LEADERSHIP FOR INNOVATION: FUNDAMENTALS OF HUMAN INFLUENCE

Robert W. Service
Samford University

James P. Reburn
Samford University

ABSTRACT

In today's hypercompetitive global world of commerce there are two organizational imperatives. The first organizational imperative is to have a distinctive that explains what attracts customers: why someone would do business with your organization. Second is the imperative to become and remain innovative which is absolutely necessary to assure that an organization has an evolving distinctive that gives customers new reasons to use an organization in an ever-evolving future. Together these imperatives require effective leaders who can lead innovativeness into the future. This paper identifies key success factors (KSF) for innovative leadership in the form of behavioral and attitudinal guidelines.

Keywords: Innovation. Leadership. Leadership of innovation.

INTRODUCTION

Using fads, theories, teachings, and personal stories of great and not-so-great individuals, we have identified hundreds of enduring guidelines that can be of use to one who desires to achieve personal leadership success (Service, Loudon and Kariuki, 2014).

Against our better judgment we are providing 10 graphically definable concepts that can be useful in beginning the life-long journey to making yourself a better leader of innovation. Our reluctance to identify the "top 10" stems from the fact that true understanding always beats mere categorization. Moreover, careful study of this research will reveal that our Principles 1, 2 and 3 of the top 10 are themselves stand-alone models for overall innovation leadership from three points of view: 1) Figure 1 is a Global Leadership Effectiveness model for guidance; 2) Figure 2 is a more individualized Leadership Quotient model for self-development and; 3) Figure 3 is a Global Leadership Quotient model for development and selection. These three models and all of our other Top 10 will come into focus as you study the following descriptives of our leadership for innovation principles.

The fluff so prevalent in our media-genic information soaked society makes a direct approach to leadership effectiveness rules in order. Those seeking to understand leadership must be willing to start on a lifetime journey to leadership development. The current crop of bestselling leadership books fall into two categories: egocentric philosophies and silly parables. Likewise, the teachings provided by most academic articles are too stiff and narrow. Almost all of the contemporary press articles, books, and academic based writings on leadership offer little that one can adapt and use to lead in their specific situation with their unique followers. If one cannot internalize a leadership principle and put it to use it is of little value. Moreover, what worked for Colin Powell, Attila the Hun, Rudi Giuliani, Winston Churchill, Tony Soprano, and even Santa Clause simply will not work for most of us in our situations with the followers we are

given. In fact, it would not have worked for many of those famous leaders without the situation they inherited or the situation that was invented. In this paper we will present the concepts of innovation leadership for the rest-of-us (Service and White, 2012).

Time after time when we are asked to define leadership we keep referring to one word: influence. Leadership centers on human influence and a leader is the one exhibiting the influence. Real leadership results in moving people into the unknown and requires leaps of faith. Of course that influence can be for good or bad and leaders can be misleaders as well as real leaders (misleader was a term often used by Peter F. Drucker for Hitler and Stalin among others: Cohen, 2010). Often we have to wait for history to tell us which leaders are misleader or real leaders. Sometimes if not most often, the winners are the leaders and the misleaders are the losers. But regardless, the human influence that moves people into the unknown, are foundations for principles of leadership for innovation which are of no value unless they can be tested through application (Kerlinger, 1986).

All of the KSFs presented here are founded on the fact that when leadership occurs, it has three components, 1) leaders, 2) followers, and 3) environments. And that overall, balance and fit in those areas are the keys of what works for an individual in one situation that may or may not work for someone in another situation or with different followers. To improve effectiveness, academic articles on leadership must begin to take leaps of faith and learn to depend less on the model of research and proof. Empirical evidence is not absolute gospel or even useful nor are editorial opinions necessarily untrue or un-useful.

An example we would like to make about many of the academic writings on management and leadership is illustrated quite well in an article from *Organizational Dynamics* (Bedeian and Wren, 2001). In attempting to develop a list of the most influential management books of the 20th century, the authors opted to say: "By 'influential,' we mean those books that had a major impact on management thinking at the time of their publication (p. 221)." The problem is they should have looked for books that had the most influence on management not on management thinking. Having spent the last 40 years studying and practicing management and leadership we can testify that they did not identify the books that most affected actual management. They selected the books that affected academicians studying management. Those are quite different points of view.

Henry Mintzberg (2004) makes many points supportive of our preference for application over theory in *Managers Not MBAs*. Mintzberg effectively disparages the way we currently teach MBAs (also see Service and Cockerham, 2007). Mintzberg clearly shows that all too often instead of teaching managerial practices we teach test-taking, how to get jobs and knee-jerk decision making. Management is more of an art than a science and requires the ability to think, define, convince, motivate and allocate and we must begin to teach the soft underbelly of managing.   "Calculate it" based teaching develops too many mangers with a false sense of knowledge. If managerial decisions were calculate-able, management could be programmed without humans making choices under varying degrees of uncertainty. Management cannot be learned without experience. Anyone really serious about studying and teaching management and leadership must read Mintzberg's books (also his 2009 book and Cohen's 2010 book on Drucker are also must reads).

Academics investigating management and leadership most often follow the real world and only test things after they have proven successful in the "real world" lab. The lab of management and leadership research in the world of competitive organizations is practice and it is going on out there right now. Medical and other related fields of study must reside outside the

area of actual practice, but not the labs of leadership and management. Theory over application is not something you'll find in this article. Remember, that in theory there is no difference between theory and practice, but in practice there is!

Too many current writings on management and leadership exemplify the problem with leadership development and they deserve the criticism heaped upon them. We argue that management is being replaced with leadership, but that is another paper! Many of these fads highlight our dumbing down through dependence on sound "bytes" and 60 second "in-depth" news stories. And, way too many academic articles kill the living leadership events as we so-called social scientist dissect the phenomena in order to operationalize or describes it. Many demand a quick fix and most pay the price when they get it. Do not waste valuable time on musing and temporal leadership fads: learn and practice the fundamentals. We like the analogy of weight loss. Yes, the diets normally work, one can lose a lot of weight only eating bacon, but for extended success, one must learn and practice the fundamentals of healthy eating with a healthy lifestyle: don't kid yourself.

Though we cite much here and base most of our pronouncements on many hundreds of writings for the most part the literature does not provide the crucial information for leadership knowledge. Leadership is way beyond a position or concept. It is a living influence with definable principles and processes that is observable, understandable, and learnable through the Leadership Quotient (Service and Arnott's: $LQ^{©}$, 2006) practices (study Figure 2 now and later) that are available to everyone and are represented in the fundamentals shown in this article. Leadership is a special field of great demand that is very recognizable in its affect or absence. This article can enable you to become a better leader, but only

if you invest your time and attention to understanding yourself, others and situations in light of truly understanding our overriding principles of leadership for innovation.

Historically leadership emphasized stability and control. Today's trends guide us toward facilitation for speed, empowerment, flexibility, and organizational learning all directed at increasing individual and organizational innovativeness. The information revolution, globalization, technology, communications, and widespread education all make it necessary to involve everyone in change. Drucker said innovation is exploiting change opportunities and all organization (business and otherwise) will go down fast if they do not innovate. Drucker asserts that not becoming and remaining innovative is the single largest reason for organizational decline (Drucker, 1980, 1985 and 1999). Regarding leadership for innovation and change, Fullan (2004 among many others) tell us that leaders are bridges connecting people to the future. Yet, no trends lead to an envisioned future without a leap of faith and much hard work (Friedman 2005 and 2008). Warren Bennis said to be a truly innovative leader one must be curious and daring; and that, study, travel, people, work, play, reflection and mistakes are all sources of knowledge and understanding (Bennis and Bennis and others, all dates). Theories, suppositions, innovative successes and failures, and experiences will help move inclinations outside the boxes, frames and models that limit thinking and innovativeness. Leaders must understand the process and context of leadership situations, and they must be innovative in their approaches to guiding others to the "envisioned future." Current and historical events, people, places and times help in gaining a better understanding of what it takes to be an innovative leader in the future. For truly, leadership is defined by one's form of participation, so participate as you work toward the following objectives to improve the ability to lead innovation:

1. Improve critical thinking skills and the ability to think outside the box: what's inside the box?

2. Experience leadership and innovation inside and outside a classroom or seminar.
3. Practice communicating: interacting, speaking, writing, and self-presentation.
4. Apply leadership and innovative thinking and precepts to life events.
5. Experience anticipating, analyzing, acting and adapting to new situations.
6. Contrast invention and innovation; and leadership and management.
7. Experience leadership during the relationships people form doing something together.
8. Explore leadership and innovativeness topics within professions outside your own.
9. Experience the contextual aspects of leadership and innovation.
10. Experience the process of leadership and followership.

Realize that every person has the potential to become a leader, though it is always harder for some than others (Cohen, 2010, Pink, 2001 and Sternberg, all dates). And, forget that crazy nature versus nurture debate. It is simply both and only a really dull person does not fully realize that every single thing in the world is easier for some than others (Pinker, 2002 and Ridley, 2003). This article allows you to recognize what you have and do not have in your leadership toolbox, and directs discovery of how to leverage your good leadership characteristics and negate your bad ones. The principles here are a more comprehensive definition of leadership for innovation and are more universal and applicable than those found in much of the literature.

TOUGH IS NOT IMPOSSIBLE

Preparing one's self or others to lead highly educated, and not always motivated, people in today's complex and ever-expanding world is relatively complex and confusing. For learning to be an effective leader requires attention, focus, dedication, hard work, and rapid continuous innovation. Simplifying fundamentals and developing the top guidelines for leaders and learners to share in their quest to improve leadership is our goal. Enterprise and personal application and university education should not be separated; excellence must be sought in everything related to leadership. Science, especially social science, does not describe reality it represents reality with models and a framework. Any so called scientific principles are *our* reality: it are not *the* reality. The purpose here is to provide models and guidelines as frameworks on improving innovative leadership education (self or otherwise). Improved effectiveness can only be realized through understanding and application of derived principles that are solidly based in the extant literature and experience. Our top 10 leadership principles are for application that can lead to enhanced innovative leadership. They are given below in text form and followed by complimenting "visual" models (Figures 1-10).

Self-discovery-a start to understanding and improvement

Many human activities, especially leadership, are concepts that are visible and yet not thoroughly definable. However, all can agree leadership can and continues to be the focal cause of accomplishments. Leadership, for innovation or otherwise, requires a high level of self-discovery. Models, frames, modes, metaphors, rules, principles, filters, and so on, guide the way we think, the way we make sense, and the way continue to exist. It is simply not a matter of whether these many and varied oversimplifications exist (models are always there in our brains), but how they influence us and our abilities to recognize, discover, sort through, select, learn, and ultimately use effective philosophies to guide ourselves and others to accomplishment.

As we continue to stress, everyone has the potential to be a better leader. Think of several of the world best singers: Justin Beber (ugh), Bocelli, Church, Elvis, Streisand, etc. They

all are good singers. But, can good always be defined? No. Then so it is with leadership, the definition of good or effective leadership is difficult to articulate, as is good singing. The continued study and practice of leadership has taught two overriding principles: 1) the rareness of "real" knowledge and 2) the fact that almost anything can be made to work or to fail; can be good or bad-often only thinking makes it so! It is apparent that in order to define terms and success, if you would, to operationalize variables to study, and to make things into generalize-able and transferable principles, we too often developed processes that destroy the very thing that was trying to be described for purposes of replication: in this case, leadership. Leadership is organic not mechanistic and it lives and breathes.

All research is a process of continuous expansion of knowledge that involves the generation, acceptance or refutation, and application of ideas and theories. Anticipation, research, learning, continual improvement and innovation are used by most successful people and organizations. Moreover, the academic and current press, and instructive literature are filled with examples of organizations that did not learn the lessons provided by innovative examples. Ours is not to do or die in this debate on how to become better leaders, but ours as educators is to determine how to develop the best questions and answers to help others realize more of their potential. Leading anything is about influential leverage for ourselves and our followers. No magic formulas, pills, or miracle moments will save us. We have only diligence, credibility, desire, and a lot of hard focused work.

What really works as we apply it is what matters. After spending many years in the practice and study of leadership, the truth is there is only one undeniable fact about leadership: *We have got a lot to learn about leadership, especially leadership for innovation*. So, where do we start? After desire to be a better leader, start with the simplest of concepts, the definition of leadership as we have given you, and some of its principle rules. The principles outlined here are a great foundation, but we are not bold enough to proclaim these principles as *The* principles, they are simply *Some* of the "better" overriding principles we have discovered.

