

Leadership Development through Storytelling Model of Training



Pranjali Pote¹, Sourabh Chavan², Dr. Sudhakar Gaokar³, Dr. Dur Khan⁴

^{1,2,3,4}Jamnalal Bajaj Institute of Management Studies, Mumbai

ABSTRACT: Many methods and tools are available in the literature that enhance and intensify the influence of leaders on their followers. Storytelling is one of the most effective tool. When used correctly, it helps the leader explain his ideas to his constituents, share knowledge with them, build a shared vision, and resolve conflicts peacefully. Storytelling is the tool that addresses people's emotions, not their rational minds. It has the potential to overcome the barriers people build to protect themselves from the outside world and new ideas. This article provides the theoretical background for future research on leadership and storytelling. He first deals with the issue of leadership, then gives an overview of what history and storytelling are and finally he conducts theoretical research into the link between leadership and storytelling. For primary research, questionnaire was circulated to the employees of various industries. The responses are analyzed and hypothesis testing is performed. Descriptive statistics, correlations and regression analysis techniques used to analyze data. We conclude saying that Storytelling model can be used to development of leadership in employees

KEYWORDS: Leadership, Training, Storytelling, Storytelling styles

INTRODUCTION

Storytelling is a traditional and powerful means of communication between people. A story can be defined in several ways. In short, a story is a complex system of symbols. As such, stories give meaning to things and events and represent norms, experiences and explanations of reality. There the fundamental values of individuals and groups are projected. We use stories to create personal and group identities, change social practices, and share knowledge and values. Our private stories determine what we accept, how we see the world and influence our response to incentives. People use stories naturally many times a day without being aware of their special meaning. Stories can be identified in all texts and all human communication (Ricoer, 1991)

In the words of famed author Madeline L'Engle (1993), "Stories make us more alive, more human, more courageous, and more loving." Stories are part of the fabric of the world, and are a portion of the inescapable human narratives that define and sustain us. With the telling of a story, a "person performs the self" (Goffman, 1959), evoking a sense of personal passion and sharing that links one person to another, inspiring self-reflection and a deeper consideration for the world and the systems that surround us. We share a part of ourselves when we tell a story (Denning, 2011), "making others feel how we are like them" (Ranci re, 1991, p. 71). Stories can create a community and encourage an understanding of each individual within that community (Rappaport, 1993). Barthes and Duisit (1975) argue that the story is simply 'like life itself . . . international, trans historical and transcultural" (p. 237) and it "constantly replaces the meaning of the pure and simple facsimile of the events being told" (p. 267). Stories become metaphors for life. Stories have the potential to help people connect, develop true understanding, and unite around common goals (Fisher, 1984; Guber, 2011a). According to Boje (1991), storytelling in organizations is "the preferred currency of human relations between internal and external stakeholders. Part of an organization-wide information processing network" (p. 106).

Although storytelling is a powerful communication tool for leaders and is a popular topic, there are not a large number of empirical studies on storytelling and leadership (Auvinen, L ms , Sintonen, and Takala, 2013). In the academic literature, much of the academic work related to storytelling has focused on business and management, with less research focused on educational leadership. In addition, while reflective narratives are sometimes used to help students and teachers develop a deeper sense of self-understanding (Brill, 2008; Guajardo et. al., 2011; Guerra & Pazezy, 2016), Little attention has been paid to the explicit integration of storytelling into instructional programs for leadership preparation as a leadership tool (Scott & Solyom, 2011). Future education leaders may even be discouraged from using storytelling, as a more dialogical style of communication is often associated with effective leadership (Gergen & Hersted, 2016; Gigliotti & Dwyer, 2016).

For leaders, stories are a valuable resource. They enable them to share knowledge, explain new ideas, make changes, resolve conflicts, create new visions, shape corporate culture, influence and co-create the basic principles of individuals and groups. Leaders can influence the quality of organizational learning through storytelling.

Leadership Development through Storytelling Model of Training

This article is devoted to the link between storytelling and leadership. First, the ideas of various authors on leadership theories and leadership are presented. That the term narration and narrative is discussed. Finally, the article provides an overview of the literature on storytelling in leadership and defines the hypothesis. This part of the article serves as a background for the empirical research we will be doing in the field of leadership stories. The aim of the study is to collect data that prove or disprove the hypothesis that there is a relationship between leadership and an individual's storytelling skills. We believe that people with good leadership skills will use storytelling more often, in better quality and in different situations than people with weak leadership skills. The survey is expected to be conducted among employees of several companies in Mumbai and Thane. Employees from both profit and non-profit organizations will be interviewed. The data will be obtained through questionnaires. The questionnaire offers closed questions that are rated on the 5-level Likert scale. A written response is also possible.

