When we at the Centre for Leadership Studies were invited to provide guidance for those interested in learning more, we looked for what would be most helpful in the context of creative Church leadership. Recommendations had to be relevant, of practical utility, and represent a range of views and possibilities. Our first step was to embark on an extensive process of consultation. Recommendations were sought, and freely given, from those with a passion for and expertise in leadership from countries as varied in their cultural tradition as India, Sweden, France, and Germany. The Anglo-Saxon concept of leadership was represented by views from the United States and Australia as well as the UK. Those consulted included academics, specialists in the field of leadership development, the world of business, and most importantly of all, from men and women who every day in their professional, business and personal lives practice the art and craft of leadership.

From these recommendations - more than 250 books and articles - the Centre for Leadership Studies made a final choice of eleven. In choosing these, the Centre drew on its expertise at the leading edge of contemporary research, study and teaching about leadership, and on its practical experience of developing leaders in international corporations and non-governmental organisations, large and small, from across the world.
The recommendations, which encourage both personal reflection and practical development in leadership, are divided into four parts. The first summarises books and articles which address the Personal Leadership Endeavour, the predicament that each of us faces when we wish to extend our repertoire of leadership behaviours. The second section recommends texts that explore the Leadership Endeavour of organisations, a consideration of the options available when concern is focused on the leadership capacity of an organisation in its whole. The third section answers the question 'where next' and points readers towards some of the better options for the development of leaders and leadership, places where leadership is explored and developed with the support of experienced teachers, guides and practitioners. The closing section gives the 'Longlist', those books and articles of acknowledged value and merit that came close to inclusion in our final selection. We at the Centre for Leadership Studies would like to share these with you too.

The Eleven Selected Texts

John Adair  
The Inspirational Leader: How to Motivate, Encourage & Achieve Success (Kogan Page, 2003)  
ISBN 0 7494 4046 5

Joseph Badaracco  
'Leading Quietly - an Unorthodox Guide to Doing the Right Thing'  
ISBN 1 57851 487 8
Warren Bennis  'On Becoming a Leader' (Century Business, 1992)
ISBN 0 7126 9890 6

Jim Collins  'From Good to Great' (Random House, 2001)
ISBN 0 7126 8709 0

David L Cooperrider & Suresh Srivastva
'Appreciative Inquiry into Organisational Life'  (23/05/03)
(www.appreciative-inquiry.org)

Daniel Goleman  'Emotional Intelligence - Why it can matter more than IQ' (Bloomsbury Publishing, 1996)
ISBN 0 7475 2830 6

ISBN 0 8091 0554 3

John Kotter  'Leading Change: Why Transformation Efforts Fail'

ISBN 1 57675 233 X

Ed Jeffrey A. Sonnenfeld
'Concepts of Leadership (Dartmouth Publishing, 1995)
ISBN 1 855521 546 2

Margaret Wheatley  'Leadership and the New Science: Discovering Order in a Chaotic World' 2nd edition (Berrett-Koehler, 1999)
All are currently (July 2003) available through libraries, bookshops - real and virtual - or on accessible web sites. Each is intellectually engaging, occasionally difficult, and each encourages reflection on your past and present experience and practice of leading and being led.

*The Personal Leadership Endeavour*

**John Adair**  
*‘The Inspirational Leader: How to Motivate Encourage and Achieve Success’*

John Adair - writer of the Foreword to 'Creative Church Leadership' - is the author of many books and articles about leadership. *‘The Inspirational Leader’* investigates a fundamental question: why it is that one person emerges and is accepted as a leader in a group rather than anyone else. His investigation focuses on four themes: what you are, what you know, what you do, and what you believe.

*Theme 1: What You Are*

A leader, suggests Adair, demonstrates the qualities of a good performer in his or her profession, together with certain generic qualities. These include integrity, moral courage, a combination of toughness and fairness, warmth, humility and, above all, enthusiasm.
**Theme 2: What You Know**

Knowledge is what gives leaders their authority. It is broader than professional expertise, for it includes an understanding of human nature, and knowing how to enthuse others.

