

A Review of the Literature on the Vital Role of Leadership in Organizations

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Abstract

What is leadership, exactly? Every time they select a new leader or develop their existing leaders, executives ask themselves this question. Before making choices about their leadership, organisations must comprehend the foundations of leadership. Leaders do not emerge out of thin air. It takes a lot of time and work to develop the necessary skills and abilities to be a successful leader. Though knowing the concept of leadership is essential for a leader's development, training is often regarded as the key to developing leaders. This essay's goal is to investigate the relevance of leadership in organisational effectiveness. The paradigm shift concept has underlined that the volunteer administrator must act as the leadership's central point of focus. The foundation of this work is laid forth in a thorough survey of recent literature. The conceptualization of the role and efficacy of leadership in organisations makes an important contribution to the literature on leadership.

Keywords:[Leadership, Leadership Attributes, Organization Effectiveness, Metaphoric Concepts]

Introduction

According to Du Brin et al. (2006), the Australian entrepreneur Bussau exercised leadership because he inspired, encouraged, and motivated individuals to effect positive change. To be an effective leader, Du Brin (1998) argued, "One has to make a difference and facilitate positive changes." The ability to motivate and inspire others to accomplish desirable goals is a trait shared by all leaders. People who are capable of doing these significant tasks are leaders. Leadership is the capacity to instil trust and support among those who are required to realise organisational objectives (Chan and Maubourgne, 1992).

According to Bass (1989), "there are three basic ways to describe how people become leaders," Bass (1989) said "there" three "three" basic ways to explain how people become leaders." Bass (1989) stated "there" Moreover, three key contentions have been presented by the literature of the leadership development for a limited number of people. According to the characteristic theory, several personality features may naturally position individuals for leadership positions. According to the great event theory, a crisis or significant event may inspire someone to rise to the challenge, bringing forth outstanding leadership abilities in a regular individual. However, the transformational leadership theory, which is thought to be the most widely recognised theory today, outlined how individuals may decide to become leaders and how they could acquire leadership qualities.

Conceptualization of Literature Metaphoric Concepts of Leadership

Marc (2005) mentioned that at leadership development

programs, they typically eschew answering this question with a declarative, "Leadership is..." sort of response. Their vagueness is deliberate rather than as The material presented by the author(s) does not necessarily portray the view point of the editors and the management of the Asian Institute of Advance Research and Studies(AIARS). Any remaining errors or omissions rest solely with the author(s) of this paper. Citation:Ali,A.(2012).The Crucial Role of Leadership in Organizations:A Review of Literature. International Journal of Independent Research and Studies,1(4),153-161.

There are too many concepts and abstractions in leadership for there to be a single definition, making it an obfuscator. Some of the metaphorical ideas can be found in leadership (Marc, 2005). An instant part of what it means to lead is to go forward and say, "This way, follow me," when the opportunity arises. However, we discover that once the moment is passed, the leader equally frequently retreats and lets others take the reins. The idea of a moment presupposes a situation; there must be followers, a need for leadership, and a skilled leader.

An Excursion

After a time of preparation, we don't suddenly come at leadership. Instead, it is a journey that lasts a lifetime as you become more conscious of yourself and more socially adept. In reality, one never truly exists as a leader; rather, one is always progressing toward that goal. Leadership is a path of self-awareness and other-awareness (not at all the same thing as self-consciousness and other-consciousness). Some travels, such as those that carry us from one physical location to another, revolve

primarily around propulsion or moving things through space. Understanding and collaboration are two things that leadership is mostly about; these two things work together to drive organisations forward throughout time.

The Symphony

According to former Herman Miller CEO Max DePree, the self is the instrument used in the practise of leadership. However, the music is symphonic in style and is composed of notes from numerous instruments. This is why it is impossible to lead by yourself. The piano can be played alone; performance artists like George Winston and Michael Jones admirably elevate the solo piano as a form of art. Instead, it is the fact that organisations are intended to be about more than one tool.

Through the Big Dog leadership concept, Clark (1997) focused on the idea that leadership is a complex process by which a person persuades others to complete a task, mission, or aim and guides the organisation in a way that strengthens its coherence and cohesiveness. This is accomplished by a person using her leadership qualities (belief, values, ethics, character, knowledge, and skills). Although you have the authority to complete specific tasks and objectives inside the business due to your position as a manager, supervisor, leader, etc., this authority does not qualify you as a leader; rather, it only makes you the boss. While bosses order employees to complete a task or aim, leadership inspires people to strive for higher goals and objectives.

