stop the adoption rate.

Malcolm Gladwell

The observation that adoption of innovation is a social process was further advanced by Malcolm Gladwell.¹⁵ Gladwell fully subscribed to Everett Rogers' theory of Diffusion of Innovation. However, he described that point in time when the early adopters are fully engaged as the *Tipping Point*. Further, he identified two roles that play an important role in the process. The first is the role of the *Maven*, or peer subject matter expert that has adopted the innovation and to whom others turn to validate the positive benefits of the new change. The second role is that of the *Connectors*. These are trusted peers who connect people to emerging innovations in social systems. By understanding who are the mavens and connectors in a social system Gladwell suggested one can target the change management efforts to enroll these key players to help accelerate a change process.

Relevance to Leadership: Managing change is one of the most important and difficult challenges of leadership. By understanding the change management process and the nature of change as a social system, leaders can take steps to accelerate the change process. This acknowledges that people reach a readiness level for changes at various stages. As a result, leaders need to prepare the environment for change and leverage accelerators of the change process in order to ensure success while decreasing the cycle time normally required for a change process.

Psychology of People and Groups

If only it were so easy to simply master the theories of psychology and change management! We still are confronted as leaders with managing groups. When we deal with individuals in organizations these theories are very useful and can help guide our approaches and plans for change. Since humans are social beings we are also confronted with the phenomenon of group dynamics.

Will Shutz and the Needs in Groups

Will Shutz, a professor at the University of Texas, developed his theory of Fundamentals of Inter-Relationships in Organizations (FIRO). He went on to develop an assessment tool for individuals needs with respect to groups (FIRO-B). Shutz theorized that individuals have

¹⁵ Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference* ([ISBN 0-316-31696-2](https://www.amazon.com/dp/0316316962)) (2000) Little Brown Publishing

three fundamental needs with respect to organizations that have to be resolved before the individuals and the groups can perform as with performing group: need for *Affection, Control and Inclusion*. These needs are both expressed towards other individuals as well as the need to be expressed toward them. In terms of *Affection*, someone new to a group will find it awkward as they do not have the trust and intimacy of a relationship established. A person with a low need for affection to be expressed toward them would be uncomfortable with group members suddenly offering hugs, back slapping and arm holding as a new member to the group. Over time, this need may change. Conversely, an individual with a high need for control thrown into a group that is very empowered and sharing leadership will experience a degree of discomfort and cognitive dissonance at her or as she acclimates to the group. As a leader of a group or as a coach to a group it is helpful to observe the needs for control, inclusion and affection exhibited by the group members.¹⁶

Behaviors in Groups Wilford Bion

An additional theory that adds to our understanding of group behavior is that of Wilford Bion. Bion theorized that in any group there are actually two groups operating. The *work group* focused on the topic at hand. The second group, or *basic assumption group*, is the group dynamic among the group members. For this basic assumption group there are three basic functions occurring including dependency, fight of flight and pairing behaviors. Dependency is the phenomenon where some members form a dependency on one individual who protects them from other individuals in the group. Pairing behavior is where two individuals come together by virtue of personality and often carry out the work of the group. The final behavior is fight or flight where the group is trying to avoid the task at hand by attacking an individual or minority opinion or by idle chatter or socialization unrelated to the task at hand in order to avoid the core task. Often in these dynamics one individual evolves as a protagonist and presents conflict, thus forcing the group to address the task at hand. This individual is often persecuted by the group but ends up saving it by virtue of his or stirring the pot. This person is often labeled as the group's *Messiah*. Bion noted that behaviors often become very primitive with members of the group developing fantasies about what is happening in the group (described as negative fantasies).¹⁷

Tuckman's Stages of Group Development

As individuals address these needs from groups this leads to a natural stage of evolution for groups. Bruce Tuckman identified a set of four progressive stages all groups must go through in order to perform optimally. He identified these stages as the Forming, Storming, Norming and Performing Stages.¹⁸

¹⁶ Schutz, William. *FIRO: A Three-Dimensional Theory of Interpersonal Behavior*. New York, NY: Rinehart (1958).