As empirical research data is not available at this time, the article provides two examples of how leaders can use storytelling to influence those around them and two real-life stories demonstrating the link between leadership skills and storytelling.

LITERATURE REVIEW

Literature Review is obtained from research papers and articles, it covers topics such as leadership, Story and storytelling, Storytelling and leadership

The literature offers many different theories and approaches to leadership. Great leadership theories for men explain that leaders are born, not made, and that their leadership skills have a genetic basis. Such leaders come forward when needed. Northouse (2004) believes that the theory of great men's leadership is derived from the theory of traits (Northouse, 2004). Trait theories also indicate that the leader has inherited certain traits and qualities that predestined him for the leadership role. For example, Stogill (1974) calls the leader's ability to adapt his behavior to the situation, the ability to sense the social environment, ambitions, dominance, determination, self-confidence and focus on goals as important. McCall and Lombardo (1983) value emotional stability and calmness, good interpersonal skills, and intellectual breadth. The ability to accept mistakes is also highly valued. Contingency theories believe that effective leadership depends on the situation. The leader has to adapt his leadership style to the situation, and especially to the number of followers (Mladkova and jedina k et al., 2009). Situational theories are similar to contingency theories. Situational factors influence the success of the leader. Motivation and the ability to lead people, the ability to obtain the necessary resources and build relationships are seen as important (Hersey & Blanchard, 1969). Behavioral theories believe that leaders are not born. Transformational theories study the relationships between the leader and his followers.

Until the theories mentioned above, different authors understand the nature of leadership differently. For example, Kouzes and Posner (2002) define leadership as the relationship between those who aspire to lead and those who choose to follow. Richards and Engle (1986) believe that leadership is about embodying values and creating an environment in which things can get done. Northouse writes (2010) that leadership is a process by which an individual influences a group of individuals to achieve a common goal. Roach and Behling (1984) view leadership as analogous to the process of influencing the activities of an organized group to achieve goals. Veber (2000) defines leadership as creating a vision and activating people to achieve it.

Storytelling is a traditional and powerful tool for communication (and of course for sharing tacit knowledge). A story can be defined as a story of imaginary or real people and events (Oxford Dictionaries, 2012) or as a complex system of symbols

(MI 2012a). Steve Denning defines a story in the broadest sense of the word as anything that is said or told; more precisely, and more generally, as something said or told as a series of causally related events; account; story; telling a connected event or series of events, real or fictional (Denning, 2011a).

As such, stories give meaning to things and events and represent norms, experiences and explanations of reality. There the fundamental values of individuals and groups are projected. We use stories to create personal and group identities, change social practices, and share knowledge and values. Our personal stories determine what we accept, how we see the world and influence our response to stimuli. People naturally use stories several times a day without being aware of their special meaning. Stories can be in all texts and all human communication (Ricoer, 1991).

It was Steve Denning who emphasized the importance of storytelling for leadership (Denning, 2011b). History opposed to explicit evidence can overcome the protective barriers people develop against the new. It is not addressed to the rational mind, but to the emotions of people. This is, of course, a highly manipulative tool and should be used for the benefit of both leaders and followers.

Kouzes and Posner (2002) cite Dave Snowden's ideas about storytelling. In her opinion, stories are integral to defining this organization and what it means to work for them. For example, stories show whether employees are rewarded or punished for speaking up. A lack of narratives may indicate authoritarian control management (Kouzes and Posner, 2002).

Leaders can tap into and benefit from many different types of stories that can be found in any organization. The character and type of stories told in the organization characterize the organization and reflect its strengths and weaknesses, values, principles and health. Organizational elements such as teams, communities and departments create their own stories describing management style, employee relations, values, problems, usual activities, lessons learned. Such stories are shared in everyday informal communication and influence all business activities, decision-making and management style (Mladkova 2012).

