

Preface



Leadership is a challenge and an opportunity facing leaders and followers in their professional and personal lives. The *Encyclopedia of Leadership* brings together for the first time most of what is known and what truly matters about leadership as part of the human experience. Nearly four hundred entries written by leading scholars and experts from seventeen countries explore leadership theories, leadership practice, and the effects of leadership in the real world. Recognizing that leadership is a process and not a person, much of the encyclopedia examines leadership in its rich and complex situational context. We also recognize that the leadership story is often revealed through individuals. About a third of the work—some 150 entries—is devoted to biographical essays focused on leaders (and their followers) and on case studies of leadership events and moments. These entries and another three hundred sidebars of primary text show leadership in action in corporations and state houses, schools, churches, small businesses, neighborhoods, and nonprofit organizations.

The *Encyclopedia of Leadership* is an unprecedented learning resource. It provides general and specific entries for students and teachers in courses as various as history, psychology, anthropology, and law. Students and active citizens as well as scholars and professional people can turn to the encyclopedia for guidance on the theory and practice of leadership, for the stories of great leaders, and for the tools and knowledge they need to lead in the twenty-first century.

The encyclopedia contains 1.2 million words in 373 substantive entries (ranging in length from 1,000 to 6,000 words), 150 photographs and other illustrations, and 300 sidebars drawn from public records, newspaper accounts, memoirs, and ethnography. Four appendixes provide users with additional information:

(1) Bibliography of Significant Leadership Books, (2) Directory of Leadership Programs, (3) Primary Sources: Presidential Speeches on Foreign Policy and War, and (4) Primary Sources: Sacred Texts.

Questions the *Encyclopedia of Leadership* seeks to answer include the following:

What is leadership?

What is a great leader?

What is a great follower?

How does someone become a leader?

What are the types of leadership?

How can leadership theories help us understand contemporary situations?

How can I learn to be a good, and perhaps even a great, leader?

LEADERSHIP STUDIES

Human beings have always been keenly interested in leaders and in leadership. The small hunting and gathering bands that formed human society over a period of more than 2 million years were led by men (and sometimes women) who were adept at hunting and able to communicate with the supernatural world. As human communities became larger and more permanently settled, those with superior communication skills were valued as leaders. In many societies, leadership was based on heredity and a special relationship with the gods and spirits. As larger societies became states, the first treatises on leadership were written. In ancient China, Confucius sought laws of order between leaders and subordinates. Plato described an ideal republic with philosopher-kings

providing wise and judicious leadership. Plato and his colleagues also established the Paideia, a school for leadership in early Greece. In the sixteenth century, the Italian Niccolò Machiavelli illuminated another side of leadership—one that continues to draw much attention even five hundred years later.

The word *leader* first appeared in the English language in the 1300s; it stems from the root *leden* meaning “to travel” or “show the way.” The term *leadership* followed some five centuries later. The study of leaders, particularly by historians and psychologists, preceded the systematic study of leadership, with the scientific study of leadership developing primarily in the United States and almost exclusively since the beginning of the twentieth century.

Leadership is now a truly interdisciplinary field, with contributions from political science, psychology, education, history, agriculture, public administration, management, community studies, law, medicine, anthropology, biology, military sciences, philosophy, and sociology. In many of these disciplines, leadership is now an established subfield.

The heightened scholarly interest in leadership has brought with it rapid growth in leadership studies. In 2003, there were nearly a thousand leadership programs at U.S. postsecondary institutions, more than double the number six years before. There are leadership resource centers and graduate degree programs in leadership studies. Leadership courses and programs are found primarily in management and behavioral and social-science schools and departments, with education schools also showing a growing interest in leadership in recent years. Beyond the United States, schools and programs of leadership have been founded in Canada, Great Britain, Germany, Italy, Sweden, China, Japan, and Tanzania, to name a few. And beyond academe, there are hundreds of leadership development and training programs offered by management and organizational development firms around the world.