¹⁷ W. R. Bion, *Experiences in Groups* (London 1980)

¹⁸ Source: Tuckman, B. (1965) "Developmental Sequence in Small Groups" *Psychological Bulletin* 63 pp384-39

Jerry Harvey and the Abilene Paradox

Despite best efforts, humans often exhibit a pathology called *conformity*. A professor of management and organizational behavior by the name of Jerry Harvey labeled this natural tendency for conformance behavior as the “Abilene Paradox.” The Abilene Paradox was first observed based on his own experience with his family members. On a vacation to visit in-laws early in his marriage he witnessed four members of the family all conforming to one individual’s suggestion to visit a diner in Abilene. Not a single person wanted to go, even the one who made the suggestion. Despite not a single person wanting to go the whole group *boarded the bus* to Abilene. The conformity behavior is often exhibited as individuals being passive and simply following the tendency of the group in order to not raise controversy and avoid conflict. This conformity behavior can be toxic to an organization, especially if leaders surround themselves by conformists to the leader’s views and does ensure a degree of tension in the group. Harvey and others suggested there is a need for a creative tension in group processes in order to keep the group from conforming.¹⁹

Irving Janus and GroupThink

The pathologies of groups have been further explored by Irving Janus in his seminal work associated with the phenomenon of *Groupthink*. The tendency of a group toward dependency leads to a desire to minimize conflict. As a result, the group often develops defense mechanisms that led to decisions not being adequately researched in advanced in terms of options, a tendency to punish non-conformers and a tendency to stereotype others.

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Conflict Management

Occasionally, group dynamics reach a point where conflict needs to be managed. Understanding conflict management techniques can help leaders better manage group dynamics.

Blake and Mouton Conflict Grid

In the 1960’s Robert Blake and Jane Mouton developed a conflict management grid that offered an axis for concern of people and another for concern for the task. Their grid identifies five common conflict types of styles displayed across the grid. The core styles include avoidance, accommodating, maintain the status quo, team based, manipulative and the paternalistic/dictatorial styles.²¹

Thomas Killman Conflict Modes

Kenneth Thomas and Robert Killman outlined four conflict management strategies including competing, collaborating, compromising, avoiding and accommodating.

¹⁹ Harvey, Jerry B. (Summer 1974). "The Abilene Paradox: The Management of Agreement". *Organizational Dynamics* 3 (1): 63. doi:[10.1016/0090-2616\(74\)90005-9](https://doi.org/10.1016/0090-2616(74)90005-9).

²⁰ Janis, Irving (1972). *Victims of groupthink; a psychological study of foreign-policy decisions and fiascoes*. Boston: Houghton, Mifflin. ISBN 978-0395140024. OCLC 539682

²¹ Blake, R.; Mouton, J. (1964). *The Managerial Grid: The Key to Leadership Excellence*. Houston: Gulf Publishing Co.

These techniques offer leaders tools to better manage conflict. Thomas and Killman develop their Conflict Mode Instrument to assess your natural tendency toward style and through their tool one can gain insight on how to improve your own conflict skills.²²

Role of Reward and Recognition Carrot Principle

On several previous citations of the literature reference was made to the role of reinforcement to sustain change and new behaviors. Is there an evidence base on what works? Gostick and Elton conducted a study of 200,000 people over a ten year period for the purpose of exploring the role of recognition in accelerating performance. Their study revealed that the average person in the work force requires a form of recognition from their superiors an average of once every seven days. As they pursued recognition further they presented the notion that recognition had to be tied to specific corporate goals, there has to be specific accountability in place, there must be trust established and there has to be an effective system of communication in place. When recognition is used as a system tied to these four concepts it can yield very powerful results.²³

Relevance to Leadership: Understanding group behaviors and conflict management are a fundamental skill set of high performing leaders. By being aware of the pathologies and tendencies of groups one can develop mechanisms to avoid or minimize the pathologies. Armed with conflict management techniques leaders are better able to manage these dynamics. Use of strategic recognition efforts tied to goals, accountability, trust and communication can lead to higher levels of performance.