THE BIG 10 LEADERSHIP FOR INNOVBATION PRINCIPLES

The Be-Know-Do Leadership-life Effectiveness Model

Remember, the primary purpose of doing qualitative research is discovery, not hypothesis testing (p. 317). . . . not trying to control variables, but to discover them (Corbin and Strauss, 2008: p. 318).

Before looking at the other nine principles start by studying Figure 1 closely and understand that the ideal sweet-spot of leadership effectiveness <u>wisdom</u> is an amalgamation of other sweet-spots. Leadership <u>Wisdom</u> is an ideal balance of what fits the combination and permutations of circumstances and people at the appropriate time and in the proper manner. The key is to know what it depends on and to develop your own insights as to what it takes to **Be**, **Know** and ultimately **Do** as you analysis yourself, others and situations in order to apply new found knowledge to develop skills for leadership effectiveness. Only you can internalize your insights by experiencing leadership. We realize this paragraph is dense. So it must be if one desires something beyond the quick and dirty. The unfortunate truth is that you cannot give another person an insight especially one you have gained through the experience of hard work and sacrifice or loss. This applies most especially for an insight that one must internalize and apply about themselves related to religion, relationships and our topics of management or leadership. The only hope to gaining and using new found leadership effectiveness insights is to

be prepared to recognize the insights as you are exposed to them. But, they still won't be effective insights until you adapt and adjust them for the people and circumstances involved. This transcends us into the next section where we describe the first sub-model of our "favorite" leadership for innovation models.

Principle #10: Match your mind-the rational, with your heart-your desires (Figure 10).
        Humans take actions that take care of what is important to them, to serve their values. A huge mistake is to think others value what you do as you do (Goldsmith, Govindarajan, Kaye, & Vicere, 2003). We remind you that when someone meets you they want to know two things: 1) can I trust you and 2) what can you do for me (Holtz, 1999). People are motivated in the way an organization desires when *they* really believe the relationship between effort/performance and rewards are as their leaders proclaim them to be (Covey, all dates-trust: and Robbins, 2002). People change what they do because *they see a truth* that influences their heart and feelings (Kotter & Cohen, 2002). "The litmus test of all leadership is whether it mobilizes people's commitment to putting their energy into actions designed to improve things. It is individual commitment, but it is above all collective mobilization (Fullan, 2001: p. 9)." The hard and the soft side of leadership and management can be equated to the heart and the head, tangibles and intangibles, or the content and the context. For in leadership as in art and music there are those that are nearly perfect, yet they are not as successful as those with a unique style. In leadership being technically perfect does not guarantee success, you have to appeal to others sensibilities within their situations. Hesselbein (2002) says leadership is more a matter of how to be than how to do.

Principle #9: Build foundational relationships as you do things with others (Figure 9).
        One becomes a leader by virtue of their form of participation and in no other way. Power alone does not equate to leadership. All organizations have *Social Capital* that acts as the connectors among people which make an organization more than a collection of individuals out to achieve their own private purposes. It is not simply about being nice, liking or accepting one another, it is about the collaboration involving many people. That is, demonstrating in practice what is of value to the group. Core competencies revolve around "creativity, entrepreneurial zeal, and institutional dynamism (Cortada & Hargraves, 1999: p. 27)." "In the long run, all enduring and effective relationships—including leader-follower relationships—are voluntary and reciprocal in nature (Clawson, 1999: p. 117)." "The leader has to set the tone for the quality of relationships (Hesselbein & Cohen, 1999: p. 20)." "What counts most in creating a successful team is not how compatible its players are, but how they deal with incompatibility (*Sports Illustrated* Advertisement, 2002)." It can be argued that far too many of today's challenging problems result from education that stresses technical competence over relationships, context, and process. Strategy for investing in and exploiting your and your organizations intellectual assets must be the focus. The efficiency of knowledge work and knowledge workers must be a key goal. Effectively successful leaders see relationships as multifaceted: linear, sequential and serial, discrete, singular and independent, parallel and simultaneous, connected, murky, multiple, interdependent and on and on in all combinations and permutations you can imagine. It is a necessity to go outside of the normal boxes, frames and models, and direct our thinking toward developing a truly innovative spirit within all organizational members. Understanding self, others, and the basic principles of leadership is required as a starting point to building enduring relationships that are authentic.

Principle #8: Embrace leadership over management (Figure 8).

We are not saying to forget management but we are saying that every good manager must be more than just a bit of a leader of innovation in today's fast paced and globally hypercompetitive world. The central business paradigm has shift from an effective leader or manager of the past where power, position, and fear were paramount *to* a new model based on openness, trust and knowledge just as society is in the midst of change to an "instatinterinfovideodigitialreligosity" age where everything "works through sound bites and film clips (our word, concept comes from Barber, 1996: p. 17)." Our constantly evolving and increasingly complex globally diverse world requires executives, managers, supervisors, and team leaders that have shifted their thinking from that of a past manager to that of a modern leader. Modern leaders deal with many external and internal ambiguities, and internal and external people that demand, and deserve equal consideration: note we did not say equal treatment. Treating un-equals as equals is perhaps the greatest most heinous forms of discrimination (Service and Carson, 2010b). The models, paradigms and rules of the past are being replaced by unknowns and complexity coupled with more information than even the most brilliant can perceive and use to solve the major issue they face. These varied complexities coupled with the limitless choices boggle our minds and past understandings. The dichotomies shown in Figure 3 will guide one toward acting as a modern leader versus staying a manager. The science of leadership is management which is reducible to measurable principles and policies. The leadership side is the art component which is much more difficult to systematize and measure though the lines between leadership and management are blurred. Understanding of management's and leadership's art and science is a precursor to effectiveness improvement. Management must replace leadership as we manage people who can think and are as educated and informed as their influencers.

Principle #7: Realizing that good often is the enemy of great (Figure 7).

Collins in his top selling and influential book, *Good to Great* (2001) said, "Larger-than-life, celebrity leaders who ride in from the outside are *negatively* correlated with taking a company from good to great (p. 10)." He also discounted strategy, forms of executive compensation, concentrating on what to do to become great, technology, management of change, named programs, and a great industry as a cause of good to great moves. This begs the question, what type of leadership style does it take? Collins says very directly it is "Level 5 Leadership [which is] . . . self-effacing, quite, reserved, even shy—these leaders are a paradoxical blend of personal humility and professional will (p. 12) . . . leaders [who] look out the window to apportion credit to factors outside themselves when things go well (and if they cannot find a specific person or event to give credit to, they credit good luck). At the same time, they look in the mirror to apportion responsibility, never blaming bad luck when things go poorly (p. 35)."

Charisma and strength of personality can cause problems, when people see the brutal facts separated from personality. Drucker simply would not believe charisma was of any positive use (Cohen, 2010 explains this well). Overcoming the liabilities of charisma require a conscious effort. Winston Churchill compensated from the liabilities of his strong personality beautifully during the WWII (p. 73). When one starts with a diligent effort to determine the truth of the situation, right decisions become self-evident (p. 88). "Good is the enemy of great" exemplifies *Good to Great's* message.

Principle #6: Commit to real two-way communications (Figure 6).

Meaningful dialogue allows leaders to continuously give and accept honest feedback: there is no communication unless there is mutual understanding--it is two-way. It should baffle our minds that businesses and universities operate with a one-way model and expect good results. I told you so you know, just "ain't" so. Ensuring high levels of understanding in communications between management and employee, and organization and customer, and so on, requires questions and answers; listening and understanding all around. When it is done right talking as communicating is an incredibly effective business leadership tool. We all need for our leader/ follower relations to progress from shared feelings, beliefs, and ideas to an exchange of wants and needs to clear action steps and mutual commitments. Discuss any and everything and follow that with action (Gaynor, 2002; Harkins, 1999).

Information and communication are not one and the same. For communication we must have mutual understanding. Do you get it? If not, have we communicated? Absolutely not! Information is the most expensive item in most products and services. "Look at your company's budget: Add up all you spend for accounting, advertising, brochures, catalogues, communications, computers, conventions, faxing, newsletters, networks, overheads, research, software, training, videotapes, xerography -- estimate the value of the time people spend looking stuff up . . . i.e. the total cost of obtaining, maintaining and producing information (Stewart, 1995: p. 119)." However, information is only valuable when it gets communicated to the right people at the right time and used in the right way.

Leadership is judgment, integrity, self renewal, managing and appraising performance, attention, courage, open minded, challenging, problem solving, anticipation, consequences, confidence, dedication, perception, collaboration, culture and climate, attitude, keeping score, involvement, significance, consequences, feedback, appropriate behavior, inspiration, desire, luck, timing, enthusiasm, serving, following, contextualizing, influence, and on and on, but none are important without communication Adding meaning to these many and varied leadership terms challenges even the strongest of communicators.

Principle #5: Embrace, start and implement change (Figure 5).

Change has always occurred over and over, and it's not just the same old thing!   When leaders wish to facilitate organizational change, they must continually increase the number of individuals taking responsibility for their own change.   ". . . the charisma of certainty is a snare, which entraps the child who is latent; in us all . . . the most powerful coherence is a function of having worked through the ambiguities and complexities of hard-to-solve problems (Fullan, 2001: p. 116)." Change will happen whether you cause it or not, or embrace it or not. But, you have got to anticipate and monitor it so that you can adapt to and possibly even enjoy it (Johnson, 1998).   "All living things, whether plants, animals, people, or groups of people, exhibit patterns or cycles of development, moving from periods of vitality and growth, to periods of decay and disintegration. The pattern of business growth and decline—and the behavior of leaders—follow this same course (Miller, 1989: p. 1)."

All failures have the potential to be turned into successes when lessons are learned from failures. We all need to stop and review the old beliefs seeing what has changed and make conscious decisions about current applicability before moving to a new way of doing things. Way too often we keep asking the wrong questions and making the wrong assumptions as we wait for that miracle moment when everything will turn around (Collins, 2001).

Peter F. Drucker believed in strategy and continuously said you cannot predict the future but you can create and enact it (Cohen, 2010).

Principle #4: Develop self-perpetuating learning organizations (Figure 4).
Continually reassess and ask these two tough questions: 1) Why would someone do business with me or my organization? 2) How can I become (and get others to become) and remain innovative? Bennis and Nanus state "management controls, arranges, does things right; leadership unleashes energy, sets the vision, does the right thing (2003, p. 701)." "Leadership plays the prime role for the creation of excellence in an organization (1985, p. 21, cited in Kanji and Moura e SA, 2001: p. 701). Our globally complex hyper-competitive world requires that we shift managing from a focus on stability and control to leadership focusing on speed, experimentation, flexibility, change, innovativeness and continuous leaning.
In *The Future of Leadership* (Bennis, Spreitzer and Cummings, 2001*)* it is clearly shown that it is not an individual's leadership that ensures lasting organizational success, but the degree to which leadership is institutionalizing and embedding in systems, practices, and cultures of organizations that establishes permanence. Management of teamwork is another important must. "There are major differences between leaders who gather followers and leaders who develop leaders (Maxwell, 2000: p. 348)."