Leadership Development through Storytelling Model of Training

For example, whilst Bob Phillips turns out to be CEO of Guide Dogs for the Blind he knew little or no approximately the real workings of the organization. To discover out, he requested human beings to inform him a tale approximately a few crucial organizational occasion or enjoy. He accompanied that up via way of means of asking the individual for certainly considered one among their very own private memories, a time that they felt proud approximately what that they'd done withinside the organization. Bob understood the significance of gaining knowledge of what has, and is, occurring with human beings and their businesses Karen Dietz, CEO of National Storytelling Network additionally thinks that memories you pay attention are regularly greater crucial that the ones you tell. They assist you to apprehend ideas, enjoy values and relation of personnel to their organization. Listening enables to pick out issues that could in any other case live hidden.

In her opinion listening calls for self-manage and the listener ought to absolutely manipulate how he behaves to different human beings. A quote via way of means of creator Salman Rushdie publications her on this work: Those who do now no longer have strength over the tale that dominates their lives, the strength to retell it, to reconsider it, reconstruct it, to comic story approximately it, and extrude it as time extrude honestly are powerless due to the fact they cannot assume new thoughts (Silverman, 2004).

RESEARCH METHODOLOGY

Research Goal

In this survey we aim to collect data that either prove or disprove the hypothesis that there is the link between leadership development and storytelling model of training. We think that using storytelling model can be effective in developing leadership skills among employees

Hypotheses

HO: Leadership cannot be developed through storytelling model of training

H1: Leadership can be developed through storytelling model of training

Primary Data

The survey is conducted among employees of several companies in Mumbai and Thane. Total 93 Responses are received. The data will be obtained through questionnaires. The questionnaire offers closed questions that are rated on the 5-level Likert scale.

Table 1: Descriptive Statistics

Descriptive Statistic		
	Storytelling in training	Leadership Development
Mean	4.21505	3.9354
Median	4	4
SD	0.9189	0.9184
Minimum	1	1
Maximum	5	5
Count	93	93

The calculated mean for independent variable is 3.10, which means that average people from sample of 93 are agreeing to our Questionnaire since the value of 4.10 rounds off to 4, which is equal to agree. For dependent variable the calculated mean is 2.87, which means that average people from sample of 93 are somewhat agreeing, since the value of 2.87 rounds off to 3, which is equal to agree. The median for the independent variable is 3, and the value of median for the dependent variable is also 3. The median suggests the option four of the questionnaire which is agree has been selected by maximum number of employees. The standard deviation for independent variable is 1.01, and the standard deviation for dependent variable is 0.90. This shows that the data of Storytelling is spread out at 1.01 and for leadership it is at 0.90. In the sample size of 93, the minimum value of independent variable is 2. This minimum value of 2 means that minimum option selected by the respondents for provision of training is Strongly Disagree. The maximum option selected by the respondents for independent variable is 4, which rounds to strongly agree. The minimum value of dependent variable (retention) is 1. This minimum value of 1 means that minimum option selected by the respondents for retention is strongly disagree. The maximum option selected by the respondents for dependent variable (retention) is 5, which depicts strongly agree

Table 2: Correlation

Correlation		
	Storytelling in training	Leadership Development
Storytelling	1	
Leadership	0.171144	1

Leadership Development through Storytelling Model of Training

The correlation test has been conducted to show the strength of relationship between Storytelling and Leadership development on a scale from -1 to 1. The value of 1 has been considered as a perfect correlation between variables. The value of correlation between storytelling and Leadership is 0.653596, this value is deviated more towards perfect correlation. This value indicates a positive relationship in which change in training will produce a change in retention.

Table 3: Regression

Regression		
	Storytelling in training	t-stat
Intercept	3.18953	7.175737
Storytelling	0.174132	1.690948
R-Square	0.307918	
F-Stat	2.859306	

The regression test is conducted to determine whether there is evidence of a linear relationship between provision of trainings to employees and their return in the form of retention. The regression equation for the data is $y=1.7964+0.5049x$. This means that for every single training opportunity, the retention rate has been increased by about 0.5049. The constant term in this equation is 1.7964. This is the y intercept, and it means that if the independent variable i.e., training is 0, the value of the retention would be 1.7964. The R Square value is 0.3176; variation in the values of the retention that can be clarified by the change in the independent variable which is training has been measured. The R Square values vary between “0 to 1”. A value of 0.3176 means that 31% of the variation in the retention rate is due to provision of training to employees in organizations. The remaining 69% of the variation has been supposed to be due to other human resource practices like compensation, performance management system and working environment. The p value is displayed equals 6.45144E-10. This p value is less than 0.05, the regression is statistically significant. The analysis shows that there is a significant impact of training on employee retention so, we reject the null hypothesis and accept the alternative hypothesis. T-stat is 5.7066 which is greater than 1.96 with significance less than 0.05 indicates that there is significant relationship exist between provision of trainings to employees and their retention. This t-stat value of 5.7066 also shows that the independent variable has a greater influence on the dependent variable.

