

# What Leaders Read 1

Key texts from the business world

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National College for School Leadership

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## Introduction

The study of leadership as a formal discipline is a relatively recent phenomenon and has never been more popular than at the present time. Van Maurik (2001) tells how in 1996 alone, 187 books and articles were published with the word 'leadership' in the title. It is certain that the number has increased since then. Yet leadership itself is timeless and can be found woven into the fabric of writing throughout the ages. From Homer, Plutarch and Plato through Machiavelli and Shakespeare to Arthur Miller and Ernest Hemingway, the great works of literature and philosophy are shot-through with insights into critical leadership tasks (Clemens and Mayer, 1999).

This document provides a review of the contemporary literature specifically dedicated to the study of leadership and leadership development. Although it is published by the National College for School Leadership (NCSL), the texts are not specifically related to education; rather they draw on the more general leadership cannon.

The brief given to the authors was to select 20 titles that were representative of the key literature on the subjects of leadership and development of leaders and managers.

The reviews can be downloaded from [www.ncsl.org.uk/whatleadersread](http://www.ncsl.org.uk/whatleadersread)

## Methodology

It is widely recognised that, as vital a concept as leadership undoubtedly is, there is little agreement regarding what constitutes good leadership and whether it is something that can be taught.

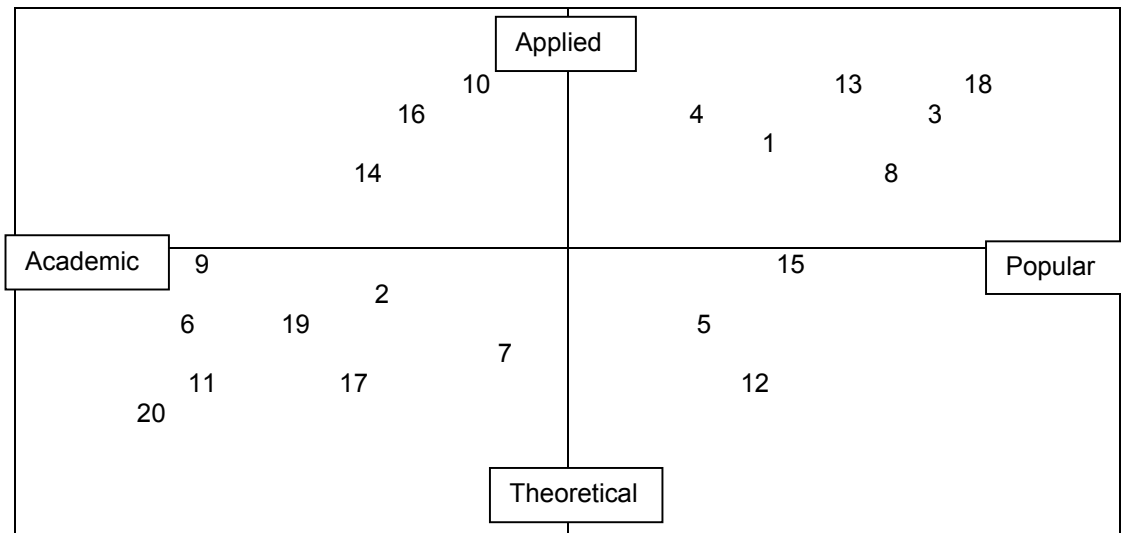
There has been an enormous outpouring of writing on leadership since the 1940s but there is little consensus on what counts as leadership, whether it can be taught, even how effective it might be. (Call for papers: Studying leadership: EIASM Workshop on Leadership Research, University of Oxford. 16–17 December 2002)

In fact it has been estimated (Grint, 2001) that there are some 10,000 texts with the word 'leadership' in the title. This excludes those books which are about leadership but do not contain the word in their titles. As such, anyone attempting to summarise the subject in a publication of this nature is on a hiding-to-nothing. Whichever 20 titles had been selected would be only a minute snapshot of the oeuvre and legitimately open to criticism as having misrepresented the body of literature that is available.