Principle #3: GLQ and SQ-Global Leadership Quotient and a new IQ that is SQ (Figure 3)
In our top 10 countdown you will notice that principles 3, 2 and 1 have longer descriptions than do the preceding seven principles. This is by design because these top three principles are super principles, for want of a better term, which are composites of much in the preceding principles.
Developing your successful intelligence (SQ) and emotional aptitudes always seem to lead to success in leading innovation. And, indeed there are differing types of intellect, some of which are more conducive for innovativeness and the most meaningful areas of intelligence can be improved. In Howard Gardner's pioneering book *Frames of Mind* (1993), the notion of many types of intelligence was presented. Gardner noted seven basic types of intelligence: verbal, mathematical-logical, spatial, kinesthetic, musical, interpersonal, and intra-personal. His work seems to explain why traditional IQ tests are poor at predicting success in many of life's endeavors. Goleman's (1995) work extended Gardner's into the area of emotional intelligence (EQ—how well someone manages their own emotions), which is presented as more predictive of managerial and leadership success. The next step would be to propose that just as there are many ways to measure Intelligence (IQ) so there are many ways to measure Leadership. IQ and EQ are not enough, intellect and people abilities only help if they are properly honed and applied. Dimensions of EQ, self-awareness and management, social awareness, and relationship management, are critical to accomplishment of innovation through others (Goleman, Boyatzis, & McKee, 2002). Goleman (1995) said that emotional maturity and soft skills play a greater role than intelligence in eventual success in part because differing EQs lead to more innovation. Two characteristics, the ability to manage one's self and the ability to handle relationships are requirements for directing the development of an innovative learning organization.
Characteristics displayed by those with SQ are directly related to becoming a more successful person. A person that is effective because in part their successful intellect is more controllable than traditional IQ. We must seek to make IQ meaningful and applicable to you and your situation now and as your new situation will be in the future: make IQ SQ. Most of us will

die regretting not mistakes, but never trying (Covey 1990; Gulford 1967 and 1986; Pinker 2002; Service and Arnott 2006; and Sternberg all dates):

Ａ substantial amount of progress on studying the neurological basis for human intellect has been made of late. However, the developing nature of research, and its potential and drawbacks to advancing our understanding of the neurological basis of intelligence often goes array and simply becomes too complex. The notion of SQ presented here (see all Sternberg and Service, 2005b and c for complete descriptions of SQ) must make sense to be useful. Much of the research we found during the development of this paper shows that the mental efforts related to intelligence testing are often exercises that most normal people cannot use.

Developing your nurtured and natural skills requires a good understanding of what you can control and what you are not likely to control. Simply put, the leadership nature versus nurture debate has been settled. It is nature plus (+) nurture and anyone can improve as a leader by correctly identifying what leadership enablers they naturally have and those that they don't; and then developing or improving those that they have the potential to mold and compensate for those that they cannot develop. As Pinker (2002) said in his book *The Blank Slate*: "Haven't we all moved beyond the simplistic dichotomy between heredity and environment and realized that all behavior comes out of an interaction between the two (p. vii) . . .differences of opinion arise not because one mind is equipped to grasp the truth and another is defective, but because the two minds have had different histories (p. 5)." For anyone still doubting the complexity of the interaction of the nature and nurture effects on leadership you should read Pinker's book and study closely the theories of the blank slate, the noble savage, and the ghost within with an open mind! Figure 3 is useful for an aspiring leader, for if one can categorize their natural and developed strengths and weaknesses then they can began to use them to their fullest and help others develop as leaders as well.

Look closely at the precepts defined in the SQ model and realize the importance of these elements over the normal IQ measurement factors and realize that a good SQ is required to develop innovations that are useful and sellable. Now let us shift to the GLQ-Global Leadership Quotient-part of this principle which can assist in meeting the called for necessity to gain intercultural competence (Bennett and Castiglioni, 2004).

Using our extensive literature review, SQ model, *LQ*©'s research and a GLQ questionnaire (described more fully in Service and Carson, 2013) we have developed our GLQ Model which revolves around *intentionality* (Glynn. and Giorgi, 2013 and Groves and Feyerherm, (2011). Vigilant attention and sustained effort to understand the precepts represented in the model and to maximize strengths and to minimize or deflect weaknesses are required for GLQ to be of use: as described above for SQ. The GLQ can be used as a developmental, measurement and selection tool providing a launching point to propel dialogue on cross-cultural leadership and how one might get principles across. Mendenhall, et al. offers several concepts that map nicely onto the GLQ.

Today's world of global business requires that companies must "innovate by learning from the world . . . transform individuals in ways that make them more valuable employees (p. 129). . . . today's leadership will not be sufficient for the future (p. 50). . . . The passion to make a difference and the willingness to allow others to participate in creating it is more likely to lead to leadership success than simply acquiring and checking off a list of skills (2008: p. 62)."

The GLQ precepts were tested and extended by mapping the results of interpretive analysis of 50 preliminary questionnaires (Service, 2012). Using methods clearly described in Chopra and Mlodinow (2011), Corbin and Strauss (2008), Eisenhardt (1989), Mendenhall et al (2008), and

Ropo and Hunt (1991), the GLQ precepts shown below were developed—coded from the questionnaire narratives in light of the research and writings outlined in this paper. It proved difficult to code varied statements into meaningful concepts that could be defined and researched. We realize that the "coding" as percepts-labels is subject to normal human biases and knowledge, but that does not make them un-useful.

The range of nationalities and situations represented in the completed questionnaires (shown in Service, 2012) was broad. It included people with experiences in America that are from Germany, Vietnam, China, South Africa, Sweden, Cuba, and Spain; and Americans who have worked or lived in many countries.

Hall said, "[W]hatever wisdom we manage to achieve derives from genes, nurture, mentorship, culture, and, perhaps most of all, an openness to the possibility of continual leaning and self-improvement (2011, p. 225)." Corbin and Strauss provide an important message regarding the Model's complexity: "What is important is that research findings don't oversimplify phenomena, but rather capture some of the complexity of life. . . . *conditions/consequences do not exist in a vacuum* (2008, p. 91)." Harrison, Shaffer and Bhaskar-Shrinivas (2004), Shaffer, Harrison and Gilley (1999) and Shen and Hall (2009) add empirical research that declares expatriate situations are complex and filled with dimensions and determinants that all must be considered GLQ precepts shown in Figure 3 are to be selected, trained, developed, studied and considered for any wishing to more successfully lead diverse or differing followers ((Allik's, 2013; Andreason, 2008; Earley, Ang and Tan's 2006; Ang and Van Dyne, 2008 (all referenced *Handbook*); Bardi.and Guerra, 2011; Caligiuri, 2006; Kim and Van Dyne, 2012; Ng and others, all dates; Service and Arnott, 2006 and Service and Kariuki, 2012: provide more complete descriptions of key precepts).

Principle #2: FISO: Fit in before you stand out-*LQ*© (Figure 2).
In this principle and principle #1 we began to see overall influences that direct all of leadership for innovation. This principle sets on a firm foundation of the notion and detailed definition of our Leadership Quotient: ***LQ*©.** Stay with us as we describe the next two principles in greater detail.

"We are in the midst of a major managerial paradigm shift that is transforming what it means to be an effective leader (Clawson, 1999: p. 171)." "But leadership isn't a position; it's a process. It's an observable, understandable, learnable set of skills and practices available to everyone, anywhere in the organization (Hesselbein and Cohen, 1999: p. 37)." $LQ^{©}$ innovatively clarifies the complexities of interactions of people and processes involved in measuring and improving leadership. For as Einstein said, "The significant problems we face today cannot be solved at the same level of thinking we were at when we created them (cited in Oakley and Krug, 1991: p. 13)."

Our ***LQ*©** as depicted in the formula in Figure 2 did not come from thin air. It came from over 1,100 respondents (average age of 36 with 15 years of working experience and 17 years of education), over 50 years of combined personal experiences and observation, and literally 1,000s of published sources (Service and Arnott, 2006). The leadership quotient being defined here evolved over 10 years as shown in some 50 of the first author's academically referred articles.

Development started with research in the areas of the IQ, EQ and related psychological and instructive literature in an attempt to go beyond the normal "business leadership" disciplines. Additionally, many pre-test and re-test efforts have solidified the understanding of all aspects of leadership. The resulting $LQ^{©}$ defines leadership as a measure of the components that are

observed as key when leadership occurs. Positive elements indicate effective or good leadership, and negative elements indicate poor or ineffective leadership. $LQ^©$ is a function of the interaction of: 1) Leader, 2) Followers and 3) Environments (Situations) as shown in $LQ^©$'s formula (and relationally) in the leadership success triangle in Figure 2.

It should be noted that the $LQ^©$ efforts being recounted here only scratched the surface in explaining the depth of effort, work and rework that has resulted in the individual quotients and their noteworthy precepts that are detailed here as guides to measuring and consequently improving leadership. $LQ^©$'s concepts have been used successfully by its original authors and others with college students, in military training and in T & D organizational efforts (Service and Arnott, 2006).

The Leadership Quotient helps one realize the traits, abilities, and behaviors that they naturally have and do not have and how to adapt those to followers and environments. It stresses honing those possibilities (maximize strengths) and figuring out a way around shortcomings (minimize weaknesses). This is the application of the current author's max-min principle (Service, 2005a). Once possibilities are realized, wisdom through appropriate leadership can occur to match capabilities with the situation and follows at hand.   This is not a simple task and I am not offering a pseudoscientific pill to cure all leadership ills. Remember, however, "The more complex society gets, the more sophisticated leadership must become. Complexity means change, but specifically it means rapidly occurring, unpredictable, nonlinear change (Fullan, 2001: p. ix)." Some will misinterpret this quote and think they need to lead with complexity. Nothing could be further from the truth. The successful leader is the one who can interpret the difficult and complex, and present it in a simplified and understandable way to followers. Leadership style can be developed and honed as appropriate using the 12 Quotients. Though the measures are simple, their development and eventual application is rather complex. That has to be so, because leadership is a complex human interaction that can be simplified only so much.

As a practicing managers, consultants and professors, we see management as controlling, arranging and doing things right. Whereas leadership sets visions and does the right things (inspired by Maas, 1998; and Service all dates). And, "leadership plays the prime role for the creation of excellence in an organization (Kanji and Moura e Sa, 2001: p. 701)." Moving into the arena of global competition requires shifting from managing with a focus on stability and control to leadership focusing on speed, experimentation, flexibility, change, and innovativeness (Service 2006). "Leadership is the art of accomplishing more than the science of management says is possible (Colin Powell quoted in Harari, 2002: p.13)"

The three-point outline in Figure 2 demonstrates the art and science of leadership as it is used to characterize the interactive influences of leaders: The Leadership Quotient Triangle. Study to understand the three interactive angles of leadership and the 12 associated quotients: individually and interactively. Following are very brief overviews of each of the quotients represented in the leadership quotient concept.

DQ—Desire Quotient: Effort, persistence—basically a willingness to do whatever it takes. Figure 5 depicts the traits, actions and characteristics leaders must display in the arena of DQ. The most often cited exemplars of DQ were Lance Armstrong and Nelson Mandela.

RQ—Reality Quotient: Correctly clarifying inclusiveness, objectives, forward-sightedness, and visions. Eighty percent of the respondents listed Winston Churchill as the exemplar.

EQ—Emotional Quotient: Self-awareness, social awareness, empathy, exhibited mood, ability to control first impressions of self, and level of validity of assessment of self and others. Dr. Phil

and Oprah were the most cited in this area which indicates impressions can be controlled by the media.

IQ—Intelligence Quotient: Read on and understand how *LQ's* IQ replaces the IQ of academic fame with successful intelligence. Albert Einstein, Steven Hawkins and Bill Clinton were most common exemplars.

CQ—Communications Quotient: Verbal, written, body language, dialect, clarity, command, presentation skills, and listening effectiveness. All of these aspects of communication must fit with the leader's followers and environment (Service, 2005a contains a more complete description of CQ). Old and young mentioned Ronald Regan.

PQ—People Quotient: Ability to relate *with* people; includes relationships, social skills, poise and demeanor, teaming, networking, etc. Newscaster Charlie Gibson and Raymond from "Everybody Loves Raymond" were exemplars. Bill Clinton was mentioned often as a negative.

BQ—Behavioral Quotient: Exhibited external focus, ethics, values, credibility, direction, flexibility, savvy, social graces, timing, inspiration, and dependability. Does the leader behave in a way that appeals to the followers? Billy Graham's "good" behavior was most often cited.

AQ—Appearance Quotient: Manifestation of correct level of confidence, appropriate dress, vitality, mannerisms, physical appearance, posture, poise, demeanor and fit with the environment from the perspectives of the followers. Examples were basically all athletes or "stars."

XQ—eXperience Quotient: Accomplishments. Gates and Warren Buffet were examples.

KQ—Knowledge Quotient: Leader's ability to learn, pay attention, recognize, imagine, and keep up to date on technologies. Alan Greenspan and Bill Gates were often cited as exemplars in this area (Harris, Johnson and Souder, 2013).

SQ—Situational Quotient: Ability to interpret cues and develop appropriate strategies for addressing. Jay Leno and David Letterman were exemplars mentioned in this area.

MQ—Management Quotient: General admin skills for systems and procedures, planning, organizing, controlling, ability to motivate, evaluate and manage. Jack Welch was the most often cited example. A new book, *Jacked Up*, by Welch's former speechwriter is a new view of Welch's impatience, wit and disdain for those that don't speak candidly (Lane, 2008; also see Hersey, Blanchard and Johnson, 2013).