**Theme 3: What You Do**

Adair next describes the three overlapping needs of every organisation. These are to achieve the common task, to be held together as a team, and those needs personal to each individual. To demonstrate the interactive nature of these needs, Adair draws on his famous three circle diagram (below).

![Three Circle Diagram](image)

Adair is explicit: being a manager is not the same as being a leader. Some situations demand managers and others leaders. The critical factor is change. Change creates a need for leaders: leaders, argues Adair, bring about change.
'The Uses of Spirit' is a pivotal chapter, for it is from here that Adair explores the impact of Values, what we believe, on the nature of leadership. He likens people to a four engined aircraft, each engine in turn representing the body, mind, heart and spirit. The spirit is dynamic, each individual possesses it, and we also share it. From this comes inspiration. This leads Adair to suggest that there may be a higher spirit that inspires us to be creative, that guides and strengthens us.

Leaders answer the question 'why' in a way that convinces the intellect and engages the spirit, for it is purpose that gives the task value, the meaning that our spirit seeks. The values of goodness, truth and beauty inspire the spirit.

Above all, great leaders have what Adair terms strategic hopefulness, 'that faith in the inevitable victory of the good'. The greatest are those that face grave difficulties yet stay true to their values, and never relinquish their hold on strategic hopefulness.

Warren Bennis ‘On Becoming a Leader’

This book explores the theme of leadership from within. Leaders, says Bennis, are people who are able to express themselves fully. ‘.....they know who they are, what their
strengths and weaknesses are, and how to fully deploy their strengths and compensate for their weaknesses'.

On 'Becoming a Leader' is an examination of the three hows: how people become leaders, how they lead, and how organisations encourage or discourage potential leaders. His first how - how people become leaders - suggests that leaders are made not born, and that this making comes from within. Leaders continue to grow and develop throughout life. They pay attention to their inner voice. But their most crucial and defining characteristic is concern with guiding purpose, an overarching vision, supplemented with passion, integrity, curiosity and daring.

From this essential inner core, Bennis goes on to answer his second how - how successful leaders lead. Effective leaders inspire though trust. It is impossible to lead unless someone is willing to follow. Through their ability to get people alongside, they change the culture of their organisations and make their guiding purpose real. He observes that there are four ingredients that generate and sustain trust:

- **Constancy** Leaders don't create surprises for the group.
- **Congruity** What they say is what they do.
- **Reliability** Leaders are there when it matters.
- **Integrity** Leaders keep their promises.
And finally, 'On Becoming a Leader' turns to the third how - how organisations encourage leadership. As leaders are made through experience, what is required is to provide opportunities for experience, learning and growth. Becoming a leader is simply becoming yourself.

John P. Kotter  
_Leading Change: Why Transformation Efforts Fail_

'On Becoming a Leader' is an exploration of the many aspects of leadership, of which leading change is one. John Kotter’s article in the Harvard Business Review of March/April 1995, 'Leading Change: Why Transformation Efforts Fail', together with his later book of the same name, entirely focused on the problem of what is needed to embed fundamental change. Although written from the negative, 'why transformation efforts fail', Kotter’s article succinctly describes eight steps to transformation. These are:

Step 1  
Establish a Sense of Urgency

Step 2  
Form a Powerful Guiding Coalition

Step 3  
Create a Vision

Step 4  
Communicate a Vision

Step 5  
Empower Others to Act on the Vision

Step 6  
Plan for and Create Short Term Wins

Step 7  
Consolidate Improvements and Produce Still More Change
Kotter observes that over half of the companies he followed fail at Step 1. It is hard to shift people from their comfort zones. Those responsible for the transformation overestimate their success in communicating urgency. They may be overwhelmed by the risks.