While certainly not the cause, perhaps the key event in the emergence of leadership studies was the publication of *Leadership* by the historian James MacGregor Burns in 1978. Prior to Burns’s synthesis, much of the descriptive study of leadership was conducted by research psychologists who tested relationships among sets of affective, cognitive, and behavioral variables to develop theories of leadership. Much (but not all) of the research focused on the traits or characteristics of leaders to see how leaders differed from

nonleaders. This line of research produced few firm conclusions and brings to mind Keller’s Law (Marc Keller was for years the editor of the *Journal of Studies on Alcohol*): For any trait measured, alcoholics will have more, less, or the same amount of it as other people.

Burns’s work and that of those who followed him (many of whom have contributed to this encyclopedia) led the way forward in four key ways. First, these scholars called for an interdisciplinary approach that took leadership research out of the laboratory. Second, they brought to people’s attention two important aspects of leadership: leadership is relational, and the motivations of leaders and followers are keys to understanding leadership and change. Third, they expanded the normative definition of good leadership beyond effectiveness to also include a moral dimension and the pursuit of values such as liberty, justice, and equality. Fourth, Burns drew a distinction between transactional and transformational leadership, a distinction that has become one of the core constructs of modern leadership studies.

Despite the rapid growth of leadership studies, or perhaps because of it, the field has not been without its critics. One concern is that leadership studies may be elitist or reflect an interest in achievement that will leave some people behind. Another is that leadership studies is not a true scholarly discipline because it has no unifying theory and therefore should exist only within traditional departments such as management, political science, or history. A third line of criticism is that the rapid growth of leadership studies has led to the development and marketing of leadership training and development programs, the effectiveness of which has never been adequately tested.

SCOPE AND COVERAGE

The encyclopedia’s entries fall into eleven general topical categories. The Reader’s Guide at the front of each volume classifies the entries in accordance with this scheme and includes several additional categories that direct readers to related entries. The eleven general topical categories are

- Biographies
- Case Studies
- Domains
- Study of Leadership

Followership
 Women and Gender
 Personal Characteristics of Leaders
 Power
 Situational Factors
 Leadership Styles
 Leadership Theories

Biographies

The encyclopedia contains profiles and analyses of approximately 150 leaders. These leaders, most of whom are well-known persons whose actions have had a major impact on history, are a sample that represents different times, cultures, and domains. There are leaders from politics and government, business, the military, social change movements, the arts and entertainment, religion, and communications. We do not suggest that these are the “greatest” leaders of all time; what we do promise is that each leader was selected because his or her story tells us something unique about leadership and its effects. These entries focus on each individual’s actions and influence as a leader. In choosing the leaders to be included, we considered the person’s impact on contemporary and later events, what her or his story tells us about what it means to lead, and whether there was a conscious intention to lead. In this section, we particularly wanted to explore what it means to be a leader, how leaders are different from other influential or powerful people, and how leadership is defined in different domains and at different times in history. Other entries, especially the case studies (see below), provide information about many additional noteworthy leaders.

Case Studies

These entries focus on situations or events of major historical importance in which the leadership exercised or not exercised by an individual or group was a key element. These entries describe the situation or event, explain its significance, note the key decisions made, and identify the key actors. The decision-making processes and the leadership behavior of the key actors and groups are described, including contingencies and alternative paths. The consequences of both individual and group choices and acts are evalu-

ated in terms of the implications for leadership theory, training, and modeling.

Domains

It is common in leadership studies and practice to approach leadership in different domains of human activity from somewhat different perspectives. Thus, there is often talk of presidential leadership, political leadership, nonprofit leadership, women’s leadership, and youth leadership. The entries on domains define the domain and indicate its size, scope, and significance to the human experience. The entries list and define the leadership roles within the domain and indicate areas of responsibility and key leadership characteristics and situational factors.

Study of Leadership

Leadership is an interdisciplinary field of inquiry and practice, and its work is informed both by those in leadership studies and by those in more traditional disciplines such as management, psychology, political science, education, and sociology. These entries define the emerging discipline and outline its methods, concepts, and theories as it makes strides in establishing itself at the nexus of interdisciplinary inquiry.

Followership

It is only relatively recently that scholars have recognized that to fully understand leadership one must also understand the nature and behavior of followers. These entries consider the many aspects of followership, including the characteristics of followers, theories about the relations between leaders and followers, situational factors that affect the way people both lead and follow, and the dynamics of the leader-follower relationship.

Women and Gender

Systematic attention to women and gender issues, like systematic attention to followers, is relatively recent in leadership studies. These entries provide an evaluation of the current research regarding women as leaders across domains.