Organizational Design

Previously, we have outlined some of the major theories of psychology and organizational behavior pertinent to Leadership. Most of these theories have evolved over the latter part of the last century. Pre-dating these theories is a set of organizational design theories that have underpinned the teaching of management and leadership through until modern time.

The Division of Labor- Adam Smith

In 1776 Adam Smith put forth the notion that the greatest improvement in productive powers can be derived from the *division of labor*. Further, he suggested that labor should be

²² <http://www.kilmann.com/conflict.html>

²³ Gostick, Adrian and Elton, Chester. The Carrot Principle: How the Best Managers Use Recognition to Engage Their People, Retain Talent and Accelerate Performance.Free Press, New York. 2007

organized in such a manner as to be co-located so as to be able to be viewed by a “single spectator.”²⁴

Theory of Bureaucracy- Max Weber

Max Weber is the owner of the Theory of Bureaucracy. Weber articulated the following key principles:

- There should be a principle of fixed and official jurisdictional areas (e.g. functional units or departments), which are generally ordered by rules, laws and regulations.
- There must be a system of super and subordination in which there is a supervision of lower offices by the higher ones.
- The management of the modern office is based upon written documents that are preserved in their original form.
- When the office is fully developed, official activity demands the full working capacity of the official (the concept of full employment or vocation).
- The management of the office follows general rules, which are more or less stable, more or less exhaustive and which can be learned.²⁵²⁶

We can thank Weber for the concepts of policies and procedures, job descriptions, employee handbooks, and organizational charts.

The General Principles of Management- Henri Fayol

One of the first published declarations of the principles of management was offered by a French mining engineer, Henri Fayol in 1916.²⁷ Fayol delineated 14 core principles of management that included:

- Division of work (similar to Adam Smith’s concept)
- Authority- Managers must be given the right to give orders
- Discipline- Employees must obey and respect rules. Good discipline yields effective leadership
- Unity of command-every employee should have only one boss
- Unity of direction- A group of activities having the same objective should have one plan and one boss
- Subordination of individual interest to general interest- The interest of any given employee should never take precedence of the organization as a whole
- Remuneration of Personnel- Workers must be paid a fair wage

²⁴ Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations*. (1776).

²⁵ Weber, Max *The Protestant Ethic and "The Spirit of Capitalism"* (1905). Translated by Stephen Kalberg (2002), Roxbury Publishing Company, pp. 19, 35; Weber's references on these pages to "Superstructure" and "base" are unambiguous references to Marxism's base/superstructure theory.

²⁶ *Max Weber: Essays in Sociology*. Edited and translated by H.H. Gerth and C. Wright Mills (New York: Oxford University Press, 1964).

²⁷ Fayol, Henri *General and Industrial Management*. London, Pitman translated in 1949 from original printing on 1916

- Centralization-This is the concept of where decision making rests and the degree subordinates are involved in decision- making. The decision to centralize or decentralize is a function of proportion
- Scalar Chain- This is the chain of command in an organization which follows a pyramidal structure. Communication should follow the scalar chain of command. However, if it leads to delays cross communication can be encouraged
- Order- “A place for everything and everything has its place”
- Equity- Managers should be fair and kind to employees
- Stability of tenure of personnel- Employee turnover is inefficient. Management should plan so that replacements are ready and available when needed
- Initiative- The ability to conceive and execute a plan is one of the greatest satisfactions of a human being. Initiative is a source of strength for a business
- Esprit de corps- Union is strength and managers should strive for unity among the work force

Implicit in several of these principles was the notion of span of control, suggesting that no leaders should have more than five or six direct reports.