In order to deflect some of that potential criticism, the authors undertook to make the selection procedure as transparent as possible, whilst also seeking to impose a degree of quality control. We have not included, for example, *Leadership the Sven-Göran Eriksson Way* (Birkinshaw and Crainer, 2002) or *Leadership for Dummies* (Loeb and Kindel, 1999). Neither will you see here *The Tao of Leadership* (Heider, 1986) or *Jack Welch and the GE Way* (Slater, 1999). These books, each of merit in their own right, would not have sat comfortably with the objective of the review: to provide a clear understanding of the key themes and concepts informing leadership in non-educational contexts. (Out of respect to the reader we have also avoided one of the classics of writing on leadership: Bass and Stogdill's *Handbook of Leadership* (Bass, 1990). This hugely rich book runs to more than 1,100 pages of dense text and might better be tackled after reading some of the books represented in this review.)

It would have been straightforward to have polled the MBA course directors of business and management schools to find out which books were on their reading lists. However, this would have proved too narrow a criterion for selection. Similarly, a selection based on volume of sales

would skew the sample towards the more recently published and accessible books without necessarily guaranteeing the depth of insight required. Our chosen methodology was to contact eminent authors and researchers in the field of leadership and leadership development around the world and request of each their 10 favourite texts. The nominated texts were then analysed for the number of times they were mentioned and were (subjectively) graded according to the dimensions illustrated below.



**Key to grid showing relative attributes of the texts reviewed for this document**

Number	Author	Number	Author
1	Adair	11	Kanungo and Conger
2	Avolio	12	Kotter
3	Badaracco	13	Kouzes and Posner
4	Bennis	14	Lipman-Blumen
5	Brown	15	McCall et al
6	Daft	16	McCauley et al
7	Goleman et al	17	Northouse
8	Grint	18	Perkins
9	Heifetz and Laurie	19	Wright
10	Kets de Vries	20	Yukl

We received 18 responses from the 32 academics of whom requests were made. Our sincere thanks go to the following, who took the trouble to help us in our undertaking:

- Bruce Avolio – Professor of Management State University of New York, Binghamton, USA
- Bernard Bass – Distinguished Professor Emeritus of Organizational Behavior, State University of New York Binghamton, USA
- Richard Daft – Director of the Center for Leadership and Organizational Transitions Vanderbilt University, Nashville, USA
- Keith Grint – Reader in Organizational Behaviour Saïd Business School, Oxford University, UK
- Suzanne Hosley – Graduate Programme Director, Shinawatra University, Thailand
- Robert J House – Professor of Organizational Studies, GLOBE Principal Investigator, University of Pennsylvania, Philadelphia, USA
- Scott Maltby – Director of McGill MBA, Japan McGill University, Montreal, Canada
- Henry Mintzberg – Professor of Organization, INSEAD, Paris, France
- Anne Murphy – Lead2Lead executive leadership development programme, Management Development Division, Lancaster University Management School, UK
- John Nirenberg – Chair, Leadership and Personal Development, Shinawatra University, Thailand
- Nick Obolensky – Development Director Centre for Leadership Studies, Exeter University, UK
- Danica Purg – Dean and Director of the IEDC Bled School of Management, Slovenia
- Quy Huy – Associate Professor of Strategy and Management, INSEAD, Paris, France
- Seung-Joo Lee – Professor KDI, School of Public Policy and Management, Seoul, Korea
- Susan Schneider – Professor of Human Resource Management (Specialist in Cross-Cultural Leadership) HEC University of Geneva, Switzerland
- Boas Shamir – Professor of Sociology and Anthropology, Ole Miss School of Business Administration, Hebrew University of Jerusalem, Israel
- Elaine Swan – Teaching Fellow, Management Development Division, Lancaster University Management School, UK
- Heinz Thanheiser – Professor of Strategy and Management, INSEAD, Paris, France

The degree of overlap between respondents was marked by its absence and in total 117 separate titles were recommended. Only four books received three or more votes, many were mentioned twice and the majority received just one vote each. In the absence of any obvious consensus it was necessary to apply judgement and the authors therefore take responsibility for the final selection reviewed in this document. The reader is advised, however, that the selection will be influenced by the particular worldviews of the reviewers and that it was, in turn, drawn from a broader selection of works recommended by commentators on the subject who also have (different) worldviews.

The selection cannot, therefore, be claimed to be objective. It does, however, represent the subjective views of those who have studied the topic in great depth and who have found these particular texts to be the most helpful.