Companies that fail at Step 2 underestimate the power of the status quo. Change programmes that don’t create a powerful coalition will find that opposition unites to halt change. It is at Step 3 that Kotter links most clearly with the two preceding authors, Adair and Bennis. Step 3 introduces Vision, the need to have one, and to communicate it. He gives a rule of thumb - 'if you can’t communicate the vision to someone in five minutes or less and get a reaction that signifies both understanding and interest, you are not yet done’.

A communicated and reinforced vision is fundamental to success. When there is complex, risky and uncertain change ahead, the unexpected happens. A vision of the change and what it is to achieve reduces the number of mistakes. Fewer mistakes can make the difference between success and failure.

Daniel Goleman ‘Emotional Intelligence: Why it Can Matter More than IQ
There is a host of literature on managing and improving oneself and one’s relationships. One of the earliest writers on this theme was Thomas à Kempis in ‘Imitations of Christ’.

For a more contemporary and populist approach, take a look at Daniel Goleman’s ‘Emotional Intelligence – Why it can matter more than IQ’. Goleman defines emotional intelligence to include self control, zeal, persistence and the ability to motivate oneself.

There is only one specific reference to leadership - ‘Leadership is not domination, but the art of persuading people to work towards a common goal’. For all that, his focus on empathy, developed through self awareness, self control, social awareness and social skill has much that may be of interest to leaders and managers alike.

Goleman contrasts the emotionally intelligent way of working with the emotionally unintelligent. He uses three common work situations to contrast the two different approaches - giving negative feedback, networking and dealing with diversity. He predicts that emotional intelligence in knowledge based organisations will become increasingly important – in teamwork, in cooperating with one another, and in helping people work together more effectively.

And like each of the authors previously discussed, he believes that these things can be taught, giving everyone the opportunity to make best use of their talents.
The last book to be reviewed in this section is Joseph Badaracco's 'Leading Quietly - An Unorthodox Guide to Doing the Right Thing'. It offers a counterbalance to a prevailing assumption that leadership is synonymous with being a hero. Badaracco takes the contrary view, that the most effective leaders are ordinary, unassuming men and women who possess three quiet virtues - modesty, restraint and tenacity. These quiet virtues are not reserved for special people or extraordinary events.

Badaracco argues that the heroic view of leadership looks at people as a pyramid. On the summit are the heroes, people with strong values who set a compelling example. At the bottom are life's bystanders. In the middle is the overwhelming majority of humanity, people who face life's ordinary everyday events and problems. In the heroic version, they are left in limbo. In reality, hard choices are interwoven with every day life. Everyone faces difficult, ethical challenges.

'Leading Quietly' is a user's manual, each chapter presenting pragmatic and specific guidelines that quiet leaders follow when facing hard choices. Some situations call for direct, forceful action, and the quiet leader identifies these and acts accordingly. What usually makes the difference, however, is careful, thoughtful and practical effort by people working far from the spotlight. 'This approach to leadership is easy to misunderstand. It doesn't excite or thrill. It doesn't provide story lines for television.
dramas...[it] shows how - day after day, through countless, small, often unseen efforts - quiet leaders make the world a better place.'

The Organisation's Leadership Endeavour

This second part of the chapter addresses the question of how organisations develop the collaborative adroitness needed for leadership to be effective. For those who believe that leaders are born not made, there is little value in creating an environment in which leadership can flourish everywhere. If the focus is on a few, why divert organisational time and money from other priorities. To quote Nancy Badore, former Head of Executive Business Development at Ford Motors in the US, you have to decide whether to focus on the 'critical few or the critical many'.

So, take the alternative view - that almost all of us face situations that require leadership capacity, that almost all of us have leadership talent latent within, that leaders are made not born, that leadership comes in many guises and styles, and that leadership does make a difference - then developing leaders and the capacity for leadership becomes a critical organisation priority. The next five books in our selection explore how organisations might improve their capacity for leadership.
In ‘Leadership and the New Science’, Margaret Wheatley works with an extended metaphor of science to business. With an exploration of theories and discoveries in biology, chemistry and physics, she is alert to the possibility of challenge to our view of the organisations inside which we work. Wheatley encourages us to consider that science – especially that of quantum physics, self organizing systems and chaos theory – gives new ways of understanding the issues that trouble organisations most: chaos, freedom, communication, participation, planning and prediction. Put another way ‘there is a simpler way to lead organisations, one that requires less effort and produces less stress than our current practices’.

