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Featured Publication:

Edwin Hollander
(Routledge, 2008)

Inclusive Leadership: The Essential Leader-Follower Relationship

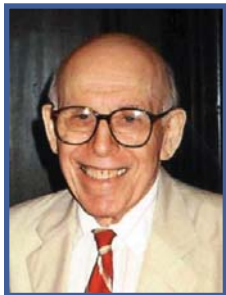


This month, ILA member Richard Couto continues in his role as a special guest interviewer for this feature. Richard Couto

*helped found the Antioch Ph.D. program in Leadership and Change as well as the Jepson School of Leadership Studies at the University of Richmond, Virginia. His recent books focus on community leadership, *To Give Their Gifts*; democratic theory and practice, *Making Democracy Work Better*; and higher education, *Courses in Courage*.*

Edwin Hollander has been CUNY Distinguished Professor of Psychology at

Baruch College and the Graduate Center since 1989. A longtime Professor at SUNY Buffalo, he also served there as Provost of Social Sciences and Administration, and was the founding director of the Doctoral Program in Social/Organizational Psychology. His major interests have focused on group and organizational leadership, innovation, and autonomy.



*His current research is directed toward understanding follower expectations and perceptions of leaders. His books include, among others, *Leaders, Groups, and Influence (1964)*, *Leadership Dynamics (1978)*, and *Principles and Methods of Social Psychology (4 ed., 1981)*. He also is author of many chapters and papers on leadership. He has been honored by recent awards from the Center for Creative Leadership, the New York Academy of Sciences, and the International Association of Applied Psychology.*

Richard Couto: Ed, your book is a wonderful combination of personal biography and, almost, a biography of the field of leadership studies. It marks how you develop within your career, and on a parallel track, the development of the field of leadership studies. What was it like looking back over your own development and that of the field?

Edwin Hollander: I'm grateful for the question. When I first proposed this book, which I'd been thinking

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of Inclusive Leadership."**

about for a number of years, it was my desire that it have both elements. It includes some of my key published works, with updated comments I've written for each of the reproduced selections, with half a dozen new chapters. Throughout, it brings to bear something of an autobiographical nature regarding my career in the field. I also wrote another such chapter, which is the last of 20, specifically covering my research and duties in various places. As the culmination of what the publisher and I agreed is a capstone work, it is called "Afterword," primarily about the continuity and changes in research that I was involved in over a period of more than fifty years. It includes observations about the people and experiences that I've had, and pays homage

to those that were important to me.

As to your original question, I came into applied psychology during the first of my two times in military service, in the Army in 1946-47, as a psychological assistant in a military hospital. It was near the end of my college career at Western Reserve University, from which I graduated in 1948. At Columbia, where I completed my masters' degree in 1950, I learned about the changes that had occurred in research and thinking about leadership. I read extensively in the field, expecting to do research on leadership for my dissertation. The Korean War started that June, and before returning to service six months later, this time as a Naval Aviation Psychologist, I finished course work for the doctorate. My masters' degree was in psychometrics with Robert Thorndike, the son of Edward Thorndike, the learning theorist. In their times, both were significant figures at Columbia. I was fortunate to be Robert's teaching assistant, as he completed his book on *Personnel Selection* (1949). He and Irving Lorge were my major professors, under whom I did an evaluation of a new diagnostic test for my masters'. My interest in applying measurement techniques to the study of leadership phenomena was later fulfilled using standard scaling techniques. But importantly, I applied peer nominations, out of sociometry, pioneered by Jacob Moreno, and critical incidents, introduced with flight crews in the Army Air Corps by John Flanagan. Also, as an undergraduate I had learned survey techniques, and did an attitude study as part of my social psychology course with Daniel Levinson. He later went on to Yale, where he famously studied stages of men's lives, and then eventually women's, too. He assigned Otto Klineberg's *Social Psychology* (1940) text, and Ted Newcomb's and Gene

Hartley's *Readings in Social Psychology* (1947).

At Columbia, I further developed strong interests in social psychology and was fortunate to take courses with Klineberg and Goodwin Watson, another social psychology textbook author, who were two of the three co-directors of Columbia's interdepartmental program for the doctorate in social psychology. The other was the eminent sociologist, Paul Lazarsfeld, whose seminar on survey methods I audited, having had prior course work. I was able to bring together my measurement and social psychological interests at the doctoral level, and in the research I did in the Navy utilizing critical incidents and peer nominations. I was assigned to the Naval Aviation Psychology Laboratory at the Naval School of Aviation Medicine in Pensacola, Florida. As part of my duties as a junior officer, including lecturing on psychometrics to the flight surgeon student/medical doctors, I helped study classes of incoming naval aviation cadets. That's where I employed critical incidents, so they could tell about things that had happened to them, for example, in training, all confidentially. Peer nominations, which I used for my dissertation research, involved naming those within your section who you considered to be particularly high on some characteristic. The results were not for administrative purposes, but for research only, and so stated. We also found that low nominations were not needed, fortunately, since they were offensive. The "set" used was leadership, or some other desirable quality, such as success as a future officer, as a basis for evaluation. We were able to learn things by using those techniques as part of applied research.