Personal Characteristics of Leaders

These entries summarize what we know about those

personal attributes of leaders that are thought to be related to leadership success. The entries define and describe the personal characteristics, traits, and innate abilities associated with leadership and discuss the research or other evidence linking those traits to leadership success.

Power

These entries explore the sources of power, the use of power by leaders and followers, the effects of power on others, and the nature of power. The focus is on power in the context of leadership.

Situational Factors

These entries cover group, organizational, ethical, cultural, marketplace, or societal factors that influence leadership, including choice of leaders and leadership style, as well as leaders' behavior and success or failure. These entries consider many situational and historical factors, alone and in combination, and show how they relate to leadership both in positive and negative ways.

Leadership Styles

This general category includes entries that provide overviews of a major leadership style, such as democratic leadership or socio-emotional leadership. The entries define the style and list its key features, citing examples of leaders and organizations that typify the style.

Leadership Theories

These entries cover more than forty theories or models set forth over the years that seek to explain leadership or some significant aspect of leadership. Some of these models or theories claim to explain not just leadership but much of human behavior; others bring leadership behavior into sharp focus from a single perspective. The focus of these entries is on the theory's applicability to leadership.

APPENDIXES

The entries are supplemented by four appendixes: (1) Bibliography of Significant Books on Leadership, (2) Directory of Leadership Programs, (3) Primary

Sources: Presidential Speeches on Foreign Policy and War, and (4) Primary Sources: Sacred Texts. The Bibliography of Significant Leadership Books provides citations to major books on leadership studied selected from the works cited throughout this encyclopedia. They are divided into four categories: leadership in general, leaders and leadership events, specific aspects of leadership, and other topics relevant to leadership.

As noted above, there are nearly 1,000 leadership programs in the United States and many others in other nations. There is no one central directory for these programs and maintaining one would be extremely difficult as new programs appear almost every day. This Directory of Leadership Programs appendix lists some 250 programs which have active web sites as of 23 October 2003. Included here are some general programs and those aimed at specific domains including education, youth, community, sports, executives, nonprofit, environment, health, science, criminal justice, women, minority, and the arts. The appendix also provides trustworthy information about where to find out about leadership programs and courses housed in MBA and MPA programs.

The third and fourth appendixes provide carefully selected and organized primary source material that supplements several dozen entries in the encyclopedia centered on two themes: U.S. presidential leadership and religion and leadership. The Primary Sources: Presidential Speeches on Foreign Policy and War appendix provides the texts of major speeches by American presidents concerning foreign relations and war. These speeches are especially timely in the presidential election year of 2004, in which foreign relations and war are major issues. The Primary Sources: Sacred Texts appendix supplements the general entries of religion and spirituality and the biographies and case studies on religious leaders with extracts of sacred texts relevant to leadership (examples of leadership or guidelines for leaders) from Judaism, Christianity, Islam, Hinduism, and Buddhism.

NAVIGATION AIDS

To assist readers in finding the entry or entries they want, we have included several navigation tools. The front matter contains an alphabetical list of all entries, a list of contributors with the entries they contributed, and a detailed reader's guide which classifies the

entries into several dozen different topical categories. For example, the reader will find here a list of all biographies, a list of all entries about business, and a list of all entries discussing leadership theories. There is also a list of sidebars telling the reader where each appears and providing their titles. Finally, there is a comprehensive index in Volume IV. Within the volumes are “blind” entries that direct the reader to a relevant entry, as well as extensive cross-references at the end of many entries.

GLOBAL COVERAGE

Efforts to develop leadership studies as a field have been concentrated in the United States, although there are important centers for leadership studies and active scholars in many other nations. While the U.S. or Western perspective is predominant in this work, we purposefully sought to make the encyclopedia as global as possible. We did this in several ways. First, we included scholars and experts from seventeen nations on the editorial board and as contributors; second, we featured several dozen non-U.S. and non-Western leaders and situations in the biographies and in the case studies; third, we included primary-text material from non-Western societies to balance entries that reflect mainly research in the West; and finally, we tried to acknowledge and include non-Western ways of knowing and leading.