Attributes of a Leader

If you are a leader that can be trusted, then the people around you will learn to respect you. To be a good leader, there are things that you must be, know, and do. These fall under the Leadership Framework (Clark, 1997). Clark (2000) defines 10 attributes of a leader which are:

1. **Be Professional:** Take personal accountability, serve the organisation with selflessness, and be a devoted employee.
2. **Be a professional:** Embody positive character attributes like candour, competence, devotion, honesty, bravery, and originality.
3. **Be Aware of the four pillars of leadership:** situation, follower, leader, and communication.
4. **Know Yourself:** Your character, knowledge, and skill strengths and weaknesses.
5. **Understand What it Means to be a Human Being:** Human Needs and Human Emotions,
6. **Know Your Job:** Be an expert at it and able to instruct others on how to perform it.

7. **Be Familiar With Your Organization:** Know Who to Call for Help, What the Culture and Culture is Like, Who the Unofficial Leaders
8. **Do give instructions for goal:** setting, problem-solving, making decisions, and planning.
9. **Do put these into action:** organising, supervising, communicating, and assessing.
10. **Do Encourage:**

The Process of Great Leadership

James and Barry (1987) outlined the steps to effective leadership that all successful leaders do. They suggested five elements for the leadership process. The first step is to challenge the routine. Select the route that, in your opinion, requires improvement the most. Second, create a sense of unity among your followers by communicating your goal in plain language. Third, provide them the skills and strategies they need to take action. Fourth, set an example by getting your hands dirty when the going gets difficult. The fifth is to uplift people's spirits, share your success with your followers, and hold their suffering close to your own heart.

Leadership as a Partnership

The current paradigm for understanding leadership views it as a long-term collaboration or relationship between group members and leaders. Block (1993) asserts that in a partnership, the group members and the leader are interconnected in a way that roughly balances their respective levels of influence. According to Block (1993), a partnership is the antithesis of parenting, in which one person—the parent—takes charge of the wellbeing of the other—the child. Partnership develops when authority passes from the organization's leader to the group members, moving away from authoritarianism and toward deliberative democracy. An effective relationship must meet four criteria. First, mutual purpose; second, the ability to refuse; third, shared responsibility; and fourth is absolute honesty.

The partnership model of leadership that Block proposed is an ideal way to work toward empowerment and team building. Additionally, considering leadership as a partnership is crucial since it is connected to stewardship theory, an upbeat philosophy of group members. According to this view, group members (or followers) are reliable, pro-organizational, and collectivist (Davis et al., 1997).

Imperatives of Leader

Adgur (1984) highlighted and questioned what unique requirements a leadership role in a modern firm places on you. There are several, and each is essential to suc-

cess. The four most important requirements for leadership are:

Emotional Maturity

You have a positive self-perception, accepting both your strengths and weaknesses. You cope well with difficulty. You can take rejection and criticism from peers, superiors, and subordinates. You can accept your mistakes. What makes you reliable and mainly predictable is emotional maturity.

Independence

You are self-governed and inner-directed. You don't always concur with standard responses or accepted policy. You query the present situation. You don't submit to outrageous demands or arm-twisting.

Realism

You don't take a speculative or emotive attitude. You're logical, realistic, and reasonable. You frequently make judgements based on logic rather than emotion.

Courage

You're willing to take calculated risks—to run the danger of failing, of getting into trouble, of losing your next bonus or promotion, of jeopardising your reputation. You don't hesitate to hold the unpopular viewpoint, but you also don't act hastily or foolishly.

The Evolution of Leadership Theories and Leadership Development

Early in the 20th century, it was believed that people rose to positions of leadership due to their inherent traits. Numerous studies using the so-called “trait approach” have sought to identify the characteristics of effective leaders. Some of the most important characteristics cited included intelligence, dominance, self-confidence, degree of energy, activity, and “masculinity,” yet none of these was adequate to separate leaders from followers. The trait method has limited application to management and leadership development due to the focus on mostly innate or generally unchanging personality traits, placing the emphasis more on recruiting and selection procedures (Bolden, 2004).

