

## **Impressed and Inspired: Encountering Genuine Leadership with Dr. Barry Posner and Dr. Agueda Ogazon**

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### *Abstract*

*The author examines the foundational principles of effective leadership as a social process and traces the interlinked character of effective leaders through genuine (authentic) leadership as stemming from best leadership practices and behaviors engendered in shared leadership, servant leadership, empathic leadership, transformational leadership, and exemplary leadership examples. Communicating his most personal and profound experiences of genuine (authentic) leadership from encounters and interactions with Dr. Agueda G. Ogazon, and leadership guru, theorist, and professor, Dr. Barry Z. Posner, the author demonstrates how leadership examples and practices serve as powerful influences on follower and observer perceptions regarding effective and genuine (authentic) leadership that matters and that makes impactful change in individual lives, and on conceptions and vision of what truly effective leadership is and should be. The author examines the role and influence of perception in leadership effectiveness by exploring several ideas in the literature and demonstrates how these conceptualizations of leadership effectiveness are actions and qualities, functions and roles representative of what he calls genuine (authentic) leaders and leadership. Focusing on his personal leadership experiences from interactions with leadership guru Dr. Barry Z. Posner and management professor Dr. Agueda G. Ogazon, the author communicates the need for humility, compassion, kindness, and genuine acts of leadership in inspiring a shared vision, modeling the way through examples, challenging traditional and existing norms about leaders and leadership, encouraging the hearts of followers and observers and enabling them to act in accomplishing personal and organizational goals.*

Genuine (authentic) leadership impresses and inspires, and this is the heart of true leadership that influences successful and sustained positive changes in individuals, groups, and organizations. This paper examines genuine (authentic) leadership from personal experiences of the author and corroborated literature on aspects of genuine (authentic) leadership explicit and implicit in leadership approaches, types, characteristics, and classifications. The paper specifically uses the examples of influenced leadership experiences from the author's encounters and interactions with management professor Dr. Agueda G. Ogazon who served as his dissertation chair and leadership guru Dr. Barry Z. Posner to communicate instances and impact of genuine (authentic) leadership actions and behaviors. Genuine (authentic) leadership encompasses shared leadership, servant leadership, transformational leadership, and all the exemplary practices of leaders that create and foster follower satisfaction and positive influence.

The need for leadership actions by those who are in positions to influence and make a difference is critical to individual and organizational success. Genuine or authentic leaders do not hide behind their positions, fame, privileges, or authority; they lead by examples and recognize that they are still humans and must be personable and compassionate in their actions to continually be effective in ways that attest to their leadership as timeless and compassionate. They care about people and their leadership transcends all things except humanity and care because they see leadership as a social process and a process of actively serving others. They do not engage in passive leadership, but use active leadership that engenders actions and that is action-oriented and show that leaders must be involved and they use humility and willingness to lead and guide those who seek their influence and knowledge. They are characterized by all exemplary leadership practices and behaviors that cut across theories and approaches of leadership from all schools and eras in using best practices and principles to inspire, set examples, challenge their followers to be and become better, encourage and motivate others, and enable and empower them to act in ways that lead to personal satisfaction and success. Genuine (authentic) leaders are innovative and far-reaching in their powerful influence on followers and observers because they are also effective coaches and mentors.

#### *Finding Genuine (Authentic) Leaders*

Shared experiences from encounter with genuine (authentic) leaders can serve as examples in lessons on servant leadership, empathic leadership, transformational leadership, shared leadership, and most of all, as examples of the elements and attributes of effective leadership behaviors and practices that characterize what Kouzes and Posner (2003) call exemplary leadership. Kouzes and Posner (2003) discuss five practices of exemplary leaders: they inspire a shared vision, model the way, challenge the process, encourage the heart, and enable others to act. Leaders who engage in these practices will find that their followers' perceptions and satisfaction will significantly increase as such behaviors positively affect organizational climate and culture, and in turn shape ideals of morale, self-efficacy, and productivity (McFarlane, 2010; Hughes, Ginnett & Curphy, 2009; Tschannen-Moran & Gareis, 2004; MacNeil and Maclin, 2005; Stover 2005; Bandura, 1984). Leadership matters (Purkey & Smith, 1983; Kouzes & Posner, 2003) and leadership that is genuine, or "leadership with heart" (Ho, 2004); what Bolman and Deal (2002) call transformational leadership, is especially important in today's organizational and social environments where individuals and groups face so many problems and challenges in working to meet established goals and objectives.