## Shortlist

The shortlist, from which the final selection was drawn, was overwhelmingly composed of books by male American authors even though one third of the nominators were female and the replies came from Korea, France, Slovenia, Canada, Israel, Thailand, the United Kingdom, Switzerland and the United States.

To a student of the subject of leadership this is unsurprising. Leadership appears to be an almost exclusively Anglo-American preoccupation and is wrapped up in all sorts of associations with culture. Therefore whilst an attempt has been made to incorporate non-American authors and female authors or co-authors, their apparent under-representation is entirely consistent with the leadership literature in general and the responses of our colleagues in particular. Where reference is made to books reviewed for the purpose of this study they appear in bold.

Some of the nominations were surprising. We were tempted to review the comic strip, *Dilbert: Don't Step in the Leadership* by Scott Adams; its popularity perhaps demonstrating the cynicism with which some academics and management writers view the current faddish interest in the subject. Equally appealing was Machiavelli's *The Prince* but this was felt to be something that the reader might like to consider for personal reading.

We believe that the final selection is reasonably balanced, representing both the applied and the educational/theoretical; the academic and the more popular. In it the reader will find traditional college text books, idiosyncratic explorations of the subject and texts that assist the individual to at least consider how he or she might develop as a leader. It is by no means a definitive reading list and we encourage you to explore around the subject but perhaps the books reviewed here will give a good grounding in the fundamentals of research into leadership and leadership development.

An oft-repeated aphorism (**Adair, Bennis, Brown, Grint**) is that leadership cannot be taught but it can be learnt. This may lead the reader to conclude that all this study is a waste of time and we may as well 'get on with it'. As the reviews will reveal, this is, indeed, at the heart of what many researchers advocate in terms of leadership development. However, the books we have reviewed represent the distilled wisdom of many very gifted academics and decades of study. If we are not to continually re-invent the wheel we would do well to heed the lessons and messages contained within them, if only to make us more aware of the discipline. As van Mourik (2001) says, when quoting one of his old professors, "There is nothing so practical as a good theory!"

## Overview

Today's leaders are facing business and social conditions of unprecedented uncertainty. These conditions demand in them exceptional levels of expertise in order both to understand and to respond (responsibly) to an environment marked increasingly by discontinuity, division and unpredictability. It is no longer possible to assume that tomorrow's solutions will be found in the body of knowledge we call leadership. Yet leadership is firmly back on the agenda in organisations and, in particular, in the popular management literature.

## Assumptions

How we conceptualise leadership (what it is we think leadership is) clearly influences our assumptions about how (or, indeed, if) such leaders can be developed. The ways in which we understand learning (when and where it occurs, what factors influence it, how we might be able to bring it about) informs the conceptual frameworks within which, as educators and developers, we set out to design effective learning experiences.

Whereas a few of the books reviewed here, notably those by **Daft** and **Yukl**, purport to give a synopsis of the whole field of leadership study, most offer an explanation based on a particular conceptualisation of the phenomenon.

## Transformational v transactional

Leadership, according to **Bennis** (1993, 1994) involves activity that transforms an organisation and includes such things as creating a vision for the future, mobilising support towards building momentum for such a vision to be realised by empowering others to take responsibility for their actions. Such popular notions of appropriate leadership action influence the way practising senior managers articulate their learning needs. A contrasting popular notion is that of transactional leadership (Burns, 1978). This involves handling operational issues around control of resources. According to Kakabadse and Kakabadse (1999), transformational leaders are essentially philosophers while transactional leaders are organisational technologists. **Avolio** is an advocate of the belief that transactional leadership actually forms the basis of transformational leadership and that one grows from the other.

**Heifetz and Laurie** and **Kotter**, in particular, write in a how-to style that gives the aspiring leader a firm grasp of what some researchers have shown that some successful leaders actually do. While this may be a reductionist approach, it has merit in that it does not require the same level of abstraction as some, more theoretical, texts and allows the reader to feel he or she can make a difference to his or her practice fairly readily. **Kouzes and Posner** even term their text “a personal coach in a book”.

## Concepts of leadership

In addition to the popular ideas about leadership, there has also been increasing academic interest in conceptualising leadership in its different guises. It has become more common, for example, to accept that leadership exists within all levels of an organisation, that issues of power, gender and identity are part of the wider picture, and that all of us lead and manage in many contexts: in short, that leadership is no longer the sole domain of the powerful few. (This point, in particular, is picked up by **Badaracco and Wright** among the books reviewed here.)