These approaches were very helpful with regard to those that were

dropping out of training voluntarily, not for reasons of incompetence or inability when it came to flying. Consider that the cadets had to have two years of college, minimum, and pass rigorous psychological and medical tests. Their loss was costly, personally and governmentally. The bottom line is that we readily found factors that were responsible for voluntarily leaving, including cases of poor identification with flight instructors. We also discovered that "variable discipline" from field to field around Pensacola, as they went through the stages of training, was a determinant of voluntary withdrawal. The exhaustive flight training program typically lasted many months, following pre-flight. Cadets found themselves often being burdened with a sudden change from where they were before at another field. This was due to the vagaries of who happened to be the local commanding officer, and how he enforced certain rules, such as saluting officers on the "flight line," when carrying a parachute. We were needlessly losing cadets, who then went to serve as sailors, due to something as annoying as that. After we reported this to the command staff, a few changes were made.

The peer nomination technique also was very valid in predicting people who were going to be successful in the training program. Even the leadership set, that is, "whom do you consider to be the most effective as a leader in your section," was valid in predicting graduation in these groups of thirty trainees. We found that even very early evaluations after a few days were good predictors, and quite reliable, but the findings of this work were not used administratively. That led to still other research on the area of "interpersonal evaluation" connected to "idiosyncrasy credit" that

I did later, after finishing my Navy obligation. I'd been on duty three years, from early 1951 to the end of 1953, and received my doctorate from Columbia during that time. It was soon after my dissertation oral exam in October 1952, before joining the faculty at the Carnegie Institute of Technology (now Carnegie Mellon University) in Pittsburgh, in January 1954.

Let's just talk a minute about the term applied research. You didn't want to be a clinician and you have a very distinguished career as a scholar. How would you define applied research between the parameters of clinical practice and scholarship?

It is entirely possible to do both and not to be bound by the categories of applied versus basic work. I consider that applied work is necessary and very often can lead you to some basic findings that are useful. I was in the Navy voluntarily, having accepted a commission in the Medical Service Corps on completing college with a psychology major, and serving in the Army as a psychological assistant in a neuropsychiatric setting. In the Preface to the book I said that clinicians with whom I worked were encouraging of my prospects for going on in the field. They thought that my testing and interviewing of neuropsychiatric patients at Letterman General Hospital in San Francisco was superior. The chief psychologist and several psychiatrists were among them. However, I felt that I was not cut out for individual therapy. I was very sympathetic with the plight of the patients, and at that time some techniques were employed that I was uncomfortable about. Anyway, I was much more conceptually oriented, and had in mind going on to graduate school and becoming a scholar, to accept your term. Indeed,

I do consider myself basically to be a scholar, but have no doubt that applied work can be consistent with it, though it needn't be clinical. There are very good psychologists whom I know that have done both, as I say. They have contributed both as scholars and as clinicians, with a practice, as well as scholars who do organizational consulting.

There seems to be, if I may, a consistency between that earlier experience and your later career; whereas in the Army hospital you were very concerned with the plight of patients and you say in the book that you've been interested in examining good and bad leadership from the perspective of the follower. Could you talk a little bit about your work to look at leadership through the perspective of the follower?

Yes, I'm delighted to, and I appreciate the opening. Actually, my concept of "inclusive leadership" is "doing things with people, not to people." It emphasizes having a focus on followers and followers' perceptions of what they encounter in good or bad leadership, and comes out of a very strong commitment to the individual and respect for what individuals are able to contribute. That's true if you go to the pure evaluation technique of peer nominations, where you care about what each of the individuals contributes to the aggregate evaluation of each member. We have high reliabilities, incidentally, which suggest that there is a fairly common perception about who's really standing out in a particular category. But, having

said that let me get to the real point, which is that if you are in a position of leadership you clearly have many eyes focused on you and you have to develop a relationship such that you are seen to be doing the right versus the wrong thing. It matters, at the very outset, whether you have legitimacy from the standpoint of having been appointed, as is the case in most organizations, or elected. Organizational leadership, as I've told generations of students, is not based on an election. It may have comparability in some ways to elective leadership. You certainly benefit from having a following. As the quote from John Gardner says in the epigraph to my book, "Organizations can give executives subordinates, but a following must be earned." It matters whether people care, and how they react to what is perceived to be the qualities

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of a leader. That brings me back to the point also about listening to what individuals have to say about their situation, which is stressed in Chapter One. Furthermore, leaders can also include followers in leadership functions, such as decision-making, showing they value their knowledge and opinions.