Study Figure 2 and think about each of the quotients defined and remember that effective leadership, and a happy successful life, requires a balanced fit among environments, behaviors, contexts, processes, contents, and needs. Apply the previously defined max-min principles to make the best use of what you have and to make irrelevant weakness you cannot (or even will not) change. Balance and fit are key also to so many things. "Do not separate yourself from the community (Hillel; from Safire & Safir, 2000: p. 187)." "Consider well who you are, what you do, whence you came, and whither you are to go (English proverb; from Safire and Safir, 2000: p. 209)." Learn from the people who not only challenge and conquer the context but who change it in fundamental ways (Bennis, 1989). ". . . leadership . . . is about getting alignment and it's about inspiring people to achieve (Fullan, 2001: p.19)." Well thought out organized processes do not become effective until the right people are in place for execution of the processes. By the same token, great people need to have good processes to be successful. The balance is precarious and difficult, yet powerful when achieved through application of the following: a) Adapt to followers. b) Fit with environments and tasks. c) Balance self, followers, and the environment. d) Create adaptable "fitability" with time, place, people, and things. e) *Fit in* before you *Standout*.

Principle #1: Cross-Cultural Leadership for the Rest-of-us (Figure 1).

All of the prior 9 principles are amalgamated into the comprehensive Global Leadership Effectiveness Model. This overriding model provides a comprehensive view of leading innovativeness in a flat world. Drucker said becoming a more effective leader for innovation is possible if it becomes a life-long self-development activity (Cohen, 2010). Drucker stressed the fact that people can learn to be more innovative and more effective leaders and ends much of his writing by saying not only can we all improve, but that we must continue progressing in these areas if our society is to continue to progress. The learning never ends if cross-cultural intellect is the objective (Blasco, Feldt and Jakobsen, 2012)!

The rest-of-us leadership model shows the amalgamation of sweet-spots of leadership effectiveness as the "wisdom" to balance combinations and permutations of circumstances that are a timely fit for the involved people in the proper manner. Focus must be on analyzing yourself, others, and situations and applying new-found knowledge to improve leadership effectiveness in the ever more complex contexts of leading innovation. A complete description of this Model is limited by space and the reader is encouraged to review Service and Carson (2013) for additional detail.

Individual Realism-Personal and Professional-*History:* "[N]one of us exists, self-made, in isolation (Brooks, 2011: p. 32)." This sub-model centers on introspection and reflection through "thought experiments" where you mentally practice leadership precepts (Csikszentmihalyi, 1990; Gopnik, 2012; Isaacson, 2007; and Service, 2009 a and b). One's history determines their KSAs-knowledge, skills, and even abilities to a great extent. ***The might, can, want and ought of*** leadership requires philosophical and psychological understandings. *Might* is the market for a given leader. *Can* rests on abilities and knowledge. *Want* is desire. *Ought* is the ethics and values involved. When one contemplates introspectively the variables about themselves they are being philosophical; when they help others, they use "reflective" psychological skills (Service, 2012).

Collective Realism – Perspectives and Practices: The perspectives aspect of this sub-model shows collective humanistic influence that gets to the nature of leadership where leaders motivate and move "groups" of people: sociology. Management-practices start with "Knowing thyself—and being ready for reinvention (Lublin, 2010: p. D4)." Management to us is characterized by ambiguity and uncertainty. "That leaves the managers mostly with the messy stuff—the intractable problems, the complicated connections. And that is what makes the practice of management so fundamentally 'soft' (Mintzberg, 2004: p. 13;alos see Service and Carson, 2009; and Service and Lockamy, 2008)."

Leader-perspectives: "Leadership is a combination of strategy and character. If you must be without one, be without the strategy (Schwarzkopf in Corsini, 2006: p. 33)."

Follower-perspectives: All successful global leaders understand their followers' cultural orientations (Goleman, all; Service and Fekula, 2008; and Yukl, 2013).

Situation-perspectives: Situational awareness is directed toward developing strategy that encompasses people for it is through people (leaders, followers, stakeholders, societies, cultures) that goals get accomplished (Hunger and Wheelen, 2011).

Contextual-perspectives: Humans are unable to understand total reality (Gladwell, 2008; Levitt and Dubner, 2009; and Pink, 2009). However, one can move their perception closer to reality and manage the others involved to move them to enact the situations one wants. Solid global leadership moves beyond solving problems to new ideas and views (Charan, 2007; Collins,

2003; Mintzberg, 2004; and Service, 2009a).

The **practices** part of this sub-model is where collective wisdom starts for in one situation "management" (doing things right -- efficiency) is called for; or the situation might call for "relationship building;" or it might require "innovation;" or it might require "leadership" to move people into new directions. *Leadership-practices-overview:* Leadership wisdom only comes when one knows when to tell, sell, ask, collaborate, back off, jump in, shoot from the hip, do research, become a follower, create or enact a new situation, recruit different followers, return to the old followers, jump up and down and shout, be still and quiet, and so on. There are no simple answers. There exists only *balanced* hard work and focused discipline behind becoming an effective global leader that *fits* culture and more (Service and White, 2012).

Leadership-practices-LQ©: "The leader must be able to self-diagnose and have a high degree of self-awareness. . . . an expert observer of others. . . . able and willing to intervene, coach, and influence. . . [the] leader's ultimate task is to build organizational competence (Runde and Flanagan, 2007: p. 83; also see Potoker, 2011 for cross-cultural imperative)."

Relationship-practices: Enduring relationships are based on mutual benefit and trust (Covey, 1991 and 2004). Saba (2011), a true expert in crossing-cultures, says clearly that curiosity that enables one to relate "with" not just "to" others and their situations is the clear game breaker in success within new cultures.

Innovation-practices: Friedman and Mandelbaum (2011) proclaim, "Continuous innovation is not a luxury anymore—it is becoming a necessity. In the hyper-connected world, wherever can be done, will be done (p. 96)." Hall (2010) and Porter (1990) among many others stress the need to become and remain innovative (also see Service and Loudon, 2013 for an example of innovation in an unusual way and area).

How can we apply?

In this model we see the influence of worldviews and leadership concepts coming together to foster applying all parts of the other sub-models by using relevant earned and learned relational, management and leadership "wisdoms." "Wisdoms" can NOT be reduced to principles or secrets presented by the rich and famous (Gladwell, 2008). The Global Leadership Effectiveness Model (Model 3) provides a roadmap towards becoming a cross-cultural leader capable of understanding the wisdom sweet-spots of varied reflections, perspectives, and extro- and introspections.

Lastly remember "All generalizations are false—including this one (Rumsfeld, 2013: p. xiii)." The point is that rules can never replace considered judgment. Each situation and all those involved are at best slightly different. Recognizing the appropriate differences and applying all principles in a balanced way is cross-cultural wisdom. Contemplate another warning from Rumsfeld: "What should they know of England who only England know (citing Rudyard Kipling: p. 106)?" An inside only view is seldom a fully intentionally useful reality. Consider GLQ as a bridge to success in another culture that is supported by the solid "rest-of-us" leadership paradigm.

The literature base is clear and our Models show how: 1) There is huge need to develop people with the right knowledge, skills, and abilities that are willing to work for success in global leadership (Earley and others all dates). 2) Finding and developing people with the relatively rare and correct balance of knowledge, skills and abilities are difficult (Caligiuri, 2006). 3) Comprehensive interdisciplinary approaches to research in this area are required (Bate, and Child, 1987). 4) Globally leadership occurs in a world of varied complexity, with interactive

patterns among subunits of many varied constituents with pressures for stability and change (Crowne, 2013). 5) The wisdom of leadership and culturally appropriate actions requires a life-long commitment to searching and learning (Elmer, 2002). 6) Re-asserting your or your organization's competitive identity in this web of relationships is the expected norm (Hofstede, 2001). 7) Power, feelings, concerns, dependences, collaborations and competition, team and individual efforts are foundational considerations (Bhaskar-Shrinivas, Harrison, Shaffer and Luk, 2005; and Mendenhall et al., 2008).

Influence through leadership, global or otherwise, is characterized by ambiguously-complex interrelated relationships, communications, values, missions, motivations and visions (Gundling, 2003; Kupka and Cathro, 2007; Lee, 2005 and 2007; Lee and Sukoco, 2008; Lee, 2009; Service and Arnott, 2006; Service and White, 2012). This complexity shows when one views the varied constituents commanding attention with their all too often mutually exclusive desires (Furrer, Tjemkes, Aydinlik and Adolfs, 2012;. Takeuchi, 2010; and Takeuchi, Seakhwa Yun, and Tesluk, 2002). It seems "unconscious processes are better when everything is ambiguous (p. 243)… [Acquire] a set of practical skills that enable [you] to anticipate change (Brooks, 2011, p. 249)."

CONCLUSIONS

Everyone wants to feel needed and appreciated and they want something to build their lives around. Leaders have to give them those things and more importantly remember: "What people want in leaders today, more than ever before, is integrity—walking their talk, (Blanchard in Despain, & Converse, 2003: p. xvii; also see Shinn, 2011)." J. Dennis Hastert, Speaker of the House (Despain, & Converse, 2003: first unnumbered introductory page) "I have come to understand the truth behind the saying 'leaders aren't born, they are made." Despain and Converse (2003) based their book on a lifetime of experiences and they espoused that the key is values defined with shared beliefs coupled with standards for workplace behaviors. "Leadership is about others and not about self (p. xxii)." James Despain, "I give people freedom to handle work their own way, I listen more than I talk, I work with ever employee to create a development plan, and I say something positive to every employee in my group every day (p. 148)." Indeed, leaders must move from a control-based leadership to a values-based-leadership model.

Yes, leaders need enough intellect to handle the tasks, but they also must motivate, guide, inspire, listen, know how to gain consensus, teach and learn, innovate, anticipate and analyze (Phan, 2011 and Pink, 2009). Leaders must ultimately move and act because beyond talent and principles lay all the usual words: discipline, endurance, love and luck. Life and its close subset, leadership are truly tests and they do not come with clear exact directions. The 10 principles briefly presented here can lead on to a life-time desire and lead a shift toward a more effective way of leveraging leadership for innovation given the desire and effort.
(Note: references shown within the following 10 Figures are the primary one's for the overall ideas of the models; many other references went into the components of the models as noted in the entirety of the paper).

REFERNCES

Allik, J. (2013). 'Bibliometric Analysis of the Journal of Cross-Cultural Psychology During the First Ten Years of the New Millennium', *Journal of Cross-Cultural Psychology,* 44(4):

657–667.

Andreason, A. W. (2008). 'Expatriate adjustment of spouses and expatriate managers: An integrative research review', *International Journal of Management,* 25(2): 382-395.

Ang, S., and Van Dyne, L. (2008). 'Conceptualization of cultural intelligence: Definition, distinctiveness, and nomological network', in S. Ang and L. Van Dyne (eds.) *Handbook on cultural intelligence: Theory, measurement and applications,*Armonk, NY: M.E. Sharpe, pp. 3-15.

Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., and Chandrasekar, N. A. (2007). 'Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making, Cultural Adaptation and Task Performance', *Management and Organization Review,* 3(3): 335–371.

Barber, B. (1996). *Jihad vs. McWorld.* New York: Ballantine Books.

Bardi, A.and Guerra, V. M. (2011). 'Cultural Values Predict Coping Using Culture as an Individual Difference Variable in Multicultural Samples', *Journal of Cross-Cultural Psychology,* 42(6): 908–927.

Bate, P., and Child, J. (1987). 'Paradigms and understanding in comparative organizational research', in J. Child, and P. Bate (eds.) *Organization of Innovation East-West Perspective,* New York: Walter de Gruyter, pp. 19-49.

Bedeian, A. G. and Wren, D. A. 'Most Influential Management Books of the 20th Century', *Organizational Dynamics,* 29(3): 221-225.

Bennett, M. J. and Castiglioni, I. (2004). 'Embodied ethnocentrism and the feeling of culture: A key to training for intercultural competence', in D. Landis, J.M. Bennett and M.J. Bennett (eds.) *Handbook of Intercultural Training* (3rd edition), Thousand Oaks, CA: Sage Publications, pp. 249-265.