Whatever the driving forces for this popularity, it is clear that many of our common sense notions of who leaders are and what it is they do, are being squarely challenged, and our ideas about how to select and develop such individuals are being questioned. A cautionary note must be sounded, however, since all this attention being paid to leadership does not mean that management is suddenly rendered obsolete; quite the contrary. As Kakabadse and Kakabadse remind us:

The greatest paradox of all is between leading and managing, pushing for great change and yet keeping the organisation ticking over...both are required in today's world.  
(Kakabadse and Kakabadse, 1999)

## Models

In his 1989 paper, *Managerial Leadership: A Review of Theory and Research*, Yukl (author of one of the books reviewed in this document) concluded that; “Most of the theories are beset with conceptual weaknesses and lack strong empirical support. Several thousand empirical studies have been conducted but most of the results are contradictory and inconclusive.” Despite this rather bewildering assessment, however, most summaries of the subject of leadership tend to classify three broad approaches to its study, namely traits and behaviours, contingency and situational leadership.

### Early work: traits

The serious study of leadership began in the United States in the 1930s and 1940s. The main thrust of the research reflected the prevailing view; that leaders are born, rather than made, and sought to discover the personal attributes that marked an individual out as a leader or a leader in the making. Many quantitative studies were undertaken in the belief that diligent observation and measurement would pinpoint the leaders of the future. Initially crude, the parameters against which existing leaders were assessed became more sophisticated and some commonalities appeared to come to the fore.

The research into traits was, however, fraught with controversy regarding methodology and underlying assumptions and fell out of favour. Yet the continued wide acceptance of competency-based selection, psychometric profiling and type indicator tests such as the Myers-Briggs types (Myers and McCaulley, 1985) illustrate the continuing influence of the approach and the attachment to it of leadership development professionals. Van Mourik (2001) even quotes a study in Western Ontario which points to possible genetic influences on leadership. The popular work of Goleman (2000) on emotional intelligence, and by extension the work reviewed here by **Goleman et al**, seems to be an advanced form of traits study. Similarly, the attribution of charisma to a leader, as described by **Kanungo and Conger** also appears to fit the mould of a traits-based explanation.

### Behaviours

Within the selection of books reviewed here there is little credence given to the proposition that leaders are born rather than made. While many examine the early work on traits, far more emphasis is given to the way those traits are translated into behaviour. Thus we encounter discussion of the Tannenbaum-Schmidt continuum of leader behaviour, from manager-centred leadership to subordinate-centred leadership (eg **Wright**). **Lipman-Blumen** explores the behavioural types borne out of childhood and explains how these relate to leaders’ styles.

### Contingency

The contingency approach emphasises the degree of alignment between a leader and the context in which the leader operates. The underlying assumption of this approach is that the leader and the context are knowable and can be categorised. The implication being that not every leader is suited to every context and the individual must develop heightened self-awareness and situation-specific analytical skills in order to operate successfully. **Northouse** and **Adair** both discuss contingency models and Adair’s Three Circles model develops the idea to include task needs and group needs. **Kets de Vries** looks at the psychological tendencies exhibited by leaders and how these tendencies are reflected in the roles they adopt.



Advocates of situational leadership theories also adopt the position that certain contexts demand certain kinds of leaders who display certain characteristics. The difference with the situational approach is that according to this model, it is possible for a leader to generate a wide repertoire of styles to suit different situations. Here then, the leader changes his or her behaviours to suit whatever situation presents itself. Consequently, the critical development work required is in enhancing the ability to analyse a broad range of contexts while at the same time expanding the flexibility and versatility of the leader.

## Contemporary trends

Contemporary approaches to conceptualising leadership among the academic community question the basic assumptions upon which the three traditional approaches outlined above are based. The supporting empirical evidence with regard to all these models remains, at best, ambiguous. In particular, three criticisms predominate: first, the selection of critical variables is open to dispute; second, the interpretation of these variables is contested; and third, the attempt to evaluate or replicate the studies tends to produce marginal results (**Northouse, Yukl**). Apart from the increasing doubt as to the empirical rigour of such approaches, it is also fair to say that current thinking in social sciences tends to reject the idea that such objective accounts of either the individual or the situation are ever possible (Grint, 1995).