Theory of Principles of Scientific Management -Frederick Winslow Taylor

“Nineteen out of twenty workmen believe that it is their best interest to go slow and not to go fast in work.” At first glance this comment confidently offered by Frederick Taylor at the turn of the century appears inflammatory. His belief was due to the fact that the workforce was very separated from the leaders of most organizations, generally treated poorly and rarely do workers benefit from their own efforts. If they work harder they will be out of a job. This was further compounded by the industrialization of manufacturing which presented the prospect of replacing labor with technology. Taylor proposed the first gain sharing concept of compensation. Under his model owners and employees should share in the benefits associated with increased productivity.²⁸

Once this rule is established his notion was to offer principles he labeled as scientific management as follows:

- Gather knowledge from the work force
- Scientifically select the right people
- Study the performance of workmen in order to develop optimal workflow designs
- Organize labor into two categories- production and management with management taking on more work previously performed by workers and preparing the work so that workers are dependent on the success of managers and conversely. Foster teamwork and collaboration but under a team based environment.

²⁸ Bulletin of the Taylor Society (December 1916). Obtained from an address given by Taylor before the Cleveland Advertising Club (March 3, 1915). He died two weeks later.

Luther Gullick- Theory of Organization

Current schools of business can be thankful to Luther Gulick for his articulation of disciplines that need to be mastered in the administration of organizations. Some suggest that Medicine can thank Gulick for the concept of sub-specialization. Gulick argued for the role of specialization in production based on the premise that no human can perform all tasks in a field. Specialization allows for mastery of a particular set of tasks and when well organized, the combination of these highly skilled specialists leads to higher levels of productivity. There were limits to specialization identified by Gulick. The first is an issue of volume of work where specialization would be inefficient. The second is when technology changes the nature of work and allows for more multi-tasking. The third is when it would be impossible due to the organic nature of the product (you can't spilt a cow so that one end eats in one field while you milk the other end in another field). Gulick provided us with POSDCORB;²⁹

POSDCORB are the functional elements of the work of a Chief Executive Officer and includes: planning, organizing, staffing, directing, coordinating, reporting, and budgeting.

Relevance to Leadership: These theories of organizational design come from the *Structuralism* school of theories and have formed the basis of many of the basic principles underpinning the focus of our leadership culture. When faced with complex organizational problems leaders often turn to simple structural solutions. We reorganize roles and staff under the assumption that it is simply the structure that is the root cause. It is important to understand these principles and develop the skill to know when the principles should apply to a given situation.

Post Structuralism and Post-Humanistic Theories of Leadership

The theories previously highlighted from literature and evidence base of leadership are presented as they have shaped our current culture of managing and leading organizations. Underpinning all of these concepts though is one major implicit assumption: *People are the Problem*. We assume if there are productivity or quality problems, the root cause is to reorganize, draft new rules, or create some new incentive program to motivate people. The issue is that it all comes down to people as the root cause of problems. It is important to acknowledge that at the time most of these theories were developed the world was coming out of the industrial revolution. The low education and skill level of the work force resulted in a context and environment where these principles yielded extraordinary leaps in productivity.

"EVERY FEW HUNDRED YEARS in Western history there occurs a sharp transformation. We cross what in an earlier book, I called a "divide. Within a few short decades, society rearranges itself—its worldview; its basic values; its social and political structure; its arts;

²⁹ Gulick, Luther and Urwick, Lyndall. *Papers on the Science of Administration*. Institute of Public Administration, 1937.

its key institutions. Fifty years later, there is a new world. And the people born then cannot even imagine the world in which their grandparents lived and into which their own parents were born. We are currently living through just such a transformation.”³⁰

Peter Drucker suggested in the opening of his book The Post Capitalist Society that we are living through one of those periods. The latter half of the 20th century to present day has witnessed one of the most profound maturations of society, including the education of the general population (and work force); the adoption and role of technology in daily life; and the study of organizational performance.

In the 1970’s and 1980’s, as the United States was coming out of an economic downturn, a paradigm shift began based with the underlying premise that perhaps people were not the root cause or organizational and productivity problems- what if it was the design of the system itself?