In the middle of the 20th century, new models of leadership started to appear as the effectiveness of a trait approach was questioned. The earliest of these were theories of leadership that were behavioural or “style” based. In this instance, the leader's behavior—that is, how they conducted themselves—was more important than their inherent qualities. important. Behavioral

models presented a variety of leadership philosophies, from directive to participative, person-centered to task-centered, and they suggested that the most effective leadership occurs when the leader has a high concern for both people and output.

It became popular in the latter half of the 20th century to be interested in a leader's capacity to effect transformational change within an organisation. In this strategy, the ability of the leaders to create and convey an inspiring vision and inspire followers by creating a sense of shared purpose that transcends personal considerations like money and rank is emphasised. The practise of transformational leadership would emphasise the idea that the leader is a change agent and emphasise the improvement of interpersonal and communication skills. Although there may be a gradual change in our perspectives, many of the underlying presumptions and implications of transformational leadership are comparable to those of the earlier trait and behavioural models. They support the idea of the individual leader by inspiring and persuading followers and demonstrating their capacity to overcome organisational and environmental limitations.

Reducing public funding has encouraged universities to look for alternative income streams, while a variety of supply-side pressure groups have promoted public awareness of the value of business education. British government policy has consistently promoted the importance of management capability, prompting employers to take management development seriously.

The changing nature of work, particularly the need to manage increased competition and ongoing upheavals in their organisations, necessitates increased intellectual flexibility and alertness as well as pertinent skills, abilities, knowledge, and self-awareness, which is why employers feel the need to improve management and leadership capability. In order to gain a competitive advantage, people and businesses are actively engaging in a variety of training, education, and development initiatives. The employee's current job is the emphasis of training, their future employment is the focus of education, and the organisation is the focus of development. Traditional formal programmes have given way to more adaptable, immersive initiatives, while also acknowledging a variety of other trends (Bolden et al., 2003). In European firms, HR and Line Managers favour the following approaches for management development: internal skills programmes, outside seminars, conferences, mentoring/coaching, formal qualifications, internal job rotation, external assignments, placements, and/

or secondments, and E-learning.

Given the current interest in this method of delivery, there was a startlingly low uptake of E-learning in all of the study's countries, as well as a comparatively low preference for on-the-job growth (such as work rotation and assignments). Despite having a very low grade in terms of "what makes a good manager," qualifications-based development is used more frequently than the national average in the UK.

Although coaching is particularly well-liked by businesses and managers, it cannot be used by a huge number of people due to expense and lack of high-caliber instructors. While many approaches, like 360 degree feedback, are shown to be most effective when used in a whole development programme.

Any growth strategy will be significantly impacted by the participants' prior experiences, personalities, and preferred learning styles. The organisational environment, the need for participant buy-in, and the learning culture inside the organisation are other crucial elements.

Beyond only fostering talent, leadership development serves many other goals. Executive education has the potential to be a successful retention technique that increases participant motivation, excitement, and dedication, can act as a reward, and can also foster teamwork and a sense of shared purpose.

How Leadership Affects an Organization's Effectiveness

The study of leadership is predicated on the idea that managers have an impact on organisational performance. Leaders effect change by their deeds and personal sway. The highest level executives who run organisations assume the same thing. Replacing the leader is a common solution to serious organisational issues, with the expectation that the newly chosen leader will improve performance, as in the case of "the Leader in Action." When BHP was struggling, Paul Anderson was called in, and he used a variety of well-planned techniques to affect transformation (Du Brin et al., 2006).

Organizational Effectiveness

Regarding the factors that determine organisational performance, Katz and Kahan present possibly the best-known account of the topic (1978). Considering how difficult the issue is The efficiency with which an organisation transforms its resource inputs into outputs is how Katz and Kahn (1978) define organisational effectiveness. Despite the fact that this definition ignores the notion that organisations are in rivalry with one another,

it is internally consistent. However, when leadership is viewed as a communal phenomenon, a resource for the performance and survival of a collectivity, organisational effectiveness is an integral aspect of any discussion of leadership.