Listening and learning are central to the process of inclusive leadership (IL), and depend upon what I consider the four "Rs" mentioned prominently in Chapters One and Three, on Applications of Inclusive Leadership, where there also is a measurement scale, the IL-16. The four R's are

Respect, Recognition, Responsibility, and Responsiveness, both ways. I might add a fifth, Readiness, which reminded me that I had been a graduate teaching assistant also in Developmental Psychology, with a social emphasis, for a great researcher, Ruth Cunningham. She made a big point about readiness, and its importance is more than a matter of euphony. All of these come down to the point of being evaluated, and having or lacking credibility, which is at the heart of “idiosyncrasy credit.”

The concept of “idiosyncrasy credit” (IC) is another way of talking about status as perceived by others. Credits can provide an individual with greater latitude for expression. Credits also can build on legitimacy, which can be constraining. For example, if you are elected to a position, you are then observed more acutely in terms of how you behave with regard to the behaviors that are expected. That’s one of the dimensions important in distinguishing those who are responsible from those who are not. That is, they live up to what is considered to be the norms for the particular role that they occupy. They then are able, because of the accumulation of positive perceptions, to innovate if that innovation is seen to be in the furtherance of desirable ends for the group as a whole. You gain credits that allow you to be able to take actions that are innovative, and that will bring change. However, innovation is deliberate and more planful. Change occurs anyway in life, but innovation has a cognitive component and is planned.

There are two main variables involved in the building of idiosyncrasy credits. One is conformity, not in the conformist sense, but in the fuller sense of living up to expectancies as a good member of a social entity. The second variable is for a person to show competence in helping the

group move toward its goals. Seniority may also contribute to some degree. My first research paper about this was on an experiment done with Carnegie Tech engineering students, at that time all males, in a paper entitled, “Competence and Conformity in the Acceptance of Influence” (1960). Using a decision-matrix task, it was a test of the idiosyncrasy credit model’s predictions. I was delighted that the original IC model was also affirmed at the time, at the basic level, with still another experiment on a different task, published in 1961. Further research revealed variations in the effect. As I say in the Preface to the book, and have said many times elsewhere, a scientific construct, a theory, is made to be tested. We found, basically, that task participants who remained consistent with the agreed procedural norms and showed competence in moving the group towards its goals were more influential, presumably by accumulating credits. However, later it was found that, if the group was not achieving success, there would be a drop in influence, presumably from a reduced credit balance, i.e., a loss of status. With a credit deficit, there could be interest for somebody else to be the leader. I’ve long since made a distinction, of course, between who the leader is, and leadership as a process.

Yes, you make that point and you credit a student with helping you make that distinction, but you differ from many of us who teach in actually naming and giving credit to that specific student. Could you tell us a little bit about her?

Yes, I’m delighted to. The phrase, “leadership is a process, not a person” is actually from Douglas McGregor (1944), and I attribute it to him in Chapter One. The referral you are making is to Virginia Vanderslice, who was one of the many bright students in my leadership seminar over

many years. She actually did her dissertation, I believe, with Barbara Bunker—my organizational psychology colleague at Buffalo. Last I heard, Virginia was in an organizational consulting firm in Pennsylvania, and may still be doing some teaching. She pursued an insight that was part of her report in my seminar. One of the things about my seminars is that I invite a lot of talking by the students, usually by first laying out things that were in the readings, and in the prior session letting people choose which readings they’ll report on. Within that structure, conversation about the readings goes back and forth, with criticism of ideas and research, less of people, as needed.

Virginia had the important insight about making a distinction between the leadership processes like decision making, planning, and so on, functions we talked about, and who the leader is. Functions can be distributed to followers. That is something that has been discussed before, but she codified it in a paper that was published twenty years ago, in the estimable journal *Human Relations* which, incidentally, was founded by Kurt Lewin. He was then at the University of Michigan, at the Center for Group Dynamics he established there initially, before moving to MIT. It was published jointly with the Tavistock Institute in London, where I spent a year as a senior postdoctoral fellow in 1966-67, and tell a bit about it in the Afterword. In any event, Virginia’s paper achieved a certain justifiable place, including in my book.