Our world is desperately in need of genuine (authentic) leaders, especially as change and uncertainty affect our prospects and survival as individuals, groups, organizations, and society. We must depend on the authentic practices of genuine leaders to care as they respond to us on

socially amicable and personable levels. Several decades of encountering leaders in positions of significant authority and influence have left many of us convinced that leaders in high positions are often inept and ignorant when it comes to understanding and dealing with followers and stakeholders or parties of indirect interests and influence. This is sadly the case when it comes to individual experiences from chance or cursory encounters or attempts to reach those who are at the highest levels of organizations. This author's personal experiences and observations in professional and personal life and organizations have proven this to be true as many leaders in significant positions of authority and influence lock themselves away in their ivory towers, and with increased hierarchical ascendance, become oblivious to the human and social sides of leadership, or the need to lead with heart and exercise what Greenleaf (1977) calls servant leadership. People are too focused on leadership being a position, and this nurtures a spirit of ambition and achievement rather than a spirit of service and contribution (McFarlane & Covey, 2007). Leadership is a process of giving and teaching through examples that inspire vision sharing, set examples or model the way, challenge the process, encourage the heart, and enable followers or those inspired by genuine acts of leaders to meet their missions and goals, and live up to organizational and personal vision.

Finding genuine (authentic) leaders is not an easy task because we are living in an age where being genuine is sometimes equated with being old fashioned, out of touch, and even too candid for those who would rather act as and be "hollow men" as typical of descriptions found in stanza one of T.S. Eliot's poem:

*We are the hollow men  
We are the stuffed men  
Leaning together  
Headpiece filled with straw. Alas!  
Our dried voices, when  
We whisper together  
Are quiet and meaningless  
As wind in dry grass  
Or rats' feet over broken glass  
In our dry cellar*

*Shape without form, shade without colour,  
Paralysed force, gesture without motion;*

*Those who have crossed  
With direct eyes, to death's other Kingdom  
Remember us -- if at all -- not as lost*

*Violent souls, but only  
As the hollow men  
The stuffed men.*

(Stanza I, *The Hollow Men*, T.S. Eliot, 1925)

Genuine (authentic) leaders have heart and strong inner compassion, and are characterized by their care for others. They are people with heart and exercise what Ho (2004), Kouzes and Posner (2003), and Purkey and Smith (1983) describe as “leadership with heart”. Genuine (authentic) leaders think authentically and their actions and behaviors are authentic. They do not speak with “dried voices” and what they say is not “quiet and meaningless” because they practice what they preach. They do not prescribe what they themselves have not experienced or tried, and their principles and practices never come across “As wind in dry grass” because they have been tested and proven by years of experience and sometimes by hundreds or even thousands of practitioners. As a social process, leadership involves and requires human emotions and genuine (authentic) leaders understand this as they use empathy and understanding to comprehend the needs and expectations of their followers and admirers. Their communication is colorful and has form, and their actions are known and become visible in influencing progress. A genuine (authentic) leader’s gesture has emotions because he or she understands the influence process and how his or her behaviors and actions affect others or can affect others, especially followers who depend on him or her for cues of effective practices or actions.