This is an important development not only from the point of view of academics studying and writing about leadership but also because many of the theories, which are now commonly contested, form the theoretical bedrock from which many leadership and management development activities are designed.

## Followers

Both the theme of non-routine action and the role of followers in the work of leadership are common topics of the contemporary leadership curriculum and both shift the potential field of debate away from what a leader (or a situation) is really like and towards the processes by which these phenomena are constituted. Heifetz (1994), for example, combines a relatively old theme about situations which require what he calls “technical” issues (management?) and those which require “adaptive” responses (leadership?) with an interesting newer perspective about forcing subordinates to reflect upon their influence in the achievement of goals. For him, the critical issue is whether people have the ability and motivation to intervene in situations that are not routine, and in which the answer cannot be derived from previous experience, and where part of the role of the “leader” is to reflect the problem-solving back towards the “followers”. This theme is developed by **Grint** in *The Arts of Leadership* and can clearly be seen in action in **Perkins’** description of the Transantarctic Expedition.

## Constitutive leadership

**Grint** carries the question of ‘knowability’ further; he eschews the notion that there is an objective account of a situation or of a leader’s actions and instead claims that all accounts are derived from linguistic reconstructions. He terms this approach “constitutive”. The constitutive approach does not deny the importance of leadership but it does place a question mark against the philosophical issues that surround it. So, for example, whether actions taken in a particular situation count as leadership and whether or not those actions were appropriate for the particular situation are issues which depend not on objective, rational analysis, but on the relative power of persuasive accounts. A crisis is only a crisis because we are persuaded it is so.

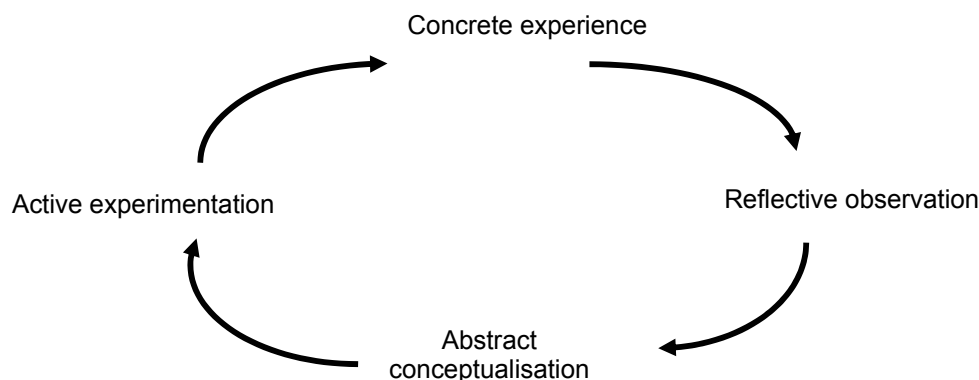
Broadly speaking, this approach has enabled a new set of questions to be posed to the issues surrounding leadership. What roles, for example, do the led play in mitigating the excesses of leaders? (**Grint**) How important are the politics of greed, envy and fear in the construction of the myth of leadership? (**Kets de Vries**). Is the myth of heroic leadership an integral part of the cycle of ensuring that the led are permanently disempowered? (Gemmill and Oakley, 1992) Is it more illuminating to think of leadership as a process not a person? (Hosking, 1988). It remains to be seen how these new concepts of leadership feed into the leadership development cannon.

## Leadership development

The books reviewed here relating to leadership development and the sections on development in the more theoretical texts acknowledge, in part at least, the shift away from the assumption that learning can only be achieved by formal means and well-established formulae. Much emphasis is placed on the development of leadership through experience (**McCall et al**, **McCauley et al**, for example), yet there is still a degree of adherence to programmes and courses.

More widely in society there is growing interest in new modes of learning and knowledge is no longer viewed as a static resource; rather learning is considered a continuous and integral function of life. Burgoyne and Reynolds (1997) describe the way that individuals in management positions learn through holistic approaches in which the whole person is mediated through experience. The central figure in the development of experiential learning is Kolb, whose learning cycle is reproduced below.