[Addendum: With apologies to those not mentioned, mainly for lack of space and time, I want to express my pride about conceptual and other gains coming from what a sampling of my students did in my

seminars, and in their careers beyond. My recent CUNY years have been enriched by many able graduate students I had, who did research with me, and even completed their degrees with me. They are now in their careers, and with many I maintain contact. Going way back to my early SUNY years, I remember Gordon Haaland who did his dissertation with me, and published a major experimental research paper on nonconformity with me and Jim Julian in the 1960s. He went on eventually to the presidencies of the University of New Hampshire, and then Gettysburg College, from which he retired recently. Rick Ryckman was a graduate student researcher also in our small groups laboratory at Buffalo, and after getting his doctorate settled at the University of Maine as Chair of Psychology and author of a prominent textbook on Personality. Some of the others from early seminars are Paul Cherulnik, Rick Kimball, Chuck McClintock, Jack Morganti, Dick Sorrentino, and David Wiesen-
thal, who became chairs and heads of programs, the latter two at Canadian Universities. Fran Yammarino was in my leadership seminar in the 1970s and did his doctoral work at Buffalo with Fred Dansereau, a scholar in the leadership exchange tradition at the School of Management there. After earning his doctorate, Fran went to Binghamton, worked and published with Bernie Bass, and among other achievements became Editor of

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Leadership Quarterly. Several other women deserve mention. One is Jan Yoder, who also was a doctoral student of mine, and another is Linda Neider. Jan went on to a stellar career, starting at West Point and Washington University, and now is in the I/O Doctoral Program at the University of Akron. She was elected President of the Division of Psychology of Women of the American Psychological Association. She also authored

many papers and a major book on gender. Linda Neider went to the faculty of the University of Miami in Coral Gables, after having achieved the rare credential of earning an MBA at Buffalo in the School of Management at the same time that she did her doctorate in social organizational psychology. She was doubly qualified, ultimately chairing the Department of Management at the School of Business, and becoming its associate dean. She also has written extensively about issues concerning leadership. It was with her that I did some of my earliest critical incidents research on good and bad leadership, making comparisons by gender. Another fine student from the 1970s, Wynne Korr, went on to become Dean of Social Work at the University of Illinois, after a career at the University of Pittsburgh. Two students of mine from abroad were S.K. Dani, from India, who went back there after finishing his doctorate at Buffalo in the early 1960s to be the Principal of a College of Psychology, and Barry Fallon from Australia. He came to do his doctorate on a Fulbright at Buffalo in the 1970s. We did a few studies, including an early one on appointment and election of leaders in mixed gender groups. He returned to teach at the University of Melbourne, and was ultimately elected President of the Australian Psychological Society. He recently visited New York and we had an enjoyable time taking him to dinner.]

The research with Fallon leads me to add something more about idiosyncrasy credit. If you are the only different person, by being the other gender, for example, credits are not gained to the same degree by you—which is another way of saying there is a well-known block to overcome. The model predicts that if you fail as leader to take innovative action, when you have the credits, but are perceived to be unwilling to do what is seen as needed, you will lose cred-

its and face rejection by the group.

Another person, another woman, with whom you've coauthored extensively, is Lynn Offerman. Tell us how that collaboration came about.

Yes, Lynn Offermann, one of my major collaborators, is somebody I met in the 1970s at an Eastern Psychological Association Meeting. She was on a panel where Linda Neider, my doctoral student, also was giving a paper. Lynn was finishing her doctorate at Syracuse then. She has never been a student of mine; we're just good colleagues and friends, and have published several things together, two of which appear in the book. Let me complete the story by saying that she and I got into a conversation after her fine paper. She said she had liked some of my things, including the paper that I did with Jim Julian in the *Psychological Bulletin* in 1969, which appears in Chapter Five with current commentary that I wrote about its major themes. She and I maintained contact and then did a paper together commissioned by the editor of the *American Psychologist Special Issue on Organizational Psychology* in 1990. Our paper on "power and leadership in organizations" is reproduced with commentary as Chapter Eleven. It has slight editing to omit things that are duplicated in other places in the book. Lynn and I then agreed to do a Chapter for a book that CCL, the Center for Creative Leadership, put out in 1990, edited by Kenneth and Miriam Clark. Jim Burns, whom I had become acquainted with in the International Society of Political Psychology (ISPP), asked me in 1993 if I would be willing to study followership, by organizing a so-called focus group, a study group for the Kellogg Leadership Studies Project (KLSP). I readily agreed and asked Lynn to join with me, and we became its convenors, in succession. She and I recruited an able group, starting

with our first meeting, that Jim Burns and Georgia Sorenson attended. At various times, it involved Peter Vaill, David DeVries, Ann Howard, Hank Sims, Robert Kelley, Barbara Kellerman, Cynthia Cherrey, and Bobby Austin. We ultimately produced a report on *The Balance of Leadership and Followership* (1997), which Lynn and I co-edited. A major portion of our Introduction appears as Chapter Fifteen. We've maintained contact and indeed see one another in Washington, where I gave a major lecture at GWU, and visited Lynn's seminar again, a couple of years ago. She has twice spoken at Baruch to the I/O doctoral program. My wife Pat and I like sometimes seeing her husband, George, and their two sons, Daniel and Mark.