*Leadership as a Social Process: Leading with Authenticity*

Servant leadership practices engender and expand upon the ideals of humility that allows leaders to lead with heart by sharing leadership with followers or others in their immediate and far-reaching environments. Shared leadership is defined by Doyle and Smith (2009) as a “form of democratic leadership” which involves people, and can foster a belief in democratic principles and processes such as self-determination and participation, but which goes further by including everyday behaviors that are inclusive and focused on enriching all our lives without having an explicitly democratic focus. Gastil (1997) believes that shared leadership develops mainly from three elements: (a) Ownership: problems and issues need to become a responsibility of all with proper chances for people to share and participate; (b) Learning: an emphasis on learning and development is necessary so that people can share, understand and contribute to what’s going on; and (c) Sharing: open, respectful and informed conversation is central (cited in Doyle & Smith, 2009, p. 1). Sharing requires individual leaders to place high value on and develop the following fully: concern, respect, trust, appreciation, affection, and hope (Burbules, 1993).

Leaders can only share their leadership through teaching or using teachable moments to exhibit the five leadership practices of inspiring shared vision, modeling the way, challenging the process, encouraging the heart, and enabling others to act (Kouzes & Posner, 2003) when they believe that sharing leadership is important to both leader and follower growth and development. On the other than, when leaders believe that sharing leadership runs counter to what has contributed to their success: when their belief in their own decisions, their desire to win, their willingness to take big risks for big rewards, and their ability to act without others' approval, and then deal with the consequences are not part of effective leadership practices (Arnone and Stunpf, 2010); they are unlikely to act or behave in ways that impress and inspire followers and observers. The need for collaboration and cooperation in leadership across organizational boundaries in the 21<sup>st</sup> century underscores the need for sharing leadership. Shared leadership can be expanded to include cooperative relationships for progress among leaders at even the highest and broadest political and social levels of governance.

Genuine (authentic) leaders possess a characteristic called empathy. Empathy refers to identification with and understanding of another's situation, feelings, and motives (American Heritage Dictionary of The English Language, 2000). Leaders who are able to do this practice empathic leadership. Empathy means possessing the power of understanding and imaginatively entering into another person's feelings to understand his or her situations and circumstances as this allows the leader to better serve and meet the needs and expectations of followers. When leaders are empathic they seek to connect with followers at a deeper social level and relationship, and show social and emotional support, as well as leadership that expresses care and compassion. These factors are important to their approach in developing influence relationships. Leaders must be emotionally intelligent (Goleman, 1995) in order to effectively use empathy in understanding follower needs and expectations. Emotionally intelligent leaders are able to understand fully how their roles and leadership serve as affective models or stimuli for positively influencing followers to act. Genuine (authentic) leaders are therefore emotionally intelligent and value communication and feelings.

Effective and genuine (authentic) leaders exhibit the values and characteristics or personal best practices that distinguish servant leaders, genuine leaders, exemplary leaders as exceptional and which treats of leadership as a social process. "Leadership can be explored as a social process - something that happens between people. It is not so much what leaders do, as something that arises out of social relationships. As such, it does not depend on one person, but on how people act together to make sense of the situations that face them" (Doyle & Smith, 2009, p. 1). As social process, leadership engenders understanding and caring for people, and thus, servant leadership is the ultimate expression of leadership as a social process where individual well-being and human needs are the most significant factors influencing leadership practices and the decision making process involved in leading effectively.

Genuine leadership comes from the heart and is leadership with heart that is authentic because the leader recognizes self as human and understands completely that his or her roles and responsibilities are determined by how best he or she serves and responds to the needs and expectations of followers or other stakeholders. Thus, genuine (authentic) leadership embraces all effective and exemplary practices of leaders that create satisfaction for followers and the optimum results for their organizations. Genuine (authentic) leaders feel that they have a social-moral obligation to lead and they see leadership as moral authority and influence which comes from communicating people's worth and potential, so clearly they come to see this worth in themselves (McFarlane & Covey, 2007).

Genuine (authentic) leaders and leadership are not easily found in our society because of our fascination with, and the power of popular culture in shaping our ideas and value, and our understanding and appreciation of the truly important role and function of effective leadership. As Covey notes in a written interview with McFarlane in *Training Magazine*:

Our generation is becoming celebrity obsessed and almost all socializing forces—from school to athletics to entertainment to economics to social classes—nurture a comparison-based identity so that people get their security from how well they stack up to others. This is very unhealthy and nurtures win-lose mentalities, vain ambition, discouragement, depression, or false encouragement. The key is to get your security from within through your integrity to a principle-based value system and from the fruits of service and significant contribution (McFarlane & Covey, 2007, p. 1, “Questions for Covey”:*Training Magazine*).