Competent Personnel

A more talented team will perform better than a less talented team, given other factors being equal. Talented individuals are found through good selection procedures and recruited by effective leadership. Motivated employees highly driven employees are those that are prepared to give everything they have got in order to succeed. A motivated team will perform better than a dejected team when all other factors are equal. The effectiveness of management is directly correlated with the amount of motivation inside a team or company (Harter et. al. 2002). able management group wherein competence is defined in terms of the taxonomy and talent is defined in terms of the domain model.

A Successful Method for Outperforming the Opposition

Many organisations struggle in this area. Business managers don't enjoy doing research, or else they would be in the research business, and those who do don't interact with business managers very much. As a result, the top management team frequently develops business strategy on an as-needed basis (think about the strategy that is in place at your place of employment and how it was developed). a group of monitoring devices. It will make it possible for senior leadership to monitor employee talent, employee motivation, management team performance, and the success of the company's business strategy.

Defining "effective leadership" and its characteristics Academic studies have compared different leadership philosophies across many cultural contexts to determine how leadership arises, fades, and is maintained, sometimes through natural succession in accordance with existing norms, and sometimes through the use of force (Covey, 2003).

The simplest approach to assess a leader's performance as a leader is to look at how large a following they can muster. By this criteria, Adolph Hitler, even though through irrational claims and coercive methods, became a very effective leader for a while. This method, meanwhile, might assess leadership more through the lens of power. Assessing the degree of influence on the followers—the level of leadership—can help one gauge leadership more precisely. This refers to valuing pro-

ductivity monetarily within an organisational environment. Compared to ineffective leaders, effective leaders produce more opportunities, more production, and reduced expenses. Effective leaders produce outcomes more quickly and more effectively than ineffective leaders, achieving goals, realising visions, and achieving other objectives.

An effective Burnsian leader will bring followers together around a common goal that will benefit both the company and society as a whole, according to Burns (1996). Transformative leadership is what Burns (1979) refers to as leadership that offers “real” value, honesty, and trust. He sets such leadership apart from “more” transactional leadership, which increases authority by taking actions that will win over followers. However, there are issues with measuring the transformative character of leadership because it appears to be harder to measure than just counting the number of followers, which Burns (1978) used as the major benchmark for effectiveness. As a result, transformational leadership necessitates a quality assessment that is not dependent on the level of market demand as indicated by the number of followers.

The Multifactor Leadership Questionnaire (MLQ), created by Bass, is a popular tool for current evaluations of transactional and transformational leadership (1990). “Idealized influence attributions,” “idealised influence actions,” “inspirational motivation,” “individualised concern,” and “intellectual stimulation” are the five elements of transformational leadership that are measured. Additionally, “contingent compensation,” “management by exception (active)” and “management by exception (passive)” are covered by the MLQ’s three transactional leadership dimensions.

The functional leadership paradigm views leadership as a set of actions that aid in a group’s ability to carry out a task, achieve a goal, or fulfil its purpose. According to this paradigm, effective leaders promote healthy behaviours while discouraging unhealthy ones. A leader’s role in the route goal model of leadership, created by Martin Evans and Robert House in 1971 and updated in 1996 and based on the “Expectancy theory of Motivation,” is to clear the way for the group to reach its goal(s) by attending to the needs of its members.

Some critics compare the effectiveness of the leadership process to that of an orchestral conductor. An effective leader shares several characteristics with an orchestra conductor. Will the conductor be able to harness and combine all the talents that each of his or her players possesses in order to get a group of potentially diverse

and talented people—many of whom have strong personalities—to work together toward a similar goal? Will the players approve of the level of artistic freedom they have? Will the sound they make be pleasing to the audience? All of these questions might be clearly determined by the conductor.

Pitcher (1994) questioned the division between managers and leaders. She applied a factor analysis technique to data gathered over an eight-year period and came to the conclusion that there are three different sorts of leaders, each with extremely distinct psychological profiles. She classified two groups, calling one “artists” and the other “craftsman,” as being well-balanced, steady, logical, sensible, dependable, and trustworthy. She described one group as enterprising, intuitive, courageous, and emotional. She describes “technocratic” as intellectual, meticulous, fastidious, unyielding, and hard-headed. No particular profile, she surmises, offers a favoured leadership style. She asserts that we need to find a “ARTIST LEADER” if we want to progress. Finding a “craftsman leader” is important if we want to maintain our position, and if our work is unattractive, that We should find a “technocratic leader” if there is work that needs to be done (like downsizing). Pitcher (1994) also noted the rarity of a balanced leader who demonstrates all three sets of attributes.