You also mention a number of other women.

Most of my later doctoral students have been women. That may be a function of the fact that there are more women now on the organizational side of I.O. Psychology, and Social Psychology, which was my initial field at Columbia. Let me add, I am comfortable with women, and share feminist views with many of them, having grown up with a working mother, and widowed maternal grandmother.

Let's talk about one other woman, and that's Mary Parker Follett. You talk about inclusive leadership as doing things with people rather than to people. She makes the distinction of power over and power with people. Do you see a parallel between your work and hers?

Yes. I not only do, but I give due credit to her thinking. However, I came to it much later than I would have wished. Lynn Offermann and I, in our 1990 paper in the *American Psychologist*, made a distinction re-

garding three kinds of power, in the leadership process. They are, "power over," which is the usual conception of power, "power from," which is what Dorwin ("Doc") Cartwright calls counterpower, and "power to," which is commonly called empowerment. It was in that context that someone called my attention to Mary Parker Follett's work and said it had the notion of "power with." I looked up her work, having only heard her name, but had not read any of her publications. I got hold of a book of hers and also a book Graham edited, *Mary Parker Follet Prophet of Management* (1995), published by HBR press. I marveled that she was so far ahead of her time in the 1920s and 1930s. I recognize that, in using the phrases "inclusive leadership," and "doing things with people," she originated the term "power with."

Power with brings people into the setting of leadership, to the table, taking full advantage, in the best sense, of their thinking, rather than having them told in effect "leave your head at the door." Another phrase that I put in the book comes from an executive who had gone to a new position in a major organization and was told "We don't speak up to disagree at meetings." He had said something at a meeting. He went there in a managerial role and was told afterward "don't speak up." Among other things, he may not have had the idiosyncrasy credits yet to be able to speak up and violate the silence norm. It is another instance revealing that early on it may be necessary to behave in a way that is in conformity with the norm, including which are "taboo topics" yet to be identified there. I value free expression, and don't advocate conformity for its own sake. But I do feel that it's important for people to be aware of their context, and be able to make a judgment of risks, while developing some standing in the form of credits.

Let me also acknowledge the influence of Herb Simon on me when I was at Carnegie. I spent part of my time there working on his Ford Foundation project on decision making, with Harold Guetzkow and Jim March, among others. We did research and wrote extensively, mostly in the nature of working papers, on these matters. But when I came up with the idea of idiosyncrasy credit and had lunch one day with a colleague who was a contemporary, like me an assistant professor, he was very dismissive of the idea, which could be discouraging. Yet, when I told Herb Simon about it, he liked it, said it was a good idea and he wanted me to develop this way of considering status in a conceptual model. I did create the model, which in fact is a figure in the original *Psychological Review* article in 1958, precisely 50 years ago. Herb and a young faculty friend, Jack Muth, an economist, were contributors to my thinking about the model, and are thanked in a footnote on the first page of the article. How it could be tested was my next step, which led to laboratory experiments. When I began my research, Herb was developing his first major computer with Al Newell, the "Illiac," which filled a room. He saw me on a Saturday, after I had done some of the group data-gathering. He asked why I bothered with all that, when it could be run on the computer without spending a lot of needless time and effort. That was at least a sign of good intentions. Herb was one of the few authentic geniuses I've worked with, and a significant person to me. That was so a couple of decades before he won the Nobel Prize in Economics for his work on organizational decision-making.

Speaking of being ahead of your time, that '58 article was very explicit about a framework to understand the mutuality of leader and follower relationships.

Yes. I appreciate that point because in the IC model you see that the followers have a role in evaluating the leader and affecting his or her latitude for action. I always thought that these relationships are interdependent, as my 1978 book indicates. In fact, one of my papers, which is Chapter Six in my new book, again with an updated commentary, is titled “The Essential Interdependence of Leadership and Followership” (1992), and pursues this further.

And it's only 1978 with Greenleaf's publication, some of Bennis, your own book in 1978, and Burns' book in '78 that we enter the 1980s with a whole new understanding that leadership is a mutual relationship. You provided the framework for that with the idiosyncrasy credit work and then your work in 1978. Then about 20 years later we have Robert Kelley's work, which is very prominent, with an emphasis on followership. Just a couple of months ago I interviewed the editors and authors of a book on the *Art of Followership* [See April 2008 Member Connector]. Could you talk a little bit about that work on followership and your own work?

Yes, I'm delighted to. Let me say that my first use of the term followership was in a paper based on our research with the Naval Aviation Cadet sections at Pensacola.