DISCUSSION

Storytelling in this study was seen as a relevant and everyday level phenomenon in organizations, and the leaders were able to backtrack to situations and stories that they had used. Even if not all managers use storytelling intentionally in their leadership work, every manager was able to reflect upon and retrospectively interpret their storytelling in their organizations. In addition to the intended organizational results, leaders also use stories to study leadership. By using stories and reflecting on their own behaviour, managers can learn a lot about leadership behaviour and enrich communication with other leaders and followers. This kind of leadership also requires the skill to use drama and intuition in social dynamics. There is also an element of a kind of self-amusement in telling stories – they probably motivate the leaders and provide an opportunity to connect using earlier experiences and even jokes and humor.

The subject of storytelling is the managers themselves, but being dyadic, the listening aspect of storytelling is also an essential element. According to our data, the managers were aware that this is necessary in order to understand unique situations and contexts. The dyadic nature of leadership and the building of trust are manifested in many forms of storytelling. Four issues are summarized here. First of all, managers can communicate values in an interactive narrative form. There were leadership stories, which were actually a response to a follower’s story, which indicated the latter’s values.

The manager intended to influence the subordinates’ values through storytelling. Second, there are emotions and feelings, which are essential elements in organizational behaviour and have a significant effect on subordinates. A manager can receive information about a subordinate’s feelings through storytelling and can support, comfort or cheer the subordinate with an appropriate story. Sometimes this can manifest itself through a humorous story told by the manager with a view to defusing conflict in a meeting. This requires emotional intelligence to a certain degree. Third, there is the subordinate’s perception of themselves and of their task. Managers often try to influence a subordinate’s actions by, for instance, supporting and encouraging self-confidence through the telling of positive stories. A manager can also support and encourage a subordinate to discover a reasonable way of constructing leadership by storytelling focus in their work. Fourth, (and this relates to all the aforementioned), storytelling partly forms a manager’s identity and self-understanding at work.

This may take place in everyday interaction and communication. Managers may express their values, their worldview and so on, through storytelling. Managers may also create the impression that they are democratic, heroic or self-sacrificing, which may be used as a means of fostering trust in the manager in different situations. Storytelling is partly intentional and even planned, and

Leadership Development through Storytelling Model of Training

partly spontaneous and intuitive. In our study, the storytelling scene was in some cases clearly set, but in some cases storytelling was more a natural part of everyday interaction. The stories were more often inspired by the leadership situation; 17 out of 21 leadership stories identified in our data were not planned and prepared beforehand. Leadership is the result of a dyadic relationship between managers and subordinates, and this way the subordinates are also actors in this process. Furthermore, it is worth mentioning that it is impossible to control all the potential meanings of any story (planned or spontaneous), but since storytelling is an inherent characteristic of human communication, it cannot always be a considered or even conscious activity.

Trust is rarely built merely by a manager's request to "Trust me". On the contrary, the development of trust in a leader follower relationship is more often a bi-product of a continuous shared process in which the manager's attitudes, decisions and behavior impact on the subordinate's expectations of the manager as leader. Storytelling relates to this. Our empirical findings suggest that stories can be an effective means of building trust between leaders and their subordinates. They support trust building indirectly when the manager uses stories to empower, motivate and inspire followers or to teach from past mistakes. Because trust is not only complex but also fragile, using leadership stories may be an effective indirect way of building trust.

Another direct means of trust building is for the manager to display trust first, when the manager puts him or herself into a vulnerable position by discussing sensitive information. This can be effective and provide the first step in a continuous, co-operative trust-building process. Storytelling in organizations also combines both leading people and management. Stories in organizations serve a purpose. Managers may use stories in many different ways, but they make sense in the situation in which they are told. However, the stories people tell should not be subjected to too much analysis, because stories might also be told in some cases just to keep communication going, to fill gaps while thinking, and sometimes their significance might emerge only much later. If managers use stories intuitively and spontaneously, they do not necessarily see the importance of the story right away, but nevertheless the stories inspire, and work, just as drama works.