THE ENCYCLOPEDIA'S AUDIENCE

As the first and only comprehensive reference work on leadership, the encyclopedia was designed with the needs of several possible user communities. These include scholars of leadership and related topics; practitioners and citizens who want to put knowledge into action; students of leadership and related topics such as management, political science, education, and sociology; leaders and managers themselves; and the general public, which has a stake in leadership at many levels and in many domains. Among college and university scholars, the encyclopedia is especially useful for those working in anthropology, economics, education, management, philosophy, political science, psychology, religion, and sociology. However, the work is decidedly interdisciplinary, so scholars in other disciplines, including art, classics, library science, music, theater, and ethnic and women's studies will find it a welcome tool as well. Among practitioners, those in

business, government, the military, nonprofits, and religious and lobbying organizations will find much of relevance. Among the public, anyone concerned about improving his or her community will learn a great deal. For all these people, the key to benefiting from the knowledge presented is being able to find what they are looking for with ease.

In addition to being a compilation of organized knowledge, an encyclopedia should also be a directory of additional knowledge. To that end, the Further Reading section at the end of each entry directs readers to additional literature (usually books) on the topic.

HOW THE ENCYCLOPEDIA WAS PREPARED

Rolf Janke, publisher of Sage Reference, first proposed the idea for an encyclopedia of leadership. Karen Christensen and David Levinson began shaping the idea into a reference work. A key early step was asking the social psychologist George R. “Al” Goethals at Williams College to become involved in the project. A longtime student of leadership, he is also the founder of the Program in Leadership Studies at Williams. With some hesitation about taking on such a large project in such a short time frame, Al consulted two colleagues: political scientist Georgia J. Sorenson, an architect of the leadership studies field, and James MacGregor Burns, the Woodrow Wilson Professor of Government emeritus at Williams and Senior Fellow at the University of Richmond's Jepson School of Leadership Studies. The three of them decided that an encyclopedia of leadership was extremely important and timely. As a team, working in collaboration with distinguished leadership scholars from around the world and in cooperation with the staff of Berkshire Publishing Group, they believed the project could indeed be accomplished. Al and Georgia, working with Berkshire Publishing, ultimately suggested the editorial structure reflected on the title page: Al and Georgia would serve as editors, Jim would serve as senior editor, and they would work with an editorial board of scholars and experts representing various approaches and interests in leadership studies. Al and Jim were especially pleased with the happy coincidence that Williams College and Berkshire Publishing Group are both located in Berkshire County in western Massachusetts. The many contributors and editors from all over the world certainly enriched the project. In short, we had the happy circumstance of being able to think globally, edit virtually, and lunch locally.

THE FUTURE

As the first encyclopedia for a relatively new field of inquiry, this encyclopedia serves as a diagnostic tool that can tell us much about where leadership studies are in 2003 and where they need to go in the future. It seems clear that leadership studies as a research enterprise remains firmly rooted in psychology, especially social psychology. Sociology, anthropology, history, and (most surprising) political science continue to make fewer than might be expected contributions to the growth of our knowledge about leadership. One key need is to continue to push for leadership research in more disciplines and for continuing interdisciplinary cooperation. Anthropology, in particular, as well as cross-cultural psychology can make important contributions in the future by testing ideas that originated in the West in non-Western cultures and nations. A second need is better integration of what is already known across disciplines; here the work of the General Theory Group and others will be of increasing importance. A third need is for greater transfer of new knowledge and for diffusion and synthesis of ideas and programs developed in one domain to others. For

example, in recent years leadership in education, sports, and youth groups has drawn much attention, but ideas formulated in those areas tend not to move out to other domains. Leadership journals and conferences can take the lead in attracting entries and presentations that represent leadership studies as broadly as possible. Fourth, leadership studies could benefit from the publication, distribution, and translation of work by leadership scholars across the global community and from a journal that enriches and encompasses the global dialogue on leadership. Lastly, there is a need for more rigorous testing of leadership development programs. The popularity of leadership development as a concept and a goal in many organizations has created a huge demand for leadership development education and training, as evidenced by the many new executive leadership programs offered by colleges and universities around the world. As yet, however, there is little study of the notion of leadership development education in general nor of specific approaches.

—*Karen Christensen, David Levinson,
George R. Goethals, and Georgia J. Sorenson*