Wow. That was from the 50s.

Yes. That was published in 1955, in a paper called, “Leadership, Followership, and Friendship: An Analysis of Peer Nominations,” in a study I did with Wilse B. (“Bernie”) Webb. It involved using those three vari-

ables, asking which three cadets from their section they wanted to be their leader if they were to be in a military unit on a special mission. Then, if they were to be the leader, which three they would like to have come along with them on the mission, and then, who were three friends in their section. In each case we only asked for the top three. We found a very strong relationship between those chosen as leaders and those chosen as followers, with no significant biasing effect of favoring their friends. When we interviewed the cadets, we found many qualities desired were the same, such as dependability, and communication skills. My earlier dissertation research using the California F-Scale of authoritarianism with cadets found that their chosen leaders were low on that characteristic. That study was published in 1954. With many others on peer nominations from my Navy research, and on emergent leadership and independence, they are also included in my book *Leaders, Groups, and Influence* (1964). When Jim Burns first asked me to take on the KLSP followership group, he said that in searching the literature he found that my study with Webb was the first research that used the term “followership,” which pleased me.

Incidentally, I do consider the books you mentioned to be highly significant and, as you know, I have a chapter in your book, *Reflections on Leadership* (2007), which honors Jim Burns' book on leadership from the same year as mine. My book is more applied. It's called *Leadership Dynamics: A Practical Guide to Effective Rela-*

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tionships (1978), and was used rather extensively in workshops and applied settings. It did not have anything like the conceptual impact that Jim's did because Jim, among other things, was offering the transformational or transforming idea of leadership, which was a higher order and moral emphasis that I admire and have found congenial. Though I've pursued the transactional view, I'm not opposed to the transformational one—quite the contrary. I think transformational is an extension into the moral dimension of transactional leadership where you give rewards intrinsically that are of a high order and, as in the various measures of transformational, you're

attentive to follower needs. A reservation I continue to have is about the implicit value of change.

And you point out that likewise Jim has expressed some regret that people have taken transactional and transforming leadership as a dichotomy.

Yes. Actually I thought that one of the signs of what a sterling person he is was for him to say in print that “it's not

a dichotomy, it's a gradient,” in his Foreword to your book. I quote that in my book, because it is an important reconstruction that relates to inclusive leadership, which is designed to bridge the two leadership concepts. *Inclusive Leadership* makes clear that all good leadership involves attention to the needs, expectations, outlooks, and aspirations of followers. You cannot think about good leadership without reckoning with those.

Just as that concept bridges transactional and transforming leadership, I see you also bridging a leader centric emphasis within the field with your scholarship on followership that emphasizes the perils of not speaking truth to power, not expressing voice in the followership role.

Precisely. You are right on target there, because one of the things in social psychology that I have found needed to be rectified was the way that its areas, including leadership and attitudes and conformity, were segregated in a “silo effect” so they didn’t interact. In fact, leadership involves all those things. Independence, which is the other side of conformity, and is emphasized in the book in the last section, especially Chapter 18, deals with the importance of creating circumstances where people can speak out and be independent. It is a vital feature of leadership, insofar as being able to do what is necessary. It’s related, of course, to idiosyncrasy credit, and to the resistance side of the conformity research that was done by Milgram. It also implicates work by Janis on “groupthink,” for instance. If one other person in the Milgram experiments shows resistance to the demand for more and more shock, then you get a big reduction in the effect, as Milgram reports in his book *Obedience to Authority* (1974), which is a richer presentation of his work. But that has gotten less attention, which is another way of saying that people in the field, mainly social psychology, were focused on how you create conditions of social conformity, rather than resistance to conformity, which is showing independence. That is part of how I treat civil liberties issues in that section of the book. You were kind to mention “speaking truth to power,” since it doesn’t often get included in what we talk about under the heading of leadership.

And I definitely want to come-back to that. Ed, we haven’t talked about inclusive leadership, and I’m not sure you’ve said as much as you’d like to about idiosyncrasy credits. So why don’t you explicate those two concepts of your work.

I do want to add one further thing since you mentioned Greenleaf’s book. His concept of “servant leadership” is something I teach about approvingly, even though I’m well aware that the term has a certain negative tone for some people. They dislike the notion of leaders as servants because it doesn’t have the cache that leaders would prefer. Of course, resistance to it is related to some of the problems we have when leaders feel an exalted sense of themselves, as with the so-called “CEO disease,” the notion of the leader as the font of all wisdom and the be all and end all. This is way off base, as Bower and Bennis among others say, when the approach is best that brings people together as a productive team. I deal with that in the book, as you know, including in Chapter Fourteen on ethical challenges in leader-follower relationships. That includes massive disconnects between what top executives receive by way of compensation proportional to their employees’ pay, often unrelated to the success or not of their performance. I don’t want to dwell on that beyond saying that inclusive leadership has several points that are associated with idiosyncrasy credit. The major one is recognizing that the perception of followers matters, and should be considered. It affects morale, and a sense of cohesiveness, as well as the latitude that a leader has for initiating action. Another point is the distribution of functions of leadership that Bower urges in his book, *The Will to Lead* (1997), which I mention very favorably in my book’s opening chapter. Bower was the head of McKinsey, the

major consulting firm, and one of its founders.