Leaders who want to be genuine in their behaviors and approach to leadership find it difficult when there is a lack of “principle-based value system” and lack of appreciation and tendency towards service leadership, or servant leadership growth in our society. The display of authority and power is still an overriding mythical belief concerning what true leadership is and should be. Thus, leaders that tend to take a humble approach or humility-based approach typical of servant leadership and shared leadership are somehow seen as “weak” or “ineffective” in a society where domination, oppressive strategies, and individualism are stronger values than humility, collectivism, and sharing of power and authority with others. However, genuine (authentic) leadership is from the heart and requires sharing, cooperation, and leading with heart (Ho, 2004; Kouzes & Posner, 2003; Purkey & Smith, 1983).

Genuine (authentic) leaders are extremely social and their compassion is a major factor in determining how they lead and interact with their followers and other parties. They are able to build credibility by valuing followers as equally important and indispensable players in the

leadership process because they have not forgotten the basic formula: leadership equals leader plus follower (*leadership = leader + follower*). An example of this leadership encounter in real life was the kind of follower experienced gained during doctoral dissertation development and writing under the leadership of doctoral committee chair Dr. Agueda G. Ogazon, management professor at St. Thomas University. Dr. Ogazon had an exceptional way of leading: being a naturally genuine (authentic) leader whose characteristics and values of compassion and care communicated a sense of accomplishment and victory through what Kouzes and Posner (2003) describe as “small wins”. Each task accomplished, each rewriting was seen as a step further in goal accomplishment rather than as a regression or static process as Dr. Ogazon used the factor of credibility to bring assurance of success. Nothing builds and sustains credibility like an individual who leads by example (Allbusiness.com, 2010).

Many followers or employees in today’s organizations are used to, and expect to be told to do things. However, the manager or leader will be more effective by setting examples, and this is what was experienced during the author’s doctoral studies as dissertation committee chair Dr. Ogazon engaged in active leadership which entails doing, demonstrating, showing – providing examples, rather than by passive leadership which simply tells and expects from followers. Genuine (authentic) leadership is active and thus, most effective in developing high morale and fueling progress. Passive leadership wears on follower morale and leads to minimum standards and outcomes. Active leadership is excellence-oriented while passive leadership is simply satisfaction-oriented. Here is clearly a difference between excellence and simple satisfaction. The difference reflects what Johnson and Weinstein (2004) equate to superior customer value in the approach or philosophy of overwhelming customer expectations in the way that the customer of an organization is treated as “honored guest” or “king”. Genuine (authentic) leaders treat their followers in this way and they see their followers as partners in the creative process, whether that process results in the production of goods or provision of services. They are honest, forward-thinking, selfless, humble and compassionate. They possess all the characteristics and values of best leadership practices and behaviors from all theories and approaches, whether from servant leadership, charismatic leadership, transformational leadership, or the like. They represent the synthesis of best leadership behaviors and practices under all circumstances because they remain and are simply genuine.

Genuine (authentic) leaders are needed more than ever before because they have pressing roles to play in today’s organizations as coaches, mentors, motivators, inspirers, encouragers, teachers and varied positive role models. Genuine (authentic) leaders are human at heart and think humanely. They are needed in today’s society because of their leadership with heart. According to Bennis (1999) there are four talents that will be essential for new leaders in the new leadership ideal of the 21<sup>st</sup> century: (1) the power of appreciation; (2) continually reminding people what is important; (3) the generation of sustained trust; and (4) close relationship in the form of allies

between leader and followers. These four “talents” are about people and people should be the focus and most important priority of leaders in all spheres. Many leaders at the helm of government and private organizations tend to forget the importance of people in leadership, especially as they become more “independently” non-interdependent in their actions and pathways to self-satisfaction and personal accomplishments.