Bennis, W. G. (1989). *On Becoming a Leader.* Reading, MA: Addison-Wesley Publishing Co.

Bennis, W.G. & Nanus, G. (2003). *Strategies for Taking Charge.* New York: Harper Books.

Bennis, W., Spreitzer, G. M., & Cummings, T. G. (2001). *The Future of Leadership.* San Francisco: Jossey-Bass.

Bhaskar-Shrinivas, P., Harrison, D., Shaffer, M., and Luk, D. M. (2005). 'Input-based and time-based models of international adjustment: Meta-analytic evidence and theoretical extensions', *Academy of Management Journal,* 48(2): 257-281.

Blanchard, K. (2007). *Leading at a Higher Level.* New York: Prentice Hall.

Blasco, M., Feldt, L. E. and Jakobsen, M. (2012). 'If only cultural chameleons could fly too: A critical discussion of the concept of cultural intelligence', *International Journal of Cross Cultural Management,* 12(2): 229–245.

Brooks, D. (2011). *The social animal: The hidden sources of love, character, and achievement.* New York: Random House.

Caligiuri, P.M. (2006). 'Developing global leaders', *Human Resource Management Review,* 16: 219–228.

Charan, R. (2007). *Know-How: The 8 Skills that Separate People Who Perform From those Who Do not.* New York: Crown Business.

Chopra, D., and Mlodinow, L. (2011). *War of worldviews*. New York: Harmony Books.

Churchill, W. S. (1949). *The Second World War (6 Volumes).* London: Cassell & Co. LTD

Clawson, J. G. (1999). *Level Three Leadership: Getting Below the Surface.* Upper Saddle River, NJ: Prentice-Hall.

Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap to Greatness and*

Others Don't. New York: HarperCollins.

Collins, J. (2003). 'The 10 Greatest CEOs of All Time', *Fortune,* July 21: 55-68

Cohen, W. A. (2010). *Drucker on Leadership: New Lessons from the Father of Modern Management.* San Francisco, CA: Jossey-Bass.

Corbin, J., and Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3th ed.). Thousand Oaks, C.A.: Sage.

Corsini, M. A. (2006). *Do What You do Better*. Birmingham, AL: Do What You Do Better Publishing.

Cortada, J. W. & Hargraves, T. S. (1999). Into the Networked Age. New York: Oxford University Press.

Covey, S. (1990). *The Habits of Highly Effective People.* New York: Simon & Schuster.

Covey, S. (1991). *Principle Centered Leadership.* New York: Summit Books.

Covey, S. (2004). *The 8th habit.* New York: Free Press.

Crowne, K. A. (2013). 'Cultural exposure, emotional intelligence, and cultural intelligence: An exploratory study', *International Journal of Cross Cultural Management,* 13(1): 5–22.

Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. New York: Harper Perennial.

Despain, J. & Converse J. B. (2003). *And Dignity for All.* Upper Saddle River, NJ: Prentice Hall.

Drucker, P. F. (1967). *The Effective Executive.* New York: Harper & Roe.

Drucker, PF. (1973). Drucker, P. F. (1973). *Management: Tasks, Responsibilities, Practices.* New York: Harper & Roe.

Drucker, P. F. (1980). *Managing In Turbulent Times.* New York: Harper & Row.

Drucker, P. F. (1985). *Innovation and Entrepreneurship.* New York: Harper & Roe.

Drucker, P. F. (1986). *The Practice of Management.* New York: Harper & Row.

Drucker, P. F. (1988). 'The coming of the new organization', *Harvard Business Review,* 66(1): 45-53.

Drucker, P. F. (1989). *The New Realities.* New York: Harper & Row.

Drucker, P. F. (1996). The shape of things to come. *Leader to Leader,* Premier Issue: 12-18.

Drucker, P. F. (1998). *Peter Drucker on the Profession of Management.* Boston, MA: Harvard Business Review.

Drucker, P. F. (1999). *Management Challenges for the 21st Century.* New York: Harper Business.

Earley, P. C. and Ang, S. (2003). *Cultural Intelligence: Individual Interactions Across Cultures*. Stanford, CA: Stanford University Press.

Earley, P. C., Ang, S. and Tan, J-S. (2006). *CQ: Developing Cultural Intelligence at Work.* Stanford, CA: Stanford Business Press.

Earley, P. C. and Peterson, R. S. (2004). 'The Elusive Cultural Chameleon: Cultural Intelligence as a New Approach to Intercultural Training for the Global Manager', *Academy of Management Learning and Education,* 3(1): 100–115.

Elmer, D. (2002). *Cross-Cultural Connections: Stepping out and Fitting in Around the World.* Downers Grove, IL: IVP Academics.

Friedman, T. L. (2005). *The world is flat: A brief history of the twenty-first century*. New York: Farrar, Straus and Giroux.

Friedman, T. L. (2008). *Hot, flat and crowded*. New York: Farrar, Straus and Giroux.

Friedman, T. L., and Mandelbaum, M. (2011). *That used to be us*. New York: Farrar, Straus and Giroux.

Fullan, M. (2001). *Leading in a Culture of Change.* San Francisco: Jossey-Bass.

Furrer, O., Tjemkes, B. V., Aydinlik, A. U. and Adolfs, K. (2012). 'Responding to Adverse Situations Within Exchange Relationships: The Cross-Cultural Validity of a Circumplex Model', *Journal of Cross-Cultural Psychology,* 43(6): 943–966.

Gardner, H. (1993). *Frames of Mind.* New York: Basic Books.

Gaynor, G. H. (2002). *Innovation by Design.* New York: AMACOM Publishing.

Gladwell, M. (2002). *The Tipping Point: How little things make a big difference.* Boston: Little, Brown.

Gladwell, M. (2008). *Outliers: The Story of Success*. New York: Little, Brown and Company.

Glynn, M. A. and Giorgi, S. (2013). 'Taking the cultural turn: Reading cultural sociology', Book reviews of *Talk of Love: How culture matters*, by Ann Swidler. Chicago: University of Chicago Press, 2002; and *How professors think: Inside the curious world of academic judgment,* by Michele Lamont, Cambridge, MA: Harvard University Press, 2009 in *Academy of Management Review*, 38(3): 466-470.

Goldsmith, M., Govindarajan, V., Kaye, B. & Vicere, A. A. (2003). The Many Facets of Leadership. Upper Saddle River, NJ: Financial Times Prentice Hall.

Goleman, D. (1995). *Emotional Intelligence.* New York: Bantam Books.

Goleman, D. (2000). *Working with Emotional Intelligence.* New York: Bantam.

Goleman, D., Boyatzis, R., & McKee, A. (2001). 'Primal Leadership: The Hidden Driver of Great Performance', *Harvard Business Review,* December: 42-51.

Groves, K. S. and Feyerherm, A. E. (2011). 'Leader Cultural Intelligence in Context: Testing the Moderating Effects of Team Cultural Diversity on Leader and Team Performance', *Group & Organization Management,* 36(5): 535–566.

Guilford, J. P. (1967). *The Nature of Human Intelligence.* New York: McGraw-Hill.

Guilford, J. P. (1986). *Creative Talents.* Buffalo, NY: Bearly Limited.

Gundling, E. (2003). *Working globesmart*. Palo Alto, CA.: Davies-Black.

Hall, S. S. (2011). *Wisdom: from philosophy to neuroscience*. New York: Vintage.

Hampden-Turner, C. and Trompenaars, F. (2006). 'Cultural Intelligence: is Such a Capacity Credible?', *Group & Organization Management,* 31(1): 56-63.

Harari, O. (2002). *The Leadership Secrets of Colin Powell.* New York: McGraw-Hill.

Harkins, P. (1999). *Powerful Conservations.* New York: McGraw-Hill, Inc.

Harris, J. D., Johnson, S. G. and Souder, D. (2013). 'Model-theoretic knowledge accumulation: The case of agency theory and incentive alignment', *Academy of Management Review,* 38(3): 442-454.

Harrison, D. A., Shaffer, M. A., and Bhaskar-Shrinivas, P. (2004). 'Going places: Roads more and less travelled in research on expatriate experiences', in J. J. Martocchio (ed.) *Research in Personnel and Human Resources Management, 23:* 199-247.

Hersey, P. H., Blanchard, K. H. and Johnson, D. E. (2013). *Management of Orgranizational Behavior* (10th edition). Upper Saddle River, NJ: Prentice-Hall.

Hesselbein, F. (2002). *Hesselbein on Leadership.* San Francisco: Jossey-Bass.

Hesselbein, F. & Cohen, P. M. (Eds.). (1999). *Leader to Leader: Enduring Insights on Leadership from the Drucker Foundation's Award-Winning Journal.* San Francisco: Jossey-Bass.

Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations*. Thousand Oaks, CA: Sage.

Holtz, L. (1999). *Winning Every Day: The Game Plan for Success*. New York: Harper Business.

Hubbard, G. and Kane, T. (2013). *Balance: The Economics of Great Powers from Accient Rome to Modern America*. New York: Simon & Schuster.

Hunger, J. D. and Wheelen, T. L. (2011). *Essential of Strategic Management (5th edition)*. Upper Saddle River NJ: Prentice Hall.

Isaacson, W. (2007). *Einstein: His Life and Universe*. New York: Simon & Schuster.

Jackson, T. A., Meyer, J. P. and Wang, X-H. (2013). 'Leadership, Commitment, and Culture: A Meta-Analysis', *Journal of Leadership & Organizational Studies,* 20(1): 84–106.

Jepson, D. (2009). 'Studying Leadership at Cross-Country Level: A Critical Analysis', *Leadership,* 5(1): 61-80.

Johnson, S. (1998). *Who Moved My Cheese?* New York: G. P. Putman's Sons.

Kanji, G. K. & Moura e Sa, P. (2001). 'Measuring leadership excellence', *Total Quality Management,* 12(6): 701-718.

Keller, E. & Berry, J. (2003). *The Influentials.* New York: Simon & Schuster.

Kennedy P. (1987). *The Rise and Fall of the Great Powers*, New York: Random House.

Kerlinger, F. N. (1986). *Foundations of Behavioral Research (3rd Edition)*. Orlando, FL: Holt, Rinehart and Winston.

Kim, Y. J. and Van Dyne, L. (2012). 'Cultural Intelligence and International Leadership Potential: The Importance of Contact for Members of the Majority', *Applied Psychology,* 61 (2): 272–294.

Klopf, D. W., and McCroskey, J. C. (2007). *Intercultural communication encounters*. Boston, M.A.: Pearson Education, Inc..

Kotter, J. & Cohen, D. (2002). *The Heart of Change*. Boston: Harvard Business School Press.

Kupka, B., and Cathro, V. (2007). 'Desperate housewives—Social and professional isolation of German expatriated spouses', *International Journal of Human Resource Management,* 18(6): 951-968.

Lamoreaux, M. and Morling, B. (2012). 'Outside the Head and Outside Individualism-Collectivism: Further Meta-Analyses of Cultural Products', *Journal of Cross-Cultural Psychology,* 43(2): 299–327.

Landis, D., Bennett, J. M. and Bennett, M. J. (Editors). (2004). *Handbook of Intercultural Training* (3rd edition). Thousand Oaks, CA: Sage Publications.

Landis, D. and Bhawuk, D. P. (2004). 'Synthesizing theory building and practice in intercultural training', in Landis, D., Bennett, J. M. and Bennett, M. J. (eds.) *Handbook of Intercultural Training* (3rd edition), Thousand Oaks, CA: Sage, pp. 453-468.

Lee, H. W. (2005). 'The factors influencing expatriates', *Jounal of American Academy of Business,* 6(2): 273-278.

Lee, H. W. (2007). 'Factors that influence expatriate failure: An interview study', *International Journal of Management,* 24(3): 403-413.

Lee, L., and Sukoco, B. M. (2008). 'The mediating effects of expatriate adjustment and operational capability on the success of expatriation', *Social Behavior & Personality: An International Journal,* 36(9): 1191-1204.

Lee, R. (2009). 'Social capital and business and management: Setting a research agenda', *International Journal of Management Reviews,* 11(3): 247-273.

Levitt S. D. and Dubner S. J. (2009). *Super Freakonomics*, New York: William Morrow.

Lewicki, R. J. and Hiam, A. (2007). *Mastering Business Negotiation*. New York: Jossey-Bass.

Li, C. (2010). *Open leadership: How social technology can transform the way your lead*. New York: Jossey-Bass.