The predicate for inclusive leadership that I present in my book is that leadership is vital to the well being and maintenance of a group organization or society. It affects other processes like conformity-independence and cohesiveness, and they’re laid out in the first chapter. Also, as a basic feature of well-being, significant to productivity and quality of life, leadership affects the success or failure of groups and whole societies. It therefore is a main component of “social health,” which is not a term that has been used very much, but is an important concept. There was a time when the National Science Foundation (NSF) in the 1970’s was trying to come up with measures, so-called “social indicators,” of how society is faring, quite apart from just economic indicators. Unfortunately it was scrapped when there was a change of administration, beginning early in the 1980’s.

Some other points about inclusive leadership are the importance of followers being given an opportunity to take part in direction of activity, of being informed, and speaking truth to power, as you said earlier. I also make a value statement regarding the inclusive leadership notion that since leadership doesn’t exist without followers, more needs to be known about followers and their relationship to leaders and their needs and expectations, and so forth. In that regard, leaders should recognize that followers are entitled to good leadership aimed at these ends rather than simply accept bad, dysfunctional leadership. Consideration given to followers yields benefits to all, and that is vital to a leader’s role and responsibility. In a phrase attributed to Sartre, the great

French philosopher, “To be a leader is to be responsible.” Responsibility is very often shucked off, and other factors are used as attributions for why things didn’t turn out. I think that the notion of being responsible also means being accountable, in the sense of telling why, not simply saying well I’m responsible and leaving it at that. Accountability means giving reasons.

Finally, to be fully inclusive, leadership requires that there be an interdependent relationship with other people. It’s not a solo activity. On Wednesday night of this week, I went to the September Metro meeting in New York. Metro is the longest standing applied research group in the field of psychology. It’s officially the Metropolitan Applied Psychology Association of New York. The talk was given by a leading IO psychologist, George Hollenbeck, somebody that I know and value as a friend. He was in New York for many years, but has been working now in Boston. He was talking about executive selection and said, to my enthusiastic response, that too much emphasis has been placed on competence measures and cognitive skills. Relationships matter, too, and he said the thing we ought to be measuring is what’s called “character.” It involves the way you behave toward other people, among other things. Sure it has to do with your motivations to succeed and so on, he said, but how you come across to others matters. I spoke to him afterward and said that I certainly agreed regarding relationships. In my book, I urge leaders to get to

know others, including such things as walking around or asking how could we do this better to people on the working line. I’m well aware that there’s the practice called “management prerogatives.” I also know that some unions will resist taking part in what they see as a management function for which work-

ers are not paid. That’s one of the problems found with some practices of workers getting together and giving ideas. That’s got to be bridged. We really have to have communication that brings people in, and makes inclusive leadership a standard rather than a novelty.

You know in that last point when you start talking about workers and unions, it’s indicative of the ease that you have both in your comments and the book of moving from one context to another. From my estimation, one of the limits of our field is that we have people writing about leadership in one context and the applications from one context to another are often either facile or difficult. But, it seems to me what you have done is to switch the lens of looking at leadership from context, like community, formal organizations, politics, to factors, like appointed or elected and now to the four or the five R’s and questions about legitimacy and accountability. When you speak about the idiosyncrasy credit, I think of how applicable that is to any context. For example, we often we talk about political leaders spending their capital.

Political capital. Yes. That’s a concept that was put forth by Sidney Verba in 1961, after I had published the idiosyncrasy credit model. I’m familiar with it, and it has a similarity to the IC. It did not, however, have an evaluative component with regard to competence. It is something that is mentioned, if not well understood. It does not have as much dynamism in the sense of variables that are involved as does the IC model. I certainly think it’s synchronous with it. Incidentally I was delighted when you talked about the fact that the model or the concepts that I have put forth have some applicability as lenses to look at things that may not

just be context bound. Yes, my desire is to have a more general theory. In fact I don’t like to be pretentious at all, but mine is a much more multidimensional book than the title would suggest. It’s about old and new ideas about leadership, about good and bad notions of leadership. It’s about social psychology, but also about organizational psychology. It’s about political science, for example Chapter Ten on Presidential Leadership, which our mutual friend Al Goethals was kind enough to comment on favorably. His kind words are on the back cover of the book, along with a wonderful comment from Georgia Sorenson. I’m grateful to both of them, since I’m an admirer of their work as well. But it’s a book also not just about leadership and followership, but about conformity and independence, and as you said bringing in civil liberties issues.