### *Leadership Effectiveness and Perception*

Perceptual processes are important in defining leadership and more appropriately, leadership effectiveness (Bingham, 1999; McFarlane, 2010). Leadership effectiveness stems from how followers and other stakeholders perceive or view leaders and their roles, what they think leadership should be and how the leader and his or her behaviors and practices affect them on individual personal and collective levels. “Effective leadership depends highly on a leader’s principles and practices, styles and strategies, and the perception of followers” (McFarlane, 2010, p. 88). Perception refers to the way that an individual understands something (Racek, 2008). Perception refers to the process, act, or faculty of perceiving (Morris, 2004). Leaders are often perceived as good or bad, effective or ineffective by followers and other observers based on how successful they are in achieving organizational goals and how they inspire shared vision, model the way, challenge the process, encourage the heart, and enable others to act (Kouzes & Posner, 2003). Thus, the indices of best leadership practices or best practices as perceived by followers and stakeholders across contingencies determine leadership effectiveness. Leadership perception by followers is a process influenced by societal or cultural settings, and such settings influence the way leadership effectiveness can be achieved (Yan & Hunt, 2005). Leadership behavior and perception are influenced by how leadership is perceived by other social players (McFarlane, 2010). Kayworth and Leidner (2001) believe that leadership effectiveness should be assessed along with the variables of role clarity, communication satisfaction, communication effectiveness, and team effectiveness, as well as the extent of technology communication use.

However we may define leadership effectiveness, one thing is most certain; human social influence is an overarching factor in assessing and determining how effective a leader is. This is why Goldsmith (2003) sees leadership effectiveness as built heavily around two factors: responsiveness and feedback. Effective leaders are genuine (authentic) when it comes to responding to their followers or interested parties and providing feedback or reactions; they do not isolate themselves from the social process that leadership is (Doyle & Smith, 2009). However, many modern leaders are not aware of this, and this seems especially true in today’s many learning institutions where bureaucracy creates barriers to leader-follower interaction, especially as the gap between “ground level followers” and the highest leadership echelons of organizations increase. This is a typical description of many higher education institutions where

key administrative leaders are extremely distant from the majority of followers; students, and are not in touch with their states of mind and needs. Gilbert, Collins and Brenner (1990) argue that leadership effectiveness is closely linked to relationship orientation. This is true, leadership after all, always remains fundamentally a social process or social interaction process where the leader must not be separated from followers, as this is tantamount to ending the influence interaction where communication discontinuation and failure to set examples and inspire vision are also withdrawn because the leader has become self-centered or detached.

An important factor in assessing and examining leadership effectiveness is change (McFarlane, 2009). Ekvall (1991) views change-centered leaders as effective leaders. This is because most of today's challenges and problems in the globally competitive and fast-paced environment of the 21<sup>st</sup> century require successfully leading and managing change (Kotter, 1995; Burke, 2005). Leading and managing change is difficult and requires forward-thinking leaders who work with their followers to assess and plan for change. Genuine (authentic) leaders understand the resistance and fear that come along with the change process and use their interaction and people skills to comfort their followers and assure them of victory in the end. As such, leader qualities and actions are extremely important in determining leader success or effectiveness. Basefsky, Maxwell, Post, and Turner (2004) as well as Bethel (1989) approach the subject of effective leadership from the perspective of the function of leader-qualities and actions. Leader-qualities and actions must serve to inspire shared vision, model the way, challenge the process, encourage the heart, and enable followers to act in such a way that they are influenced to weather the storms toward goal achievement (Kouzes & Posner, 2003; Bennis, 1999).

#### *Encounter with Barry Posner: Impressed and Inspired*

Several years ago, specifically, in 2006 while working as an adjunct professor in business studies, the author of this paper remembers a written interview with Stephen Covey in *Training Magazine* in a recurring section titled "Questions For Covey" and in which the author asked Covey an important question: "What is your most profound leadership experience so far?" Stephen Covey responded in the following way:

When I was a young man, I had an experience with a leader that profoundly shaped the rest of my life. I had decided to take a break in my education to give some extended volunteer service. The invitation came to go to England. Just four-and-a-half months after my arrival, the president of the organization came to me and said, "I have a new assignment for you. I want you to travel around the country and train local leaders." I was shocked. Who was I to train leaders two and three times my age? Sensing my doubt, he simply looked me in the eye and said, "I have great confidence in you. You can do this. I will give you materials to help you prepare to teach these leaders and to facilitate their sharing best practices with one another"

(McFarlane & Covey, *Training Magazine*, 2006, electronic; p. 1).