Livermore, D. (2010). *Leading with Cultural Intelligence: The New Secret to Success*. New York: AMACOM.

Lombardi, V., Jr. (2001). *What it Takes to Be #1: Vince Lombardi on Leadership*. New York: McGraw-Hill.

Madjar, N., Oldham, G. R., and Pratt, M. G. (2002). 'There is no place like home? The contributions of work and nonwork creativity support to employees' creative performance', *Academy of Management Journal,* 45(4): 757-767.

Mathis, R. L., and Jackson, J. H. (2013). *Human resource management: essential perspectives* (6th ed.). Mason, O.H.: South Western.

Matsumoto, D. and Hwang, H. S. (2012). 'Culture and Emotion: The Integration of Biological and Cultural Contributions', *Journal of Cross-Cultural Psychology,* 43(1): 91–118.

Maxwell, J. C. (2000). *The 21 Most Powerful Minutes in a Leader's Day.* Nashville, TN: Thomas Nelson, Inc.

Maxwell, J. C. (2006). *The 360 Degree Leader*. Nashville, TN: Thomas Nelson.

McIntosh, F. (2011). *The Relational Leader: A Revolutionary Framework to Engage Your Team*. Boston MA: Course Technology.

Mendenhall, M. E., Osland, J. S., Bird, A., Oddou, G. R., and Maznevski, M. L. (2008). *Global leadership: Research, practice and development*. New York: Routledge.

Michelli, J. A. (2008). *The New Gold Standard: 5 Leadership Principles for Creating Legendary Customer Experience Courtesy of the Ritz-Carlton Hotel Company*. New York: McGraw-Hill.

Miller, L. M. (1989). *Barbarian to Bureaucrats: Corporate Life Cycle Strategies.* New York: Clarkson N. Potter, Inc.

Mintzberg, H. (2004). *Managers Not MBAs: A Hard Look at the Soft Practice of Managing and Management Development.* San Francisco: BK Publishers.

Mintzberg, H. (2009). *Managing.* UK: Pearson Education.

Monarth, H. (2010). *Executive Presence*. New York: McGraw Hill.

Moon, T. (2011). 'Organizational Cultural Intelligence: Dynamic Capability Perspective', *Group & Organization Management,* 35(4): 456–493.

Moore, S. (2012). 'Finding Big Profits in Many Little Loans: Microlending Drive One of Africa's Most Ambitious Banks', *The Wall Street Journal,* July 23: C1-C2.

Muczyk, J. P. and Holt, D. T. (2008). 'Toward a cultural contingency model of leadership', *Journal of leadership & Organizational Studies,* 14(4): 277-286.

Murray, C. (2013). *Coming Apart: The State of White America, 1960-2010.* New York: Cox and Murray, Inc.

Myra, H. and Shelley, M. (2005). *The Leadership Secrets of Billy Graham*. Grand Rapids, MI: Zondervan.

Nahavandi, A. (2003). *The Art and Science of Leadership (3rd Edition).* Upper Saddle River, NJ: Prentice Hall.

Naughton, K. and Peyser, M. (2004). 'The World According to Trump', *Newsweek, March 1:* 48-57.

Neck, C. P., and Manz, C. C. (2013). *Mastering self-leadership* (6th ed.). Boston: Pearson.

Ng, K. Y. and Earley, P. C. (2006). 'Culture + Intelligence Old Constructs, New Frontiers', *Group & Organization Management,* 31(1): 4-19.

Ng, K.Y., Van Dyne, L., and Ang, S. (2009a). 'From experience to experiential learning: Cultural intelligence as a learning capability for global leader development', *Academy of*

Management Learning and Education, 8: 511–526.

Ng, K.Y., Van Dyne, L., and Ang, S. (2009b). 'Beyond international experience: The strategic role of cultural intelligence for executive selection in IHRM', in P.R. Sparrow (ed.) *Handbook of international human resource management: Integrating people, process, and context,* Chichester, England: Wiley, pp. 97-113.

O'Callaghan, S. (2010). *Turnaround Leadership: Making Decisions, Rebuilding Trust and Delivering Results after a Crisis*. New York: Kogan Page.

Peters, T. J. (1987). 'Facing up to the need for a management revolution', *California Management Review, Winter:* 7-37.

Peters, T. J. (1987). *Thriving on Chaos.* New York: Alfred A. Knopf.

Peters, T. J. (1992). *Liberation Management.* New York: Excel.

Peters, T. J. (2003). *Re-Imagine!* New York: Dorling Kindersley.

Peters, T. J. and Austin, N. (1985). *A Passion for Excellence.* Delran, NJ: Macmillian.

Peters, T. J. and Waterman, Jr., R. H. (1982). *In Search of Excellence.* New York: Warner.

Phan, P. (2011, September/October). 'Building the 21st century curriculum', *BizEd:* 38-45.

Pink, D. H. (2009). *Drive: The Surprising Truth about What Motives Us*. New York: Penguin.

Pinker, S. (2002). *The Blank Slate: The modern denial of human nature.* New York: Viking.

Porter, M. E. (1990). *The Competitive Advantage of Nations*. New York: Macmillan.

Potoker, E. S. (2011). *International human resource development: A leadership perspective.* London: Routledge.

Reagan, R. (1990). *An American Life*. New York: Simon and Schuster.

Ridley, M. (2003). *The Agile Gene: How Nature Turns on Nurture.* Great Britain: Fourth Estate.

Robbins, S. P. (2002). *The Truth about Managing People.* New York: Financial Times/Prentice Hall.

Rumsfeld, D. (2013). *Rumsfeld's Rules.* New York: Broadside Books.

Saba, A. S. (2011). 'Roll the Dice: Are we gambling with global employee selection? A reassessment of competitive alternatives', proceedings of *The International Academy of Business and Public Administration Disciplines* (abstract only published), Memphis, TN, p. 388.

Safire, W. & Safire, L. (2000). *Leadership.* New York: Galahad Books.

Saroglou, V. (2011). 'Believing, Bonding, Behaving, and Belonging: The Big Four Religious Dimensions and Cultural Variation', *Journal of Cross-Cultural Psychology,* 42(8): 1320–1340.

Service, R. W. (2005a). 'CQ: the Communications quotient for IS professionals', *Journal of Information Science,* 31(2): 99-113.

Service, R. W. (2005b). 'Measuring and teaching for success: Intelligence versus IQ', *The International College Teaching Methods & Styles Journal,* 1(1): 5-24.

Service, R. W. (2005c). 'SQ versus IQ: Successful intelligence matters', *The International Journal of Business Disciplines,* 16(1): 81-96.

Service, R. W. (2006). 'The development of strategic intelligence*:* A managerial perspective', *International Journal of Management,* 23(1): 61-77.

Service, R. W. (2009a). 'The leadership quotient: Measuring toward improve', *Business Renaissance Quarterly,* 4(1): 125-158.

Service, R. W. (2009b). 'Leadership Quotient$^{©}$'s thought experiment: A framework for leadership and management', *International Journal of Business and Public Administration,* 6(3): 74-90.
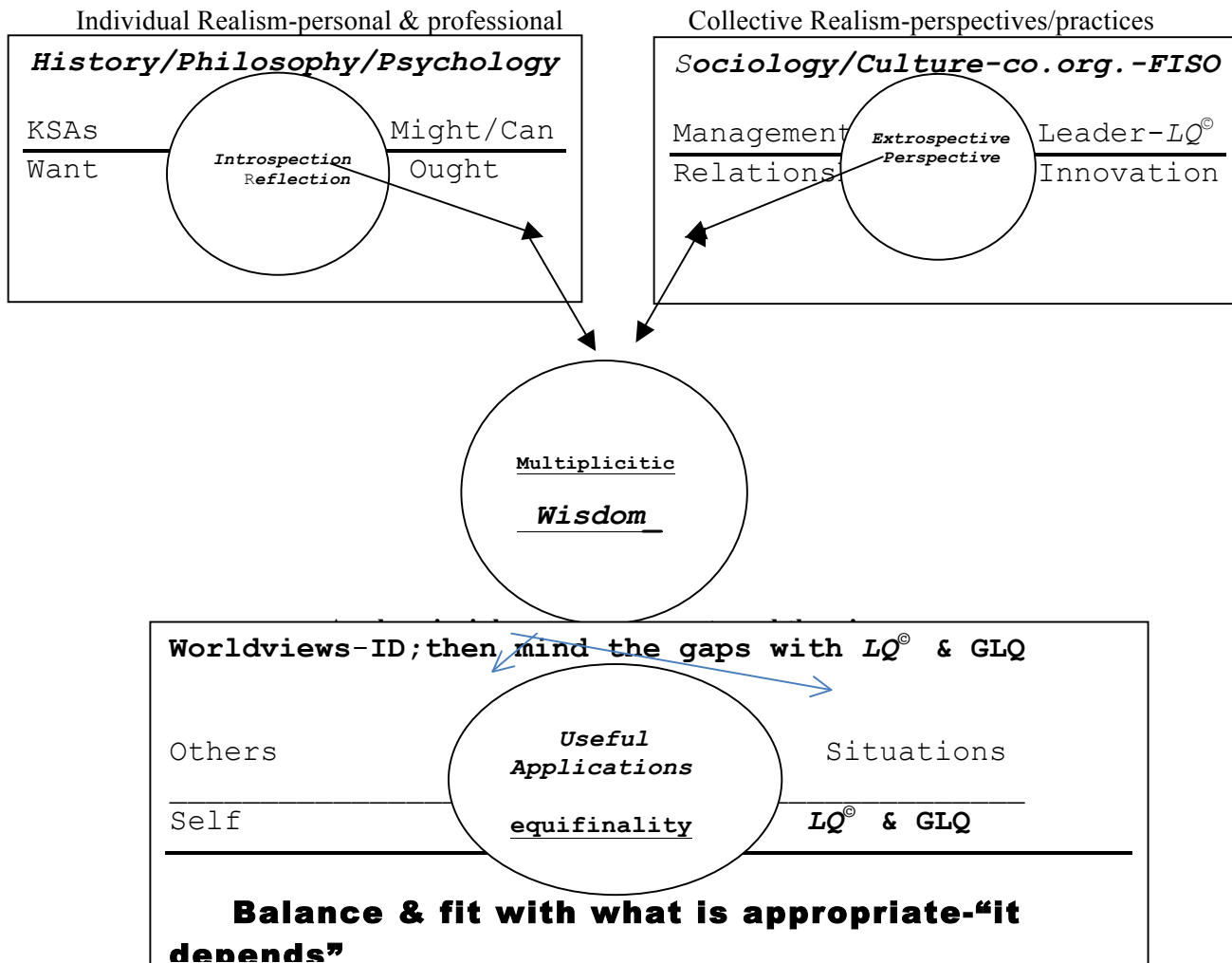
Service, R. W. (2012). 'Leadership and Innovation across cultures: CIQ-Contextual Effectiveness as a Skill', *Southern Business Review,* 37(1): 19-50.

Service, B., and Arnott, D. (2006). *The leadership quotient: 12 dimensions for measuring and improving leadership.* New York: iUniverse.

Service, R. W. and Carson, C. M. (2009). 'Management and Leadership: Religion The "Mother of all Context."', *Interbeing Journal,* 3(1): 37-43.

Service, R. W. and Carson, C. M. (2010a). 'Becoming a More Effective Manager: Reality versus Hype', *China-USA Business Review,* 9(11): 21-41.

Service, R. W. and Carson, C. M. (2010b). 'Discrimination, Diversity and an HRM Model', *Academy of Business Studies,* 2(1): 29-47.

Service, R. W. and Carson, C.M. (2013). 'Cross-Cultural Leadership: A Roadmap for the Journey', *Academy of Contemporary Research Journal,* V(II): 29-40.

Service, R. W. and Cockerham, D. (2007). 'The Managerial MBA: Classroom Lab Experience', *The Journal of Learning in Higher Education,* 3(1): 1-14.

Service, R. W. and Fekula, M. J. (2008). 'Assessing Emotional Intelligence: The EQ Matrix Exercise', *Business Renaissance Quarterly,* 3(2): 23-58.

Service, R. W. and Kennedy, K. (2012). 'A Comprehensive Global Leadership Model', *The Business Renaissance Quarterly,* 7(1): 75-106.