Civil liberties and, as you just mentioned, politics, and gender play a very significant role. So the handles that you give for us to deal with leadership permit not only the examination in different contexts, but also a wide range of topical issues, social justice issues. It’s illustrative of the power of the field; the power of the analytical factors that we have within the field of leadership studies and how they might be applied both across context and to a number of issues. I think the other thing that the book does, which is reflected in our conversation, is to make us aware of the rich intellectual foundations that we borrow from. There are some of the bulwarks of American academia and scholarship that are put in place to build concepts relevant to the analysis of leadership. Ed we have to go, but before we do we spent a lot of time looking backwards, both at your career and the field of leadership studies. If you were starting at this time what are

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**the questions that intrigue you?
What are the topics that would
attract your attention?**

I welcome the questions that you asked me, and I do want to say that it has been a very exciting opportunity speaking to you about all of this. I will be having a conversation at the ILA meetings in November [ILA's 10th annual Global Conference November 12-15 in Los Angeles].

Wonderful.

It is scheduled as a "conversation with the author" and I can elaborate on some of these questions then, but I do want to mention two things in that connection. One of them is that I believe that a major contribution was made by Robert Kelley's book on *The Power of Followership* (1992). I also read the material that was put up on the ILA Web site, the introduction by Kelley to *The Art of Followership* (2008). In that context, the topography of followership in his earlier book is very helpful. His later notion of the "bystander" and the passivity of the bystander to authority was a very important one because that kind of inertia is something that has to be dealt with. Becoming more involved is part of getting the inclusion concept in place. Finding ways to motivate people to be more engaged is responsive to your question about where we should go. It seems to me that this is a two way street. It may not be enough to have just a greater attempt by a leader to be listening to what followers have to say. There may have to be a stimulus to this. For example, consider what I mentioned about unions and participation. I happen to be a long standing union member, welcoming participation. I've belonged to the staff union here at CUNY, and did at SUNY before that. With that said, I know that there may be that kind of resistance that has to be bridged elsewhere and that can be done only

with proper attention and communication.

But let me go on to make another point about this, which is that people may be concerned about evaluation and being put down, with the potential for "falling on their face." That can be an inhibitor. You mentioned the values dimension, and said you wondered whether I had thought a bit about the philosophy that might be involved here, as for example Jim Burns' work. When I was at Oxford, among the people that I met was Bob Hogan's coauthor, Emler, of the Emler and Hogan important work on values and leadership, from which I have a quote in the book. There are others who have written on leadership and philosophy, including Joanne Ciulla at the Jepson School., who edited *Ethics, the Heart of Leadership* (1998). We need to be more aware of values and the perils of toxic leadership, and also "toxic followers," about which topic Lynn Offermann has written in the *Harvard Business Review*. That's another side of it. There's much that needs to be done by way of bridging the communications gap that exists. The followership movement in the ILA, as evidenced by the followership learning community, is a desirable development. Barbara Kellerman has a new book on followership, and I heard her ILA webinar on it [the re-broadcast is available in the Members Only section of the ILA Web site]. She was talking about followers exerting a certain amount of power by their interaction and achieving things that were not achieved by relying on the leader alone. She makes the point, which is true when conditions permit, that many changes, innovations preferably, occur because there is pressure from below, in terms of followership. I think also that encouraging upward communications to get information, insights, and other views from people who are ordinarily disregarded, in the follower group, is very important and helpful.

Well Ed in your career, in your work, you've done a great deal to help us all talk about leaders and followers in comparable terms and I think you have just laid out a challenge for the next generation of scholars to figure out we get leaders and followers talking to each other about mutual purposes and mutual goals.

Quite so. Thank you.

It's been delightful Ed and I've really enjoyed it.

I've enjoyed it immensely and I thank you as the saying goes "from the bottom of my heart." It was really heartfelt to be able to have this opportunity to talk with you about my work and the book. I certainly hope that we'll stay in touch, and see one another at the ILA meeting in November.

Meet the author at the upcoming ILA conference!

Join Hollander in a "Conversation with the Author" at ILA's 10th annual conference, Thursday, November 13th, from 9:00 AM - 10:15 AM in the Bel-Air Room.

or

Join in a roundtable led by Hollander on Cultivating Scholarship on Inclusive Leadership, Friday, November 14th, 10:30 AM - 12:00 PM

or

Stop by the author's table during the author book signing reception Friday night from 6-8 PM