Hawthorne Works Experiments

Fritz Roethlisberger posited that “a human problem needs a human solution.” Roethlisberger studied the results of the work of Vannevar Bush, an electrical engineer at the Massachusetts Institute of Technology, who was brought in to the Western Electric Hawthorne Works plant to experiment with work conditions to explore the impact on productivity. His experiments began with experimenting with illumination on the factory floor. They changed the lighting at various levels of attenuation and then studied the impact on productivity. The results confounded the researchers as they proved negative over the course of the time period studied. The one observation that was curious was that every time there was an intervention there was a slight bump in performance, which then returned to the prior performance levels. The conclusion was labeled the *Hawthorne Effect* and commonly describes the effect of measurement on a performance in a process.³¹

An important historical footnote is that W. Edwards Deming and Joseph Juran both started their careers in Quality Control at the Hawthorne Works Plant in Cicero, Illinois. It was their observations of work as line workers, measurement of work, and the interactions between employees and supervisors that influenced the development of their own theories and perhaps changed other leaders views on the new work of leadership.

Deming’s Theory of Profound Knowledge

History will recognize W. Edwards Deming as having had a profound impact on the role, training and behavior of leadership in the 21st century. Deming’s theories shifted the focus from an emphasis totally on people to a greater emphasis on understanding organizations as systems and systems thinking. Deming wrote, “The prevailing style of management must undergo a transformation. A system cannot understand itself. The transformation requires a view from outside.” Deming offered a Theory of Profound Knowledge based on the following core pillars:

³⁰ Drucker, Peter. The New Realities of the Post-Capitalist Society. 1989.

³¹ Roethlisberger, Fritz. “The Hawthorne Experiments” in Management and Morale. Harvard University Press; Cambridge. 1941.

1. ***Appreciation of a system***: understanding the concept of a system as comprised of a series of processes involving suppliers, producers, and customers (or recipients) of goods and services;
2. ***Knowledge of variation***: inherent in all work is variation and we must understand the range and causes of variation in quality, and use of statistical sampling in measurements;
3. ***Theory of knowledge***: the concepts explaining knowledge (epistemology) and the limits of what can be known ([epistemology](#)) as well as how people and organizations adapt and learn;
4. ***Knowledge of psychology***: concepts of human nature and how humans change and adapt to the environment.

Deming, in his book Out of the Crisis delineated 14 points imbedded in his theory of profound knowledge:

1. Create constancy of purpose toward improvement of product and service, with the aim to become competitive, stay in business and to provide jobs.
2. Adopt the new philosophy. We are in a new economic age. Western management must awaken to the challenge, must learn their responsibilities, and take on leadership for change.
3. Cease dependence on inspection to achieve quality. Eliminate the need for massive inspection by building quality into the product in the first place.
4. End the practice of awarding business on the basis of a price tag. Instead, minimize total cost. Move towards a single supplier for any one item, on a long-term relationship of loyalty and trust.
5. ***Improve constantly and forever the system of production and service, to improve quality and productivity, and thus constantly decrease costs (continuous quality improvement).***
6. Institute training on the job.
7. Institute leadership (see Point 12 and Ch. 8 of “Out of the Crisis”). The aim of supervision should be to help people and machines and gadgets do a better job. Supervision of management is in need of overhaul, as well as supervision of production workers.
8. Drive out fear, so that everyone may work effectively for the company. (See Ch. 3 of “Out of the Crisis”)
9. Break down barriers between departments. People in research, design, sales, and production must work as a team, in order to foresee problems of production and usage that may be encountered with the product or service.
10. Eliminate slogans, exhortations, and targets for the work force asking for zero defects and new levels of productivity. Such exhortations only create adversarial relationships, as the bulk of the causes of low quality and low productivity belong to the system and thus lie beyond the power of the work force.
11. a. Eliminate work standards (quotas) on the factory floor. Substitute with leadership.
b. Eliminate management by objective. Eliminate management by numbers and numerical goals. Instead substitute with leadership.
12. a. Remove barriers that rob the hourly worker of his right to pride of workmanship. The responsibility of supervisors must be changed from sheer numbers to quality.
b. Remove barriers that rob people in management and in engineering of their right to pride of workmanship. This means, *inter alia*, “abolishment of the annual or merit rating and of management by objective (See Ch. 3 of “Out of the Crisis”).
13. Institute a vigorous program of education and self-improvement.