At the time, the author did not fully understand why such seemingly “ordinary” encounter would have such a profound impact on Covey, but came to fully understand this during 2009-2010 while completing his doctoral dissertation in leadership studies and had his own personal experience and “encounter” with one of the greatest leadership theorist, writer, and practitioner of this century, Dr. Barry Z. Posner. During that time period, Dr. Barry Posner was the dean of the Leavey School of Business and professor of leadership at Santa Clara University. While communication and interaction with Dr. Posner was long-distance, via electronic mediums including email and telephone, it was as equally powerful as Covey’s most profound leadership experience. This is where the author understood that there was nothing “ordinary” about the personal encounter Covey described with genuine (authentic) leadership. The author’s personal encounter with genuine (authentic) leadership began with his quest to seek permission from instrument designers Dr. James Kouzes and Dr. Barry Posner, authors and gurus of *The Leadership Challenge*, one of the most quoted and most popular leadership books ever written and used across all sectors and terrains, via Kouzes Posner International, to use the Leadership Practices Inventory (LPI) in a doctoral research.

In 2009, the author contacted Dr. Barry Posner, co-author of *The Leadership Challenge* and instrument and co-developer of the Leadership Practices Inventory (LPI), who at the time was dean of the Leavey School of Business at Santa Clara University, a position in which he served for 12 years, and where he is currently professor of leadership. The author had absolutely no idea of the sort of leader Dr. Posner was, except implied understandings gained from years of using and reading his book *The Leadership Challenge* and quoting from his and Dr. Kouzes’ exemplary-five leadership practices, among other leadership ideas and publications. From years of reading and being familiar with Dr. Posner’s ideas and theories on leadership and leadership practices via readings and research, the author’s thinking was that both Posner and Kouzes should be extraordinary leaders and exemplary and genuine characters to come up with such wisdom and principles about leadership, and most definitely, effective leaders. The author’s perceptions of Kouzes and Posner were only testable with an opportunity for personal contact, communication, influence and interaction, and the author had no idea that such would ever be a possibility or reality since he had no need to contact the authors until he sought permission to use the Leadership Practices Inventory (LPI). During this time the author had already been experiencing the influence of positive and genuine (authentic) leadership from dissertation committee chair and management professor Dr. Agueda G. Ogazon at St. Thomas University’s School of Leadership Studies, and which he sought to define through comparative understanding of leadership theories, ideas and practices experienced and studied over the years. However, the author’s experiences with Dr. Posner was both unexpected and rare, especially seeing that distance should have perceptively led to an expectation of limited impact contact and

communication from one of the world's greatest leadership thinkers and practitioners. However, Dr. Posner's genuine (authentic) leadership and engenderment of the five practices which he and his colleagues Dr. Kouzes have been advocating for decades as developed from personal best practices and numerous studies and years of teaching and research, were exemplified in his communication and character. Having the chance to personally communicate with Dr. Posner via email and phone and experience his leadership was a once in a lifetime opportunity and which turned out to be the humbling experience of what true leadership involves. This encounter was reflective of what genuine (authentic) leadership that inspires and influences others should be.