CONCLUSION

This research discusses the link between storytelling and leadership. Storytelling is a very important tool for educating leaders. Well prepared and told stories have great potential to help leaders in their business, especially in creating and presenting visions, resolving conflicts, explaining goals, building teams, building relationships.

There is a relationship between an individual's leadership skills and their storytelling skills. The better the leadership skills, the more he uses storytelling and the better his storytelling skills. To prove this hypothesis, we decided to do the survey on employees of various companies in the Mumbai and Thane. Employees from both profit and nonprofit organizations will be interviewed.

Data will be obtained by questionnaires. The questionnaire offers closed questions that will be evaluated on the 5 level Likert scale. Written commentary is also possible.

By opening space for dialogue and listening to stories that reflect not only productivity outcomes but also process and work culture, leaders can gain insights into changes that are necessary to foster innovation and sustainable quality development. As well, applying storytelling as a cocreative tool engages leaders and co-workers and makes visible different perspectives and sources of knowledge that are key to sustainable innovation.

MANAGERIAL IMPLICATIONS

Storytelling can be an effective leadership development tool, yet often times leadership education programs fall short of teaching "how" to tell purposeful leadership stories. The exercises shared in this paper provide pedagogies for how learner can construct stories and then why and when to share those stories to deliver an inspiring and memorable leadership message. A recommendation for faculty thinking about adding storytelling to their leadership development courses is to consider how to integrate technology. For example, it may be useful for students to record their story so they can observe assess their public speaking skills. Based on student recommendations, faculty plan on integrating more technology into the course. This can be done by adding Voice.

Threading which is a tool that can transforms different media, such as video, to provide a more collaborative and interactive environment for students and faculty. For the purposes of teaching storytelling as a leadership. Several students in previous courses chose to record themselves telling stories to better prepare themselves for presenting their story in class. Technology can be integrated in a variety of ways for the purposes of teaching storytelling based on faculty experience and available technological tools at an institution.

Many different pedagogies are used to help learners acquire leadership skills and practices in leadership education courses. The hope is that more leadership faculty will demonstrate brief interactive teaching activities to help leadership education learners better understand how to: a) develop and recognize leadership stories; b) identify leadership situations in which to tell stories; c) avoid telling stories as a way to manipulate others; and d) practice the art of leadership storytelling. Leadership education programs that include teaching storytelling as a leadership practice can provide learner with opportunities to learn and practice a communication skill that can help them be more effective leaders.

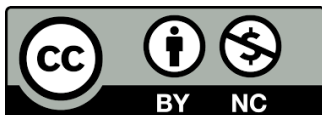
Leadership Development through Storytelling Model of Training