14. Put everybody in the company to work to accomplish the transformation. The transformation is everybody's job.

Deming also presented what he referred to as the Seven Deadly Diseases:

1. Lack of constancy of purpose
2. Emphasis on short-term profits
3. Evaluation by performance, merit rating, or annual review of performance
4. Mobility of management
5. Running a company on visible figures alone
6. Excessive medical costs
7. Excessive costs of warranty, fueled by lawyers who work for contingency fees³²

The Juran Trilogy

Dr. Joseph Moses Juran, a contemporary of Dr. Deming at the Hawthorne Works Plant, went on to clarify the role and responsibility of leadership in improving and ensuring the quality of services provided by an organization. Juran presented his theories of leadership in the form of the Juran Trilogy. Juran suggested that there are three fundamental roles of leadership:

Quality Planning: We need to ensure we have systems in place to understand customer needs and expectations and design our systems based on specifications related to the customer

Quality Control: As leaders we need to ensure we have processes to ensure quality control through disciplined measurement and empowered staff to intervene if systems do not conform to specifications

Quality Improvement: Leaders need to train and empower the work force to use disciplined methods for continuous improvement.

Peter Senge and Learning Organizations

While other theories focused on people or structures as the problem or design of the systems, Peter Senge introduces a disciplined focus on leadership's own personal mastery of key skills and concepts and places an emphasis on creating a learning environment or what he labels as a *learning organization*. Senge's theory of the Five Disciplines includes:

- **Personal Mastery:** the discipline of continually clarifying and deepening your personal vision, of focusing your energies, of developing patience and of seeing objectively
- **Systems Thinking:** a conceptual framework to enable and see the system as whole, to see the patterns more clearly and to be able to better see the leverage points for change
- **Mental Models:** are deeply ingrained assumptions that influence how we understand the world. We need to understand our mental models, surface them and

³² Deming, W. Edwards (1986). *Out of the Crisis*. MIT Press. [ISBN 0-911379-01-0](#). [OCLC 13126265](#).

challenge their underlying assumptions in order to ensure our judgment is clear and accurate

- Building a Shared Vision: a key role of leadership is to enroll people in a shared vision working toward a common aim
- Team Learning: a core responsibility of leadership is to ensure team learning in an organization

Relevance to Leadership: The concept of personal mastery presents you with the opportunity to take on the challenge and never ending journey toward mastery of leadership. By understanding the principles of system thinking and the need to orient our products and services based on the needs of the customer you can drive organizational performance to levels never previously achieved. The Juran Trilogy offers a simple model to remember when it comes to driving improvement. Deming's 14 points forces us to reflect on our mental models and assumptions and reframe our thinking as leaders.

A Framework for Leadership -

Given all these theories, and the plethora of other theories in the scholarly literature, how is one to figure out which theories apply when? How can leaders remember these theories and learn to master their use? This is the classic dilemma of leadership. In fact, we compound the problem by succumbing to the "flavor of the month" phenomenon. We hear a concept, read a book or see a speaker and then obsess for a period of time on that particular approach or concept. We treat that approach as the silver bullet. After a while, our staff develop the skeptical approach of *"don't worry, this will only last a couple of months and then leadership will tire or get distracted and we will be on to something else."*

What we need is a new "mental model" or a lens by which we view the world as leaders; A new diagnostic tool where we can review our priorities and make changes in course based on the evidence base of what works. We need a benchmark to gauge progress over time. This is the value of a *leadership framework*.

Think of a leadership framework as a model. A model you can easily remember. The model should also be a framework that allows us to collect, organize and retrieve tools that have an evidence base behind them. We can then continually reflect on our model and review our progress and make changes to our game plans accordingly.

The Malcolm Baldrige National Quality Framework

The privilege of authorship is the opportunity to be creative and offer one's own framework on leadership. This is the reason that bookstores are riddled with offerings on leadership presenting the latest author's take on leadership principles. Occasionally, these books are underpinned by an

evidence based framework derived from a workplace study that yields confidence in the underlying premise of the book. However, most often the frameworks offered are only clever marketing themes or mnemonics designed to enable one to remember the key concepts proposed by the author.