**Kolb's Experiential Learning Cycle (Kolb, 1984)**



The ideas embedded in experiential learning are closely allied to action learning theory, pioneered by Revans (1983), which stresses the process of enquiry as the central tenet of learning, when expertise alone is insufficient. According to Revans:

There can be no learning without action and no (sober and deliberate) action without learning. (Revans, 1983)

For Revans, learning only occurs when there is an interaction between “programmed knowledge” (to which answers are known) and “questioning insight” (to which there are no right answers).

In 2000, the Performance and Innovation Unit of the British Government's Cabinet Office carried out a study into the attraction of leaders into the public service sector (PIU, 2001). One of the conclusions to the report was that in order to create and support a new breed of leaders, a fresh approach to leadership development must be promoted. Taught programmes must be balanced with experiential learning – leaders gain new perspectives and competencies through working in different environments.

## Summary

The collection of works reviewed here represents the recommendations of leading academic commentators on leadership and leadership development from around the world. It should be noted that these views are largely dominated by an American perspective on leadership that centres on the leader as the fulcrum of leadership. However we have recently seen the emergence of an increasingly loud European voice, which seeks to extend the concept of leadership beyond the leader. From this perspective, leadership is seen as the process of influence and interaction between leader and follower(s) in particular situations where, for example, leadership may be significantly local in orientation rather than there being generalised truths and archetypal scripts of behaviour.

The notion of leadership as a social construction, shaped within particular communities, such as headteachers, may significantly change the leadership development process and thus we may be on the cusp of a period of transition in understanding leadership and its development.

## Access

In order that the reader might choose in which order to approach the texts, the authors of the report have compiled the following table. The texts have been listed alphabetically and assessed according to criteria that we considered useful in helping to decide which titles might appeal to different individuals.

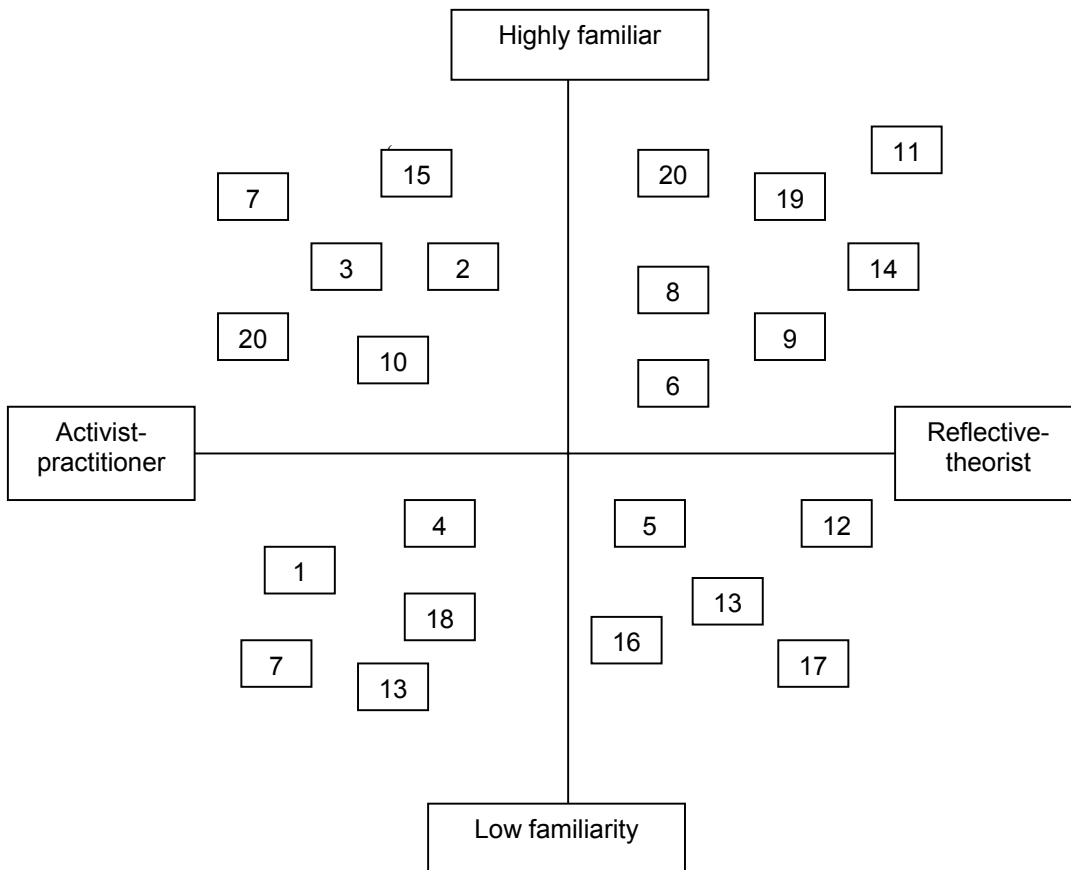
Thus, we have indicated whether the books are essentially overviews of the subject; largely reviews of, and comments on, the work of others, or original works that focus on an aspect or construction of leadership. The style of delivery, either applied (often heavily reliant on case studies) or more abstract and theoretical, is considered, as is the tone of the work. Some of the books reviewed here are very readable whilst others require a greater degree of attention and are more akin to textbooks. Some offer ideas on 'how to' and are termed instructive, whereas others are more reflective and lead the reader to ponder the nature of the subject. Finally, we have indicated whether the authors are American, British or, in the case of Kets de Vries, Dutch.