‘Leadership and the New Science’ proposes that our present ways of organising are entrenched and out of time. Wheatley challenges organisations to face the questions of:

- Where order is to be found
- How complex systems change
- How to create structures which are adaptable and flexible
- How to match personal needs for autonomy and growth with the organisation’s needs for accountability and predictability
Everyone who picks up 'Leadership and the New Science' will come to different conclusions about how to transform this scientific metaphor into the reality of their own organisation. She states unambiguously that it is not necessary to have one single expert interpretation or one single best practice. The metaphor of science gives insight into different ways of seeing and being. How that translates into organisational reality is for each individual reader and organisation to determine. Examples of Wheatley's most recent thinking can be found at www.margaretwheatley.com.

Jim Collins 'Good to Great - Why Some Companies Make the Leap ...and Others Don’t'

'Good to Great' is in part about the nature of individual leadership. It is anti-heroic, and like Badaracco's leaders discussed earlier, 'quiet'. In researching the differentiators between highly successful and less successful organisations, Collins observed that the most successful had leaders which exhibited what he calls Level 5 leadership, the highest level in a hierarchy of executive capability. He saw that leaders who demonstrated the other 4 levels in the hierarchy could produce high degrees of success, but that 'Good to Great' transformations simply didn't happen in the absence of Level 5 leadership. '.... throughout our interviews with such executives, we were struck by the way they talked about themselves - or rather, didn't talk about themselves. They'd go on and on about the company and the contributions of other executives, but they'd instinctively deflect discussion about their own role.'
The Level 5 Executive builds enduring greatness through a combination of personal humility and professional will. The Level 4 Effective Leader catalyses commitment to and vigorous pursuit of a clear, compelling vision. The Level 3 Competent Manager organises people and resources towards the effective and efficient pursuit of objectives. The Level 2 Contributing Team Member helps achieve group objectives. The Level 1 Highly Capable Individual contributes through talent, knowledge, and skills.

Level 5 leadership is an essential but insufficient feature for taking a company from good to great, but personal leadership proved to be only part of the story. Good to great companies also had a culture of organisational leadership, displayed through disciplined people, disciplined thought and disciplined action.

The right people turned out to be the most important asset. Level 5 companies attended to people first. Good to Great companies confronted brutal facts, but never lost faith in ultimate success. They focused on what the company could do best, and ignited the passion of its people. They had a culture of discipline. With disciplined people, you don’t need hierarchy, bureaucracy, or excessive controls.

Like Wheatley, Collins avoids lists of ’how to become’…….And in one key area, he disagrees with most of the authors previously discussed. He is not convinced that Level 5 leadership can be learned. The seed may be dormant, but it’s either there or it’s not.
It is possible to access Jim Collins' most up to date thinking through www.jimcollins.com, where he shares thoughts, research and lines of enquiry.

David L. Cooperrider and Suresh Srivastva ‘The Role of Appreciative Inquiry in Organizational Life’

Cooperrider and Srivastva do not espouse a simplistic approach to leadership, one which is common to each and every organisation or each and every leader within it. Instead, they propose an approach which builds upon the unique being that is every organisation. The leader in appreciative inquiry is transposed into the researcher, one seeking to develop the innovative capacity of his or her organisation.

Like Margaret Wheatley, they draw parallels between the possibilities of science and the workings of the ‘executive mind’. (Srivastva 1983, 1985). They suggest that in the same way leaders inspire people to strive for new possibilities, scientific theory also affects the cultural practices of organisations and the greater community. Cooperrider and Srivastva suggest that it is only by researching - inquiring - into organisation realities, that the existing organisation can be transformed.