Service, R.W. and Kariuki, K. (2012). 'Cross Cultural Leadership: African Example and Suggestions', *Advances in Management,* 5(12): 78-87.

Service, R. W. and Lockamy, A. III. (2008). 'Managerial Promotions Formulas and a Human Resource Management Model', *Management Research News,* 31(4): 245-257.

Service, R. W. and Loudon, D. (2012). 'A Global Leadership Quotient-GLQ: Measuring, Assessing and Developing', *China-USA Business Review,* 11(8): 20-40.

Service, R. W. and Loudon, D. L. (2013). 'The United States: Economic and Educational Problems and a Suggestion', *Journal of Business and Economics,* 4(2): 249-259.

Service, R. W., Loudon, D. L. and Kariuki, K. (2014). 'Cross-Cultural Leadership: Recommendations for Kenya', *Journal of Social Economics Research,* 1(4): 40-71.

Service, R. W., and White, D. (2012). 'Leadership effectiveness for the rest-of-us', *International Journal of Business Leadership,* 1(3): 124-146.

Shaffer, M. A., Harrison, D. A., and Gilley, K. M. (1999). 'Dimensions, determinants, and differences in the expatriate adjustment process', *Journal of International Business Studies,* 30(3): 557-581.

Shen, Y., and Hall, D. T. (2009). 'When expatriates explore other options: Retaining talent through greater job embeddedness and repatriation adjustment', *Human Resource Management,* 48(5): 793-816.

Shinn, S. (2011, September/October). 'The Customizable Curriculum', *BizEd:* 32-37.

Smith, C. J. (2000). 'Developing The Global Leaders of Tomorrow', *Human Resource Management,* 39(2 & 3): 147-157.

'Sports Illustrated Advertisement.' (2002). *People Magazine,* December 2: 28.

Sternberg, R. J. (1985). *Beyond IQ: A Triarchic Theory of Human Intelligence.* New York: Cambridge University.

Sternberg, R. J. (1988). *The Triarchic Mind.* New York: Viking Penguin.

Sternberg, R. J. (1996). *Successful Intelligence: How Practical and Creative Intelligence Determine Success in Life.* New York: Simon & Schuster.

Stidder, N. (2011). *Experience of the region becomes a vital asset.* Retrieved October 2011, from

http://www.ft.com

Storti, C. (2001). *Art of Crossing Cultures* (2nd ed.). Yarmouth, Maine: Intercultural Press.

Strock, J. M. (1998). *Reagan On Leadership: Executive Lessons from The Great Communicator.*

Stewart, T. A. (1995). *The Wealth of Knowledge*. New York: Doubleday.

Takeuchi, R. (2010). 'A critical review of expatriate adjustment research through a multiple stakeholder view: Progress, emerging trends, and prospects', *Journal of Management, 36*(4): 1040-1064.

Takeuchi, R., Seakhwa Yun, R., and Tesluk, P. E. (2002). 'An examination of crossover and spillover effects of spousal and expatriate cross-cultural adjustment on expatriate outcomes', *Journal of Applied Psychology,* 87(4): 655-666.

Thornton, W. P. (2012). *Why Can't They Hear You? Orality based teaching for cross-cultural trainers. Global Impact Missions,* 87 pages. philthornton@windstream.net

Tracy, B. (2010). *How the Best Leaders Lead*. New York: AMACOM.

Ward, C. (2004). 'Psychological theories of culture contact and their implications for intercultural training and interventions', in D. Landis, J. M. Bennett and M. J. Bennett (eds.) *Handbook of Intercultural Training* (3rd edition), Thousand Oaks, CA: Sage Publications, pp.185-216.

Wasti, S. A., and Onder, C. (2009). 'Commitment across cultures: progress, pitfalls, and propositions', in H. J. Klein, T. E. Becker, & J. P. Meyer (eds.) *Commitment in organizations: Accumulated wisdom and new directions,* New York: Routledge/Taylor & Francis, pp. 309-343.

Yukl, G. (2013). *Leading in organizations* (8th ed.). Boston: Pearson.

Zander, R. S., and Zander, B. (2000). *The art of possibility: Transforming professional and personal life.* New York: Penguin.

Zecca, G., Verardi1, S., Antonietti, J-P., Dahourou, D., Adjahouisso, M., Ah-Kion, J., Amoussou-Yeye, D., Barry, O., Bhowon,U., Bouatta, C., Cissé, D. D., Mbodji, M., de Stadelhofen, F. M., Minga, D. M., Tseung, C. N., Romdhane, M. N., Ondongo, F., Rigozzi, C., Sfayhi, N., Tsokini, D. and Rossier, J. (2013). 'African Cultures and the Five-Factor Model of Personality: Evidence for a Specific Pan-African Structure and Profile?', *Journal of Cross-Cultural Psychology,* 44(5): 684–700.

Figure 1: *LQ©*'s Global Leadership Effectiveness Model

Individual Realism-personal & professional   Collective Realism-perspectives/practices

History/Philosophy/Psychology   *Sociology/Culture-co.org.-FISO*

KSAs   Might/Can   Management   *Extrospective*   Leader-*LQ©*
Want   Ought   Relations   *Perspective*   Innovation

Introspection Reflection

Multiplicitic

Wisdom

Worldviews-ID;then mind the gaps with *LQ©* & GLQ

Others   *Useful Applications*   Situations

Self   **equifinality**   *LQ©* & GLQ

Balance & fit with what is appropriate-"it depends"

> **Sweet spots** are intersections that **satisfice** through **optimizing** differing perspectives in a **balanced** and **appropriate** way that **fits** the **people** and **situations**: it depends!

> **The multiplicity of wisdom** is knowing what ***"it" depends*** on and being able to **apply** "it."

> **Effectiveness** of personal and professional (job-social) emotional and intellectual cosmopolitanism, acumen and relational abilities merge to form GLQ **worldviews** (intellectual and emotional).

> **GLQ** revolves around generalizeable reflective, relational, analytical, creative, applicable, worldly, collaborative, action orientated actions and **mindsets** (Service, 2011; and Mintzberg, 2004 & 2009).

Success in global leadership requires **worldviews** that are useful across varied contexts.
(Hubbard. and Kane, 2013; Klopf and McCroskey, 2007; Service, 2012; Service and Arnott, 2006; Service and Kennedy, 2012; Service and Loudon, 2012; Service and White, 2011; and White and others, 2008 and 2011)

FIGURE 2: FISO - and its Leadership Success Triangle=*LQ*©

LEADER'S
Skills & Traits

Desire to become
Ability to interpret the future
Emotional Intelligence
Successful Intelligence

FISO-Fit in yet Stand Out

$$LQ^{©}$$

Relationships   Fit

FOLLOWER'S (people)   →balance→   **ENVIRONMENTS** (tasks)
Perspectives   Context
Perceptions link   Fitability of
Leader through relating   Leader through matching
Your Appearance and   *Your Knowledge of*
Behavior; through   *management of the*
Communications and   *situation and*
People skills.   *Experience in leading.*

Leadership is human influence occurring as people do things together (Blanchard, 2007). It requires: an understanding of self, others, and environments; learning to balance people, contexts and tasks; commitment, fit, intellect, principles, desire, and more. A leader's goal should be to help others learn how to fit in yet stand out and make a difference through others. A truly self-perpetuating leader develops others as leaders first and foremost. The road to personal leadership improvement starts with desire and self-awareness, and goes on to continuous commitment to development, and ends with practice: application by you and your followers (Yukl, 2013 and Zecca, et al, 2013.

Learn to understand the quotients and apply for you, your followers and your situations.
LQ©=function of:
Leader's characteristics and traits
     DQ-Desire + RQ-Reality +BQ-Behavior +AQ-Appearance +
Follower Qs perspectives of leader
     CQ-Communications + PQ-People + EQ-Emotional + IQ-Intelligence] +
Environmental influences and perspectives
     XQ-eXperience +KQ-Knowledge +SQ-Situation +MQ-Management.

FIGURE 3: GLQ "Required Worldview" Strengths and Weaknesses

I. Strengths – advantages, enablers in contextual adaptive development

    A. Natural - more uncontrollable 'good' traits-key abilities and attitudes

1. Flexible-openness: equifinality	2. Dispassionate
3. Gender and gender orientations	4. Internal locus of control
5. Ability under psychological hardiness	6. Attitudes & awareness-curiosity
7. Humility	8. Empathic listening
9. Time is theirs	10. Identificational-new as different

    B. Nurtured - more controllable 'good' traits-key knowledge and skills

1. Known "open" mindsets	2. High social/cultural intellect
3. Weak ethnocentricity	4. Observant
5. Knowledge/skills-job/tasks	6. High EQ
7. Patience	8. Cultural sensitivity
9. Preparation	10. Integrity

II. Weaknesses – disadvantages, derailers to leadership development

    A. Natural - more uncontrollable 'bad' traits-key self-centered

1. Strong national affiliation	2. Narcissistic
3. Change avoidance	4. Large power distance
5. Cognitive simplicity	6. Psychological immaturity
7. Fixed worldview	8. Blunt-dogmatic
9. Knows without study	10. Lacks moral compass-integrity

    B. Nurtured - more controllable 'bad' traits-key avoidance

1. Disdaining other views	2. Confirming mindset
3. Learned behavior pervasiveness	4. Un-accepting of differences
5. Low EQ	6. Relationship challenged
7. Extractionist-to change worldview	8. Telling over discovering
9. Seeing as right or wrong	10. Timeframes vs. events

(Hampden-Turner and Trompenaars, 2006; and Lamoreaux and Morling, 2012: Landis, et al, 2004; Landis and Bhawuk, 2004; Moon, 2011; Smith, 2000; Storti, 2000: Ward, 2004; Wasti and Order, 2009: provide evidence of a Leadership-Cultural intellect).

IQ as SQ: Strengths and Weaknesses

I. Strengths - advantages that are enablers in leadership development

    A. Natural - more uncontrollable 'good' traits

1. Memory and scholastic abilities.	2. Rationally creative.
3. Quick and bright.	4. Analytical-inductive multi-var. methods.

    B. Nurtured - more controllable 'good traits

1. Thoughtful and reflective.	2. Education for success.
3. Wise and witty.	4. True thirst for knowledge.

II. Weaknesses - disadvantages and derailers to leadership development

    A. Natural - more uncontrollable 'bad' traits

1. Poor memory and or vocabulary.	2. Inability to use IQ.
3. Unprepared and or nervous.	4. Gives poor impression of intellect.

    B. Nurtured - more controllable 'bad' traits

1. Poor study and scholastic abilities.	2. Unfocused and inattentive.
3. Doesn't learn from experience.	4. Poor mathematical abilities

(Gilford, 1967 and 1986; and Sternberg all-provides the idea of Successful Intelligence).

FIGURE 4: Develop self-perpetuating learning organizations

Build a Self-perpetuating Organization

Internal & External Interfaces

FROM GOOD TO GREAT RELATIONSHIP BASED

CHANGE SELF AND ORGANIZATION

MANAGEMENT

COMMUNICATION

INFLUENCE

LEADERSHIP

Focus on Fit between environment, followers & leaders

You -- Followers -- Situation
Attention − Focus − Action -- Learning

UNDERSTANDING LEADERSHIP FUNDAMENTALS

(Mathis and Jackson, 2013; Service, 2009a and b; Tracy, 2010; Zander and Zander, 2000).

FIGURE 5: Embrace, start and implement change

Four of five change efforts fail. Why? Keep performance key, get more people involved, harmonize, synergize, use teams, structure for effectiveness not authority, create energy, AND stay open. Lead with the courage to change your self first.

Reinvent to survive Self, Others, Organization.

Innovative

Strategy of Rapid Incremental Innovation

New realities of flexibility, speed, experimentation.

Use all innovations, technological or not: structure to take advantage.

SKILLS NEEEDED – kaleidoscope thinking, communications, persistence, coalitions, teaming, sharing credit.

FORGE ALLIANCES - with constituents in global and dynamic business communities (Drucker, 1980 and 1999; McIntosh, 2011; Michelli, 2008).