Dr. Posner is unique among notable leadership experts, theorists, and practitioners, and gurus and the display of humility and the ability to naturally practice what he preaches, which the author experienced during communication with Dr. Posner places him in a class above many. Stephen Covey is another known leadership expert whose responses to the author's written interview questions in 2006 and 2007 demonstrate that he is another genuine (authentic) leader among the most notables in the field. Gleaned from the interview with Covey is the idea that genuine (authentic) leaders like being people because they like to share and tell their stories. Humility is rare among the famous and most notable in our culture, whether in academics or popular culture, and when individuals reach the zenith of their professions and trade and retain the level of humility displayed as experienced from Dr. Posner during the author's doctoral studies, such individuals are truly genuine (authentic) leaders. Dr. Posner was exceptionally influential through his personable and human approach in dealing with the author and his requests, and this was a highly motivating factor which when coupled with the dedication of dissertation chair and management professor Dr. Ogazon, assured the author of success and progress. The author remembers once when he contacted Dr. Posner's office by telephone and Dr. Posner was away on a visit to a European university and was contacted via email. Despite being busy on this overseas visit, Dr. Posner responded the same day to the author's email, and continued responding throughout the day to the author's inquiries. In addition, he was able to effectively delegate an important task requiring active decision and presence to a colleague or partner at Wiley's who was quick to comply. This shows how the sphere of genuine (authentic) leadership has influence that is not only respected, but is progressive and positive, and far-reaching. This was one of the most impressive and humbling examples of leadership learned from interaction and communication with Dr. Posner, and which made an invaluable difference in the author being able to accomplish his goals, and to understand and appreciate the impact of genuine (authentic) leadership as the most powerful force in leading change and success.

Genuine (authentic) leadership influences others to be genuine and appeals to the humanity in others. That is why it is important for leaders to lead by positive examples so that the leadership process can be continuous and immeasurable in its influence. When the author's experience

communicating with Dr. Posner was shared with professors and classmates, as well as other leaders, they were impressed and humbled, and were motivated to practice the same. For example, university administrators whom the author shared the experience with were extremely impressed that Dr. Posner, the great leadership theorist who they all admired and taught others about, and whose principles and practices of exemplary leadership they apply in their daily leadership would be so humble and accessible to a doctoral student. Accessibility is the most powerful factor of influence from leaders at the highest levels of their trades, professions, or organizations. High ranking leaders like high ranking politicians are like the royals of their fields, and thus, are often inaccessible to ordinary everyday individuals like the author. However, this was not the case with Dr. Posner. Dr. Posner's genuine (authentic) leadership was active leadership that made him respond naturally in a way that built a sense of trust and relationship despite distance and any other factors such as relative position-power distance, difference in leader-follower goals and responsibilities, etc that could potentially become obstacles to a successful influence relationship. This is called a "genuine leader influence encounter" and the author is forever impressed and inspired and influenced to practice this form of leadership in his professional and personal life.

#### *Genuine Leadership Characteristics and Values in Dr. Agueda G. Ogazon*

Leaders do not have to be world-renown to have the unique and powerful influence the author describes as emanating from encounter with Dr. Barry Posner. However, they have to be genuine (authentic) leaders to wield such a powerful influence that leads to a whole new learning experience and understanding about what leadership truly entails. Such powerful influence that changes observers and followers ways of thinking, behaviors, and appreciation of leadership only comes from genuine acts of kindness, compassion, care and fostering of mutual respect, mutual importance and understanding. These genuine (authentic) leadership characteristics are only a few of the extensive examples found in dissertation chair and management professor Dr. Agueda G. Ogazon, a truly genuine (authentic) leader whose effective coaching and mentoring skills led the author of this paper to achieve significant self-growth and accomplishment of several important goals over the past years, and whose genuineness continues to impress and inspire the author in his daily relationship and practices as a leader and follower. The powerful influence that genuine (authentic) leadership wields comes from the fact that leadership is also a very personal matter, especially encounter with genuine (authentic) leaders as the quote from Covey above reflects by the constant uses of "I" and "my". Genuine or authentic leadership is very personable in its approach.