In Appreciative Inquiry, the leader takes a perspective that facilitates discovery and nurtures innovation. The leader searches for congruence between the values of the
organisation and what happens in practice. He searches for knowledge to assist the evolving vision of the organisation.

Appreciative Inquiry assumes that there is always something on which to build, it 'appreciates' those parts of the system that work, and work well. It builds on what is, rather than on what is not. This is an approach embedded on the possibility of action and applicability. Inquiry and innovation are something of benefit only if the results can be implemented.

Appreciative Inquiry, suggest Cooperrider and Srivastva, is a methodology for evolving and then implementing the collective will of an organisation. It creates the possibility of dialogue that encourages social innovation. It offers insight into the organisation, that 'miracle of co-operative human interaction, of which there can never be a final explanation'.

Joseph A. Raelin 'Creating Leaderful Organisations: How to Bring Out Leadership in Everyone'

The central tenet of Raelin's argument is that today's unstable organisations simply can't be coordinated by bureaucratic authority or charismatic personalities. The only way to succeed is for leadership to be located everywhere, in his words 'leaderful'.
these organisations, leadership is concurrent, it is collective, it is collaborative and it is compassionate.

Where there is concurrent leadership, more than one leader operates at the same time. Leaders willingly share power with others. The hierarchical leader becomes a facilitator for the wider team, supporting colleagues and subordinates as they learn to share leadership.

Collective leadership builds on the concept of concurrent leader. There will be many people who are capable of being leaders. The group does not depend on one individual to inspire them to act or to take decisions.

Where collaborative leadership exists, all members of the group are in control of and speak for the entire community. Each becomes a change agent, each influences the direction of the organisation and each engages in dialogue.

Leaderful leaders are compassionate. They act with conscience and within an ethical framework. Like Badaracco’s ‘Quiet Leaders’ and Jim Collins’ Level 5 Leaders, they are unlikely to be charismatic. Leaderful organisations acknowledge that success comes from collective endeavour. Salvation does not come from the top.
Raelin quotes the former CEO of UPS (United Parcel Service of America), Jim Kelly: ‘I think CEOs are terribly overrated. The whole concept of the superstar CEO is nuts. When you look at successful companies, there are a whole lot of folks doing a whole lot of things to make them successful….Around here, we don’t think of ourselves as individuals doing too much on our own. We think of ourselves as people working together to get things accomplished.’

Robert K Greenleaf  ‘Servant Leadership: A Journey into the Nature of Legitimate Power & Greatness’

‘Servant Leadership’ is a collection of essays, talks and articles spanning a period of 20 years from 1966. Based on an intimate understanding of business, education and the Church (he was a practising Quaker), Greenleaf concluded that the common characteristic of a great leader was that he (or she) was first a servant. Their desire to lead came from a desire to serve. He explores how individuals demonstrate servant leadership, and then considers how organisations can develop servant leadership, paying particular attention to business, education, foundations (charities) and the Church.

Servant leaders have a great dream which excites the imagination and challenges those around them to work towards that dream. Servant leaders act on what they believe, taking the risk of failure along with the chance of success. Their followers grant the leader authority only because he is trusted and has proved himself a servant to them. Authority can never be taken, only granted. Above all, says Greenleaf, the test of greatness in the
servant leader is whether those served are growing as persons: 'do they become healthier, wiser, freer, more autonomous, more likely themselves to become servants?'

Greenleaf makes a unique contribution to the canon of leadership thinking. This is articulated in 'Organizing to Serve' his summary of a talk given to the School Sisters of St Francis. He exhorts the Church to become a servant leader in the wider community, declaring that it has a responsibility to create an exemplary institution for and in itself. In an era when institutions are neither trusted nor regarded as being places where good work and good things happen, then the Church must act, must be a living model of how things might be. It should support leadership and the development of leaders in other, secular, institutions. Their model institution will become a thing of beauty as it demonstrates faith at work. As a thing of beauty, it will be a powerful serving force.