Paradigm Shift from ‘Management to Leadership’

A paradigm is a set of beliefs that are utilised to establish limits and concentrate problem solutions, according to Xavier’s (2004) research. Every time a new analytical framework modifies our knowledge of how a system works, we experience a paradigm shift. The paradigm shift affects the political system, the family system, human resource management, health care, information technology, retailing, and management education. Because of how quickly things are changing, Chan (1994) advises that there is currently no ringing paradigm anywhere in the globe that has been totally successful. The paradigm-shift concept put out by historian and scientist Thomas Kuhn in 1970 has gained traction outside of academia and the realm of pure science. Today’s business leaders are frequently warned to change their mindset or risk falling behind. It is believed that paradigm shifts are the key to innovation and the road to advancement.

Human Resource Management to Personnel

From the time men were clubbed with materials, machines and money, the management theorists have come a long way in recognizing the potential of people. This

is evident from the shift from personnel to human resource management (Khan and Khan, 2012). Even the highly automated factory will require human intervention of the highest order

Behavioral scientists have proposed a variety of motivational theories to explain how to get the most performance out of people. The two most noteworthy ones are Herzberg's two factor theory and McGregor's theory Y. Then the focus moved from inspiring people to giving them power. According to Tongren (1994), organisations are undergoing a significant paradigm shift today, substituting empowerment, trust, and accountability for control methods like authorisation, approval, and review. The newest idea is to liberate employees by granting them sufficient autonomy and ownership in the company.

Supervisor to Leader

Today's executives, managers, supervisors, and workers must contend with multiple difficulties at once, including global competition, new alliances, outsourcing, diversity, complete quality requirements, and technological advancement. Many businesses find that they have fallen behind or are moving in the wrong direction after years of keeping up with their rivals by just making linear, incremental changes. To manage the organisations of today, we therefore need more visionary and forward-thinking executives. According to Hyden (1994), there are insufficient leaders and too many managers. Today, the paradigm is shifting from management to leadership. The ability to develop others into leaders, empowerment, communication, vision, patience, and strategic thinking are among a leader's fundamental qualities.

The Paradigm Shift

According to Merrill's (1995) research, developing volunteer programmes must combine good management with motivating leadership. This terminology reflects the topics that a wide spectrum of professionals from the public and commercial sectors are debating and writing about. Reliance on management strategies that emerged from the industrial period and hierarchical structures are called into question by workplace and generational changes. Employees and volunteers now want to be involved in decision-making, planning, and assessment of initiatives and programmes. Leadership rather than management is what they seek (Kouzes and Posner, 1995).

Most of us were reared in a society that taught us that

the best approach to manage for excellence was to tell people exactly what they needed to do and make sure they completed it, according to Wheatley (1997). We learnt to pretend to be master designers and believed we could construct individuals to function at their very best. However, you can only sufficiently interest individuals to make them desire to produce flawless work; you cannot force people to be perfect. There is growing recognition that the best paradigm for promoting and fostering high impact volunteer involvement inside organisations is shared leadership (i.e., leaders at all levels - policy making, executive, and middle management). Simply possessing the managerial abilities necessary to set up and run a volunteer programme is no longer adequate for a volunteer administrator. The volunteer program's leadership must be centred on the volunteer administrators of today (Merrill, 1995).

Conclusion

Over the past 20 years, interest in leadership research has increased. Organizational theory and leadership theory have both evolved in lockstep. New approaches to leadership theory are related to the contemporary organizational revolution and the rise of the post-bureaucratic organisation. We'll think about how Burns' theories' influence on the models of transactional and transformational leadership may help to both explain the outdated organisational paradigm and support the new paradigm for the twenty-first century.

Next, considering that behaviour can have many different meanings, perhaps performance can be used in place of behaviour. Performance can be monitored if the organisation has clear expectations that are comprehensive and accurate, reliable evaluations that do not penalise contributors, and a well-communicated strategic strategy. Contributors have the chance to improve their performance and provide quantifiable results through clearly defined goals with constant leadership and management.

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