The judgements as to where on the continua each of the books lies is entirely subjective and we do not claim to categorise the books; rather to offer readers ideas as to how they might approach this review. Where a text can legitimately be claimed to represent both points of view, a tick has been placed in each box, with the larger tick representing the dominant theme.

AUTHOR/TITLE \ CRITERION	Provenance	Review/ Overview	Original/ Focused	Applied	Theoretical	Popular	Academic	Leader - centred	Follower/ Situational	Instructive	Reflective
Adair, J, 1988, <i>Effective Leadership</i>	UK	✓		✓		✓		✓		✓	
Avolio, B J, 1999, <i>Full Leadership Development</i>	USA		✓		✓	✓		✓		✓	
Badaracco, J L, 2002, <i>Leading Quietly</i>	USA		✓	✓		✓		✓		✓	
Bennis, W G, 1994, <i>On Becoming a Leader</i>	USA	✓		✓		✓		✓		✓	
Brown, A D, 2000, <i>The Six Dimensions of Leadership</i>	UK		✓	✓	✓	✓		✓			✓
Conger, J A & Kanungo, R N, 1998, <i>Charismatic Leadership in Organizations</i>	USA	✓		✓	✓		✓	✓			✓
Daft, R L, 2002, <i>The Leadership Experience</i>	USA	✓			✓			✓	✓	✓	
Goleman, D et al, 2003, <i>The New Leaders</i>	USA		✓		✓	✓	✓	✓		✓	✓
Grint, K, 2001, <i>The Arts of Leadership</i>	UK		✓		✓	✓	✓		✓		✓
Heifetz, R A & Laurie, D L, 1997, <i>The Work of Leadership</i>	USA		✓	✓		✓		✓		✓	
Kets de Vries, M, 2001, <i>The Leadership Mystique</i>	NL		✓	✓		✓		✓			✓
Kotter, J P, 1999, <i>John P Kotter on What Leaders Really Do</i>	USA		✓	✓		✓		✓		✓	✓
Kouzes, J M & Posner, B Z, 2002, <i>The Leadership Challenge</i>	USA		✓	✓		✓		✓		✓	
Lipman-Blumen, J, 2000, <i>Connective Leadership</i>	USA		✓	✓		✓		✓			✓
McCall, M W et al, 1988, <i>The Lessons of Experience</i>	USA		✓	✓		✓		✓			✓
McCauley, C D et al, 1998, <i>Handbook of Leadership Development</i>	USA	✓	✓	✓		✓	✓	✓		✓	✓
Northouse, P G, 2000, <i>Leadership: Theory and Practice</i>	USA	✓			✓		✓	✓			✓
Perkins, D T et al, 2000, <i>Leading at the Edge</i>	USA		✓	✓		✓		✓		✓	✓
Wright, P L, 1996, <i>Managerial Leadership</i>	UK	✓			✓		✓	✓			✓
Yukl, G A, 2001, <i>Leadership in Organizations</i>	USA	✓		✓	✓		✓	✓	✓	✓	

The matrix below has been constructed so as to give a mechanism for accessing those books most likely to be of interest to the reader depending on his or her relationship to the subject of leadership. To save the individual from having to read all 20 reviews before deciding which books he or she might like to read we have attempted to provide a menu according to two criteria: the reader's familiarity with the subject of leadership and the individual's learning style.