*Ed Jeffrey A. Sonnenfeld 'Concepts of Leadership'*

The final book is a collection of significant and influential articles from across the range of leadership enquiry. It offers access to a broad, rich and diverse range of views. In one place it gives insight into the role of leaders, how they transform organisations, and how they impact on the people around them. A new stream of thought is introduced through an exploration of where the limits of leadership effectiveness might be found. J. A. Conger's 1990 article 'The Dark Side of Leadership' (Organizational Dynamics, 19) is of particular interest in this context.
Contributors range from those now familiar with readers of this chapter - Kotter and Srivastva for example - to those who feature in our Longlist (see below), which contains books and articles of merit which missed the final selection.

Specialist Centres for Leadership Development -

Where to go...the answer depends, of course, on what is needed. In turn, we give options for developing the individual leader, developing leadership in teams, and for developing leadership at the organisational level.

When considering leadership at the individual perspective, just how does one get better? Mainly by doing it, reflecting on the experience, and trying to do things a bit more skilfully next time. This is what coaching is so popular. Much like a sports coach helps an athlete to improve by watching, analysing and encouraging a better style and attitude, a leadership coach focuses attention on one’s own behaviour.

But the analogy with sports goes only so far. So much depends on one’s own attitude to power, sense of responsibility, desire for recognition, tolerance of others, patience with the unfolding events. A greater understanding of his or her own personality will tremendously help anyone in a position of authority. Personality tests, psychometrics and other diagnostic processes can be very helpful, especially those oriented towards the factors that are relevant to interpersonal and organisational relationships. Instruments such as the 'Myers Briggs Type Indicator' are widely used, well understood and can be illuminating in two ways:
they point to relevant aspects of behaviour, encouraging a reflective, self-aware stance, and also provide a language for describing personality.

While personality tests concentrate on the individual, many other interventions focus on team or group inter-actions. Team-building activities can help a group communicate more openly and effectively, distinguish between strategic and operational concerns, make better use of their time together and devise ways of working within the wider organisation. Although not directly focused on leadership, team-building events can be crucial in enabling the exercise of authority. This is partly because participants get in touch with their own sense of determination and decisiveness, and partly because they recognise the satisfaction of collaborating in ways that enable the appropriate people to take up leadership roles.

Sometimes the problem is at once broader and more specific - some people can see the need for change, but they don't have enough of a following in the organisation or community. Inspiring messages and clear visions can help, but they can also be alienating. Alternatively, if organisation members at all levels are helped to re-examine their own areas of responsibility, they can almost always come up with ideas for improvements. These invariably add up to significant change, and often enhance the plans of the original visionaries. So real advances in leadership can often come about through what is known as 'organisation development' or OD, rather than explicit attention to formal leadership. There are many approaches to OD, and several consultancies specialise in working with congregations, churches and diocese.
But very often people do want to improve their grasp of the leadership aspects of their job. Some approaches to this are listed below - website addresses and telephone numbers follow at the end.

- Opportunities to network with other leaders from different sectors, to reflect and recharge one’s batteries. The Windsor Leadership Trust runs residential retreats for leaders at various career junctures. An excellent alumni network and very skilful facilitation makes this a high quality experience. The Aspen Institute in the USA offers a similar experience.

- Training courses in conceptual techniques of strategy, company direction, and so forth. Numerous business schools, e.g. Ashridge, INSEAD, Henley, and the London Business School. These tend to be expensive, and rather oriented towards business, but they often offer bursaries and the cross-sectoral contact can be stimulating.

- Longer term study of one’s own leadership style, its relationship to values and the operational context. The underpinning theory of claims made about leadership. The Centre for Leadership Studies at the University of Exeter offers a part-time MA which supports long term personal development. It includes face-to-face interaction with peers from other sectors, personal coaching, and substantial intellectual challenge.

- Experiential exposé of unconscious aspects of attitudes towards authority, leadership and responsibility. The Grubb Institute and the Tavistock Institute for Human
Relations. For the past 40 years Working Conferences organised by these institutes have made substantial contributions to the dynamics of congregations and church organisations. Leaders who want to see things more clearly without reducing the complexity will find these hugely rewarding.