REFERENCES

- 1) Auvinen, T., Lämsä, A., Sintonen, T., & Takala, T. (2013). Leadership Manipulation and Ethics in Storytelling. *Journal of Business Ethics*, 116(2), 415-431.
- 2) Baker, B., & Boyle, C. (2009). The timeless power of storytelling. *Journal of Sponsorship*, 3(1), 79-87.
- 3) Barthes, R., & Duisit, L. (1975). An introduction to the structural analysis of narrative.
- 4) Berger, C. R., & Calabrese R. J. (1975). Some explorations in initial interaction and beyond: Toward a developmental theory of interpersonal communication. *Human Communication Research*, 1(2), 99-112.
- 5) Boal, K. B., & Schultz, P. L. (2007). Storytelling, time, and evolution: The role of strategic leadership is complex adaptive systems. *The Leadership Quarterly*, 18, 411-428.
- 6) Boje, D. M. (1991). The storytelling organization: A study of story performance in an office-supply firm. *Administrative Science Quarterly*, 36(1), 106-126.
- 7) Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice, and leadership*. San Francisco, CA: Jossey-Bass.
- 8) Boston, MA: Harvard Business School Publishing.
- 9) Brill, F. S. (2008). *Leading and learning: Effective school leadership through reflective storytelling and inquiry*. Portland, ME: Stenhouse.
- 10) Campbell, J. (1949). *The Hero with a Thousand Phases*. MJF Books. NY. 1949.
- 11) Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.). Boston, MA: Pearson. □ Denning S. (2004). Telling tales. *Harvard Business Review*, 82(5), 122–129.
- 12) Denning, S. (2011). *The leader's guide to storytelling: Mastering the art and discipline of business narrative*. San Francisco, CA: Jossey-Bass.
- 13) Denning, S. (2011a). <http://www.stevedenning.com/Business-Narrative/definitions-of-story-and-narrative.aspx> . 27.7.2011. 18:31.
- 14) Denning, S. (2011b). *The Leaders Guide to Storytelling*. Jossey-Bass, 2nd Edition, March 2011, San Francisco, USA, ISBN 978-1-118-00878-2. Denning, S. (2004). Telling Tales. *HVB Review*, May 2004, Vol 82, Issue 5.
- 15) Duke, D. L. (2010). *The challenges of school district leadership*. New York, NY: Routledge.
- 16) Ferrance, E. (2000). *Action research*. Providence, RI: Northeast and Islands Regional Educational Laboratory at Brown University.
- 17) Fisher, W. R. (1984). Narration as human communication paradigm: The case of public moral argument. *Communication Monographs*, 51, 1-22.
- 18) Foucault, M. (1971). Orders of discourse. *Information (International Social Science Council)*, 10(2), 7-30.
- 19) Fullan, M. (2011). *Change leader: Learning to do what matters most*. San Francisco, CA: Jossey-Bass.
- 20) Fullan, M., Cuttress, C., & Kilcher, A. (2009). 8 Forces for leaders of change. In M. Fullan (Ed.), *The challenge of change: Start school improvement now* (2nd ed.) (pp. 9-20). Thousand Oaks, CA: Corwin.
- 21) Ganz, M. (2010). *Leading change: leadership, organization, and social movements*. In
- 22) Gergen, K. J., & Hersted, L. (2016). Developing leadership as dialogic practice. In J.
- 23) Gergen, K., & Gergen, M. (1986). *The Storied Nature of Human Conduct*. Narrative Psychology. NY. PRAEGER.
- 24) Hersey P., & Blanchard, K.H. (1969). Lifecycle theory of leadership. *Training and Development Journal*. 1969, 23 (2) 26-34.
- 25) In McCall, & M.W. Jr. & Lombardo, M.M. (1983). *Off the track: Why and how successful executives get derailed*. Greenboro, NC: Centre for Creative Leadership.
- 26) Kennedy, J. F. (1960). <http://www.americanrhetoric.com/speeches/jfkhoustonministers.html>. 6.6.2012. 12:08.
- 27) King, M. L. (1963). I have a Dream. <http://www.americanrhetoric.com/speeches/mlkihadream.htm>. 6.6.2012. 12:06.
- 28) N. Nohria & R. Khurana (Eds.), *Handbook of leadership theory and practice*.
- 29) *New Literary History*, 6(2), 237-272.
- 30) Northouse, P.G. (2010). *Leadership: Theory and Practice* (5th Ed), Sage Publications, ISBN 978-1-4129-7488-2. Northouse, P. (2004). *Leadership theory and practice* (3 Eds.) Thousand Oaks, CA: Sage Publishing.
- 31) *Oxford Dictionaries* (2012). <http://oxforddictionaries.com/definition/story>. 4.6.2012. 16:03.
- 32) Raelin (Ed.), *Leadership-as-practice: Theory and application*. (pp. 178-197). New York, NY: Routledge.
- 33) Richards, D., & Engle, S. (1986). After the vision: Suggestions to corporate visionaries and vision champions. In Gray, J.H., & Densten I.L., & Sarros, J.C. (2003). *Profiling Australian small business leadership*, Working Paper Series, ISBN 1327-5216,
- 34) Ricoeur, P. (1991). Myths as a Bearer of Possible Worlds. (Dialogue with Richard Kearney). In Ricoeur, P.: *Reflection and Imagination*, ed. Mario J. New York: Harvester Wheatsheaf, 1991.

Leadership Development through Storytelling Model of Training

- 35) Roach, C.F., &Behling, O. (1984), Leaders and managers: International perspectives on managerial behavior and leadership. In James G Hunt J.G.; et al (1984). Pergamon Press, NY, ISBN 103-377-107.
- 36) www.buseco.monash.edu/mgt/research/working-papers, 13.9.2011, 14:16



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.