**Easy access grid**



Number	Author	Number	Author
1	Adair	11	Kets de Vries
2	Avolio	12	Kotter
3	Badaracco	13	Kouzes and Posner
4	Bennis	14	Lipman-Blumen
5	Brown	15	McCall et al
6	Conger and Kanungo	16	McCauley et al
7	Daft	17	Northouse
8	Goleman et al	18	Perkins
9	Grint	19	Wright
10	Heifetz and Laurie	20	Yukl

There are more titles within the areas defined by a high degree of familiarity with the subject, as one might expect, given the manner in which the books were selected. In addition, some books appear in more than one area of the grid, since they were considered to appeal equally to readers of differing learning styles.

Given unlimited time we would recommend all of the texts reviewed here to all readers. However, taking a more realistic and pragmatic approach, we recognise that users of this guide will appreciate a short-cut that enables them to make a flying start.

### **Limited familiarity, activist/practitioner**

For the reader who has a limited degree of familiarity with the subject of leadership and leadership development and is inclined towards a learning style that is predominantly about 'doing', we might recommend **Daft's** best-selling introductory text, used widely in undergraduate and postgraduate courses on leadership around the world. **Adair's** hugely successful and very accessible book is grounded in practical examples and ought to appeal to those of an activist persuasion. **Bennis's** book, built around interviews with contemporary leaders and dealing with the 'hows' of leadership, is similarly immediate in its appeal. **Perkins'** eminently readable book about leading in extreme circumstances offers some very memorable vignettes that readers might translate into their own circumstances and for those who might enjoy something to challenge them and their thinking on leadership, **Kouzes and Posner's** book is a good starting point.

### **Greater familiarity, activist/practitioner**

For the reader who is more familiar with the ideas around leadership but who is still of an activist-practitioner learning style, the reviewers would point to **Yukl's** overview of the subject with its extensive referencing and ideas for further reading. **Daft** might also serve a similar purpose here. **Heifetz and Laurie's** article offers real substance to one who is familiar with or experienced in leadership and in terms of leadership development, the books by **McCall et al** and **Alvolio** represent insightful yet practical guides. As a recommendation to help this group to think somewhat more reflectively we offer the title by **Badaracco** on leading quietly.

### **Limited familiarity, reflector/theorist**

If, on the other hand, you were someone who already liked to reflect on theory and think in terms of abstract concepts but were still relatively new to the arena of leadership and leadership development we would recommend that you start off with **Northouse's** work which introduces the reader to the main theories and models that have been developed over the last century. Again we would point you in the direction of **Kouzes and Posner** and for the same reason as outlined above, **Brown** provides a stimulating read that encourages the reader to analyse his or her own style and offers some novel insights. In spite of its title, we would recommend **Kotter's** book to this style of reader, both because it offers a challenge and because, in using real-life examples over a period of two decades, it shows how thinking can develop. The *Handbook of Leadership Development* by **McCauley et al** represents an excellent introduction to the concepts of leadership learning and developmental processes.

### **Greater familiarity, reflector/theorist**

For the student of leadership that really wants to be stretched in their conceptualisation of the phenomenon and who wants to read something beyond the traditional we have compiled the longest shortlist. Here we have included **Grint's** idiosyncratic and challenging view of leadership. Here, too, **Kets de Vries's** highly readable book exploring the psychological aspects of the subject. **Goleman et al** offer the allied view of leadership as a function of emotional intelligence and **Lipman-Blumen**, the only female author in the selection, introduces the concept of connective leadership. **Wright's** book on managerial leadership may prove particularly stimulating and challenging to those wedded to the 'great man' school of thinking about leaders, whereas **Kanungo and Conger** balance that particular argument by talking about the importance of charisma. **Yukl's** comprehensive and detailed overview is a good source of contextual information for all of the other books and, as mentioned above, a good place to start in order to explore some of the more common models of leadership.

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## Indexing

So as to make it simple to find the review or text that you are looking for the titles have been listed in two different ways:

1. To facilitate the purchase or borrowing of the books their full publishing details have been given.
2. To give an indication of which are the most recent texts they have been listed in order of date of publishing.

### List of reviewed texts: full publishing details

Adair, J, 1988, *Effective Leadership: How to develop leadership skills*, London, Pan Books  
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Handbook of Leadership Development*

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