

# “Thriving with Inclusive Leadership by Doing Things With People, Not To People”

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# HISTORICAL BACKGROUND OF “INCLUSIVE LEADERSHIP” (IL)

- “Leadership is doing things with people, not to people” – Adapted from Mary Parker Follett’s concept of “*Power With*” (1930s)
- “Leadership is a process, not a person” – Douglas McGregor
- “Organizational leadership [is] the influential increment over and above mechanical compliance with the routine directives of the organization” –Daniel Katz and Robert Kahn
- “The organization gives you subordinates, but you must earn followers” – John W. Gardner
- “The wise leader settles for good work, then lets others have the floor...and does not take all the *credit* for what happens...” – Lao Tzu (6th Century B.C., China) [Italics added]

# Inclusive Leadership Summary (I):

- Two-way communication and influence between a leader and followers are vital to developing mutual trust and loyalty. As George Homans (1961) said, “The leader both gives something [added value] and gets something... [such as status and power]...” Jean Paul Sartre was quoted as saying, “To be a leader, is to be responsible.”
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- “Inclusive Leadership” accounts for the needs and expectations of followers, and their perceptions of a leader’s actions, attitudes, and motives.

## Inclusive Leadership Summary (II):

- “Critical Incidents” research on “good” and “bad” leadership with 293 organizationally-based respondents found interpersonal factors discriminated most between these.
- Supportiveness, sensitivity to followers needs, open communication, and fairness, had greatest effect. Discontent and turnover were associated with their absence.

# The Basic Program of Research

- “Critical Incidents”
  - 293 participants
    - 50:50 gender (Comparable in Background)
  - Masters Program Students in Industrial/Organizational Psychology
    - From 3 Universities
    - About 2/3 of them held or had held supervisory, managerial, or executive positions
  - Asked to describe “good” or “bad” leadership experiences with person in leader role

# Our Basic Program of IL Research

- After Writing “Incidents,” Respondents Were Probed with Further Questions and Ratings About
  - Leader’s behavior
  - Their own response
  - The effect these had on their relationship
  - Eventual consequences
- Content analyses were utilized to study major qualities associated with quantitative findings and outcomes. Relational factors, e.g., support and communication, best separated “good” and “bad,” without significant gender differences, though women cited support more.
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# Examples of Items in IL Scale, Using Words from “Critical Incidents”

- Asks for my ideas about my work
- Listens to information even when it is bad news
- Lets me make some decisions about my work
- Takes credit for work I did
- Blames me in front of others when things go wrong
- Deceives me about my prospects for advancement

# Major Orientations of Inclusive Leadership(I). From Hollander,E.P. (Routledge/TaylorandFrancis,2009).

- Leadership is not just about the leader, nor is studying leaders and their ability to exert influence and power all that leadership involves.
- Leadership is a process, not a person, though the leader is usually seen as central to the process.
- Leadership does not exist without followership. More needs to be known about followers and their relationship with leaders, and expectations.



# Major Orientations of Inclusive Leadership: The President

- "We only have one President at a time," and "The President is President of all the people." Though largely true, presidential leadership still depends on constituent support, usually with election for legitimacy. It then requires informing constituents, recognizing their needs, taking necessary actions, all while firmly representing and standing up clearly for national interests.

# Major Orientations of Inclusive Leadership (II)

- Leadership is vital to the well-being and maintenance of a group, organization, or society, and impacts other processes such as conformity, independence, and cohesiveness.
- Inclusive Leadership furthers both an ethical and practical value:
- Followers are entitled to good leadership, two essentials of which are respect and responsibility, that yield positive outcomes.

# Main Points of My Research and Writing on IL(I)

- Identify and reward positives in leader-follower relations, such as *signs of respect by listening*.
  - Reduce negatives that interfere with successful outcomes, such as *abusive treatment and unfairness*.
- A leader's legitimacy, motivation, and performance, are among those qualities seen and evaluated by followers. They can and do exert *upward influence* through initiatives and resistance, with attitudes and perceptions, as well.

# My Research and Writing on IL (II)

- Traditional dichotomy between leaders and followers is inaccurate in overlooking the reality of this two-way influence in interdependent roles, with mutual qualities.
- Those who rise to leader roles usually display active, valued followership qualities:
  - e.g., *effective communication and dependability are sought in both leader and follower roles at all levels in organizations.*