- Basic training in interpersonal and team skills, along with coaching help in taking up authority and developing one's own leadership style. *Certificate in Leadership with the Centre for Leadership Studies in partnership with the Chartered Institute for Personnel & Development. Short courses with The Leadership Trust.*

- Coaching is available through numerous partnerships and individual practitioners. A very effective variation is a 'Leadership Exchange', in which individuals observe each other "doing leadership". Properly prepared and employing disciplined observation methods, people can gain - and give - a timely, sensitive and imaginative feedback and insight into each others' practice in the real context, in real time. But it does need professional support. *Contact the Centre for Leadership Studies or Lead2lead.net at Lancaster University Management School.*

- The Centre for Leadership Studies maintains a register of leadership development trainers and consultants, and will be happy to advise on specific situations.
Contact Details for Dedicated Leadership Centres

- Ashridge Business School  
  www.ashridge.org.uk  
  +44 (0) 1442 843491

- The Aspen Institute  
  www.aspeninst.org  
  +1 970 925 7010

- Centre for Leadership Studies at the University of Exeter  
  www.exeter.ac.uk/leadership  
  +44 (0) 1392 413018

- The Grubb Institute  
  www.grubb.org.uk  
  +44 (0) 2072 788061

- Henley Management School  
  www.henleymc.ac.uk  
  +44 (0) 1491 571454

- INSEAD  
  www.insead.fr  
  +33 (0) 1 60 7242 03

- Lancaster University Management School  
  www.lead2lead.net  
  +44 (0) 1524 594038

- The Leadership Trust  
  www.leadership.org.uk  
  +44 (0) 1989 767667

- London Business School  
  www.london.edu  
  +44 (0) 2072 625050

- The Tavistock Institute for Human Relations  
  www.tavinstute.org  
  +44 (0) 2074 170407

- Windsor Leadership Trust  
  www.windsorleadershiptrust.co.uk  
  +44 (0) 1753 272050
The Longlist

- John Adair  'Developing Leaders: The Ten Key Principles' (Spiro Press, 1985)
- John Adair  'Inspirational Leadership' (Thoroughgood, 2002)
- John Adair  'The Leadership of Jesus' (Canterbury, 2001)
- John Adair  'Not Bosses but Leaders' (Kogan Page, 1991)
- Bernard M Bass  'Leadership and Performance Beyond Expectations' (Free Press, 1985)
- J McGregor Burns  'Leadership' (Harper & Row, 1978)
- Keith Grint (ed)  'Leadership: Classical, Contemporary and Critical Approaches' (Oxford University Press, 2001)
- R A Heifetz  'Leadership without Easy Answers' (Belknap Press, 1994)
- Dee Hock  'The Art of Chaordic Leadership' (Leader to Leader, No 15, Winter 2000)
- Alan Hooper & John Potter  'Intelligent Leadership: Creating a Passion for Change' (Random House, 2001)
- P Kostenbaum  'The Inner Side of Greatness' (Jossey Bass, 1991)
- John Kotter  'Leadership Factor' (Free Press, 1988)

Machiavelli   'The Prince' (ch 17)

Alastair Mant  'Intelligent Leadership' (Allen & Unwin, 1997)

Eric Miller    'From Dependency to Autonomy: Studies in Organization &
               Change' (International Specialized Book Service, 1994)

Nano McCaughan, & Barry Palmer  'Systems Thinking for Harassed Managers' (Karnac, 1994)

Harrison Owen  'Spirit Transformation and Development in Organisations' (Abbott, 1994)

Michael Syrett & Clare Hogg (ed) 'The Frontiers of Leadership: an Essential Reader'
               (Blackwell, 1992)

David Taylor   'The Naked Leader' (Capstone, 2002)

A Zaleznik   'Managers and Leaders: Are they Different?' (Harvard Business
               Review, March 1992)

Relevant Journals

- Leadership Quarterly  published by Elsevier Science