FIGURE 6. Commit to real two-way communications

```
┌──────────────┐      ┌──────────────────┐      ┌──────────────┐      ┌──────────────┐
│   Data +     │─────▶│ Information + Mutual│────▶│Communications│────▶│  Leadership  │
│   Meaning    │      │   Understanding   │      │    & Use     │      │    Wisdom    │
└──────────────┘      └──────────────────┘      └──────────────┘      └──────────────┘
```

MESSAGE SENT → **Sender Encoding** / **Sender Perception** → **NOISE** →

Knowledge & Abilities

Status & Attitudes

Roles & Rules

Purpose & Emotions

Content → **Message Received** → **Receiver Decoding**

Process → **Receiver Perception & Skills**

As Used

```
┌──────────────┐      ┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│   Actions    │─────▶│    Rules     │─────▶│   Culture    │─────▶│   Climate    │
│              │      │   & Norms    │      │              │      │              │
└──────────────┘      └──────────────┘      └──────────────┘      └──────────────┘
```

Effective Communications   =   Foundation for Management & Leadership

- Enables one to lead others.
- Leaders are measured by ability to speak and write with clarity and conviction.
- Develop organizations that interacts at all levels to foster an innovative, timely, quality conscious, customer focused organization.
- Understanding yourself & how you communicate before asking others to improve.

(Mathis and Jackson, (2013); Service, 2005a; Service and Carson, 2010a and b-and 2013).

You as a leader-look, listen, ask, and seek (research, practice, and theory)
Understand your-might, can, want, ought capabilities and possibilities.
Have a strong vision you sell.
Ask the right question of your self!

1. Determine how to increase you odds of becoming a great leader.

4. Speed, too late- you die!

5. Necessity to Gain Commitment
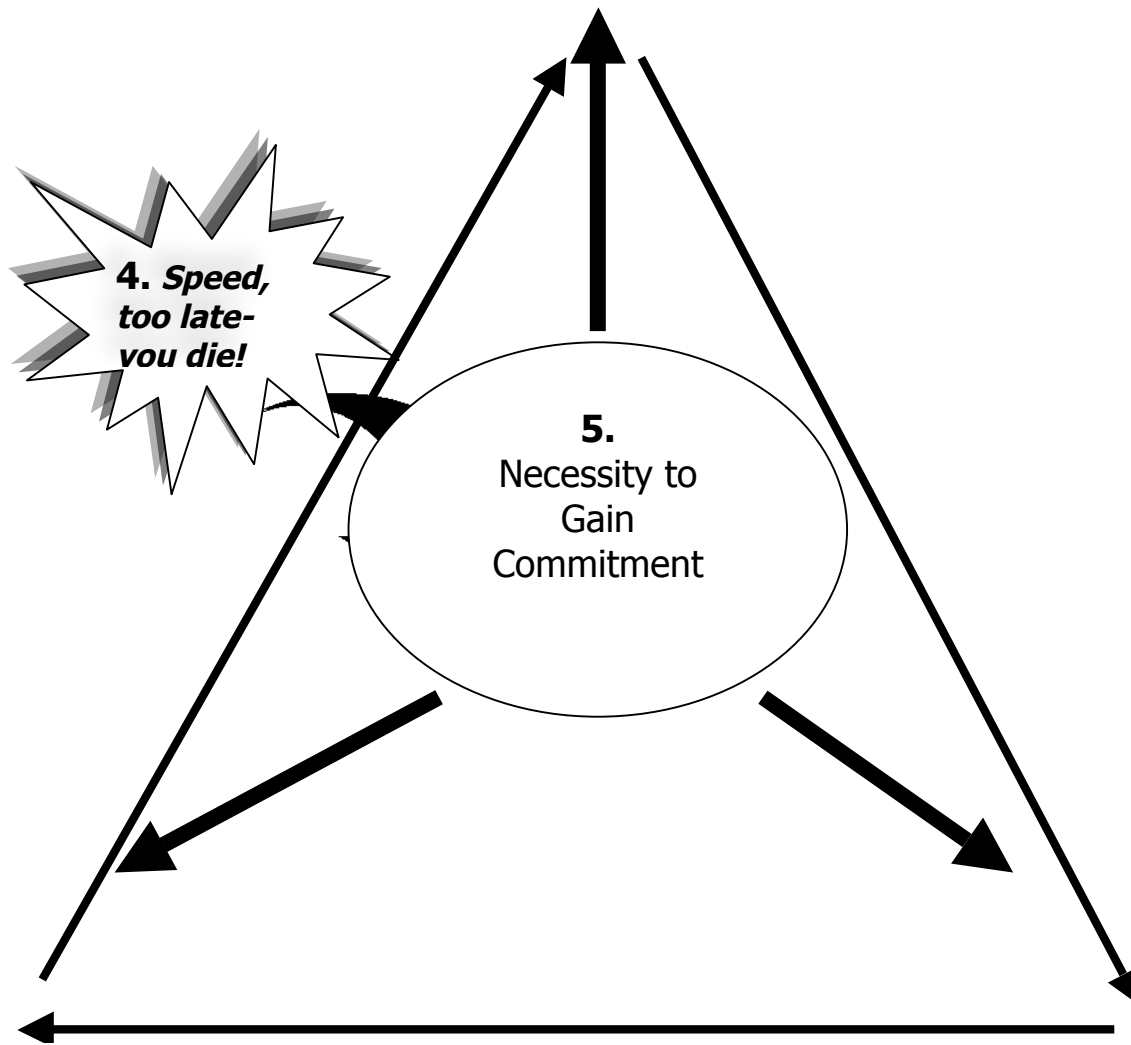
3. Necessity to become and remain innovative—constant improvement and updating. New and better ways to do are a fact of life (Gaynor, 2002; and Peters all dates).

2. Organizational excellence Dealing with paradox Level 5 Leadership, right people, never lose faith, hedgehogs, flywheel vs. doom loop (Collins all dates).

FIGURE 8: Embrace leadership over management:
Dichotomies of management vs. leadership

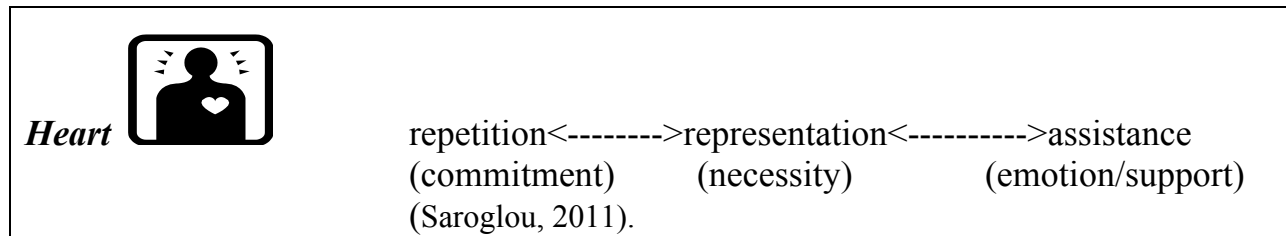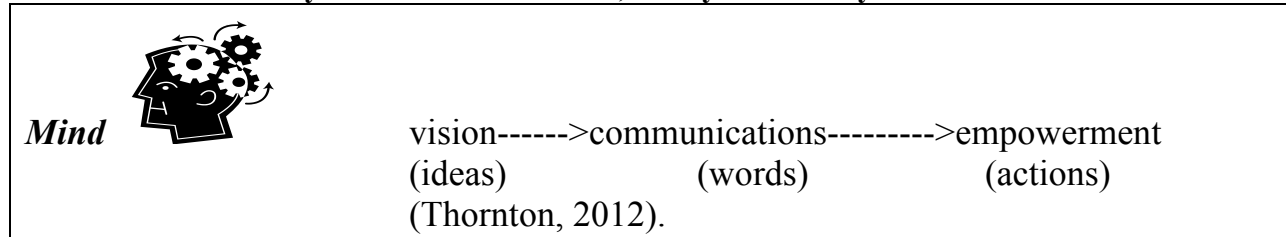| Management	Leadership
Information hub [ask me]	Gets problems solved [let's you say]
Content [things]	Process & context [people]
Power [drives]	Empowerment [allows and coaches]
Vertical integration [we do it all]	Alliances [can't always be #1]
Experts [stay narrow]	Teams [expanded knowledge]
Life time employment [never works anyway!]	De-jobbing [your job-what it takes]
Stability [stay the same]	Innovativeness/change [the way to survive]
Invention [not very likely]	Innovation [likely continues]
Caution [kills organizations]	Experimentation/speed [survival over time]
In-house [only if best in world]	Outsourcing [use the best]
I [win]	We [win—win]
Control [demands respect]	Trust [is respected]
Autocrat [administrates – authority]	Coach [leads - good will]
How [not enough time]	Why [makes the time]
Credit or blame [fear]	Shared responsibility [enthusiasm & fixes it]
Administer [watches the bottom line]	Innovate [watches the horizon]
Maintain [gets worse on its own]	Develop [use everyone & thing]
Accept status quo [and don't improve]	Challenge [to always get better]
Surrender to context [it controls you]	Masters context [you control it]
A good soldier [gets killed]	Own person [kills the enemy] *(Keller and Barry, 2003; Kennedy, 1987; and Li, 2010).*

FIGURE 9: Build foundational relationships as you do things with others

What	Why
1. Build and treasure relationships.	1. Start with a higher being, friends and family and add professional relationships. Character, integrity and ethics show.
2. Visualizing the end in mind.	2. Think big, but start small. Ben Franklin said, "By failing to prepare we prepare to fail."
3. Set goals that are step-by-step ways to reach your vision	3. Focus. Set initial short-term goals that build to your ultimate goal.
4. Be proactive and try.	4. Successful people and failures fear the same things: the desire to succeed overcomes fear for the successful. Passivity leads to failure. Not good enough beats not trying.
5. Success is hard work--there are no shortcuts.	5. Put in the work and results will follow. Don't do thinks half-heartedly. Don't let others pull you down.
6. Teamwork wins the war even though an individual may win a battle.	6. Selfless process—always thinks win-win. Talent or luck may win one or two times, but teamwork wins out over time.
7. Learn, refine and practice the fundamentals.	7. Covey's 7 habits of effective people: 1) Proactive 2) Begin with end in mind 3) 1st things 1st 4) Think win-win – establish a relationship 5) Seek first to understand 6) Synergize 7) Continued self-renewal
8. Participate—set the example—I will be a good leader and a good follower— better yet, I will be both!	8. Learn awareness of self, others and the world. Back-up talk by example. Earn the title of leader or follower. Servant leadership should be a goal.
9. Learn to listen.	9. Develop an external focus. Become an information junky. Leverage what I know.
10. Reinvent myself and commit to continuous learning.	10. Drucker said, "Knowledge has become the key economic resource and the dominant, if not the only, source of comparative advantage." (Lombardi, 2001; Madjar, Oldham and Pratt, 2002: Reagan, 1990; Stidder, 2011).

FIGURE 10: Match your mind-the rational, with your heart-your desires

Mind   vision------>communications--------->empowerment

                                                 (ideas)   (words)   (actions)

                                               (Thornton, 2012).

Heart   repetition<-------->representation<---------->assistance

                                         (commitment)   (necessity)   (emotion/support)

                                         (Saroglou, 2011).

Metaphor of a Play:
(style, process, content, context, timing audience, players, music, etc. all must work together for success)

Actions for a new heart and mind leadership view

1. **CHALLENGE VS STATUS QUO - REINVENT VS REDO**

2. **MORE COMPETENCIES GREATER SHARE OF REWARDS**

3. **BENCHMARKING, REENGINEERING AND TQM ARE OUT- YOU ARE FOLLOWING--GET OUT FRONT**

4. **CREATE NEW MARKETS & THE FUTURE-CULTURAL INTELLIGENCE**

5. **IMAGINE, EXPLORE & ENLARGE THE FUTURE**

6. **LEVERAGE EVERYTHING - CONCENTRATE, COMPLEMENT, CONSERVE, RECOVER, FOCUS, OPEN**

7. **MEGA-OPPORTUNITIES VS OPPORTUNITIES**

8. **MUST HAVE EXCELLENT HUMAN-RELATIONS SKILLS**

9. **COMMUNICATION--INCLUDE & TRUST PEOPLE, RECOGNIZE, PERSUADE**

10. **SUCCESS REQUIRES BUILDING A REPERTOIRE OF HABITS, SKILLS, STYLES, BASIC VALUES & A PROPENSITY FOR ACTION**
    (Jackson, Meyer and Wang, 2013: Jepson, 2009; Livermore, 2010: Matsumoto and Hwang, 2012; O'Callaghan, 2010).
    .