Rather than proposing a new framework, an evidence based framework is presented and will be the basis for the remaining insights offered in this course. The framework presented is the Malcolm Baldrige National Quality Award (MBNQA)

The MBNQA was developed during the Reagan Administration when the United States economy was in a downturn. The Department of Commerce, led by Malcolm Baldrige, a fan of quality improvement, was charged with pulling together an expert panel of academics, researchers, economists, chief executive officers of Fortune 500 companies, and experts in quality for the purpose of identifying best practices in leadership. A concept evolved to sponsor a national quality award to showcase best companies as a way of promoting their best practices. A condition of winning the award was that the company needed to share its best practices and contribute to the collective national performance of companies. Malcolm Baldrige died in a rodeo accident. The Malcolm Baldrige National Quality Award Act was passed by Congress and signed by the President in 1987.

What started as a quality award and academic exercise resulted in the cultivation of a framework that can be utilized by leaders as a daily working tool. The core of the framework has remained the same although the evidence base of what is working in the field continues to lead to refinements of the criteria within the framework. Let's simplify the framework for the purpose of understanding its utility as a leadership tool.

The framework starts with Leadership. Leadership is the driver for organizational performance. There are roles of leadership and responsibilities of leadership. An example is ensuring there are processes in place to understand the environment (internal and external); emerging customer needs and their experiences as customers (e.g. a patient) in your organization. Leadership also must deploy leadership capacity building throughout the organization.

Let's consider *Leadership* one of seven buckets in our leadership framework. We can spend time understanding what *Leadership* really means and begin collecting leadership best practices as we identify them. We can put those best practices in the leadership bucket and come back and repeatedly review the tools, methods and concepts and make sure we are practicing them and deploying them in the organization where appropriate. A prime example is the technique of the *Lineup* practiced by two- time Baldrige winner the Ritz Carlton Hotel system (now part of Marriott). Every morning (globally) employees lineup with their respective managers to review one of their corporate values and to have a quick huddle to review the day. This huddle lasts ten minutes. The concept was originally borrowed from the restaurant industry where a best practice was for the Chef (often the owner) to review the wait staff before every serving to ensure the dress and presentation were appropriate and to review the offerings of the day. The approach was adapted by the Ritz Carlton to its service departments. This quick and effective tool enables the Ritz to

conduct training of staff, be a vehicle for celebration and offers a way to sustain a shared vision of excellence.³³

The full presentation of the Malcolm Baldrige National Quality Award Framework (2012) appears in Figure 1.³⁴



Relevance to Leadership: The MBNQA Framework can be used as a long term leadership tool to help you diagnose organizational issues; develop focused plans for improving an organization; for benchmarking progress over time; and for your own personal mastery purposes.

Leadership as a Performing Art

Peter Vail, a Professor of Management at George Washington University, suggested that Leadership is a *Performing Art*. Organizations, he suggested, are constantly changing and evolving. He suggests that most leadership theory portrays leadership principles as a linear process that allows leaders to paddle their way through calm waters. Unfortunately, leaders often have to navigate white water that is turbulent, frightening and extremely dynamic. He suggests that a leader is comparable to the conductor of an orchestra. One must select the right music for the audience, recruit the best talent you can find for the orchestra, ensure everyone is working off the right music sheets, and then you have to work with the talent you have been given. One week you might have your star cellist and

³³ Source: Theo Gilbert-Jamison, former Vice President Training and Development for the Ritz Carlton Hotel system, conversation with Roger Chaufournier October 2011..

³⁴ http://www.nist.gov/baldrige/publications/business_nonprofit_criteria.cfm

the next they are ill and you have second cello filling in. In any event, you have to create beautiful music for your audience.³⁵

Summary

This monograph sets the foundation for the underlying theories and evidence base for the concepts presented in this course. Each week, a different module of the Leadership Framework will be reviewed and examples of best practices and strategies will be presented. In addition, you will have the opportunity to apply the framework to a case study. Finally, you will apply the framework to a problem in your own organization.

³⁵ Vaill, P. (1989). *Managing as a Performing Art*. San Francisco, Ca: Jossey-Bass. Management Library: HD 38.