Dr. Ogazon is no ordinary educator and professor because unlike many, she practices a form of leadership that is "leadership with heart" (Ho, 2004). This kind of leadership requires its practitioner to be genuinely interested in human social and intellectual growth and lends

significant support through coaching and mentoring in developing the individual to his or her fullest potential. In fact, describing Dr. Agueda Ogazon's leadership style is not easy because it requires extensive understanding of leadership theories and approaches since what she exemplifies as a leader stems from a combination of all those best practices regarded as constituting effective leadership across all schools of thoughts. The most appropriate term to describe Dr. Agueda Ogazon's leadership as experienced by the author and the rest of her students is "genuine (authentic) leadership" as she combines supportive leadership, servant leadership, participative leadership, emphatic leadership and transformational and transcendental leadership values to maximize follower development. This implies that genuine (authentic) leadership seems to require a specific kind of personality or specific personality characteristics. Dr. Agueda Ogazon has a personality characterized by humility, respect and compassion for others, humbling self-image and modesty, extremely high level of integrity, putting others' needs and interests before self: great degree of altruism, and a moralistic perspective that engenders the universal categorical imperative.

One of the most unique and strongest characteristics and values of those who are and become genuine (authentic) leaders is that they do not necessarily see themselves as leaders, but as partners in work and organizational projects and they do not strive to impress or inspire; they simply do their parts with heart and dedication. Additionally, they love what they do and find the greatest rewards in helping others reach their goals rather than in the kinds of rewards transactional and other leaders seek. The intrinsic satisfaction of knowing they can help make a difference and contribute to the self-growth and development of followers and observers are what drive them to work continuously and give without receiving or asking anything in return. Giving seems to be a part of their natural personality and character and they take pleasure in giving freely and celebrate the accomplishments of their followers as if these accomplishments were their very own. Dr. Agueda Ogazon like most genuine (authentic) leaders is modest in the way she wields influence over those under her guidance because she understands that influence is a two-way process whereby leaders influence followers and followers influence leaders (Cohen & Bradford, 2005). She understands that followers can influence leaders despite not having the assigned power or organizational-formal authority which leaders or those in positions of responsibility have. This is what Cohen and Bradford (2005) call "influence without authority". By understanding the process of influence and influence-relationship more than most leaders, Dr. Ogazon is able to place significant and mutual value and respect on the leader-follower relationship and foster two-way feedback, communication, participative exchanges and actions, and this in a way where the follower experiences leadership while dealing with her. During the development and writing of his doctoral dissertation with Dr. Ogazon, the author numerous times was allowed this extraordinary "follower-lead" role. This attests to Dr. Ogazon's understanding that autonomy is important in leadership; followers or coachees and mentees (those being coached and mentored) must sometimes be given a "leadership" role in which they

make important decisions and even lead the process with only necessary guidance that fosters a sense of independence, while being aware of “interdependence” as the key to a process such as leadership. Leadership coaching in which the leader develops leading abilities in the coachee or follower (Hunt & Weintraub, 2011) is an essential part of what we call genuine (authentic) leadership.

As evidenced from the above description, genuine (authentic) leaders play many roles. Dr. Ogazon played the roles of coach, mentor, supporter, leader, friend, teacher, team member, organizer, motivator and challenger, etc during the author’s dissertation development and writing. In playing all these roles, the genuine (authentic) leader gives credence to his or her value as a leader who understands that leadership is not a static or rigid process, but one which entails wearing as many if not even more hats than the typical American parents must wear in the 21<sup>st</sup> century. A genuine (authentic) leader is perhaps the most complex of leader when it comes to defining leadership roles and responsibilities. This is because such leaders do not see themselves above anyone or any tasks; they function in accordance with followers’ needs and the requirements to make the leadership-influence relationship a successful one in which growth takes place on personal, professional and organizational levels. Interestingly, they play all the roles described by Kouzes and Posner (2003) in their exemplary leadership philosophy, and the Mintzbergian (Table 1) as played by Dr. Ogazon during her leadership of the author’s dissertation committee. Genuine (authentic) leaders thus, have informational, interpersonal, and decisional roles and must act as monitors, disseminators, spokespersons, figurehead, leader, liaison, entrepreneur, disturbance handler, resource allocator, and negotiator. Dr. Ogazon had to act in the informational roles of monitor, disseminator and spokesperson; the interpersonal roles of figurehead, leader, and liaison; and the decisional roles of entrepreneur, disturbance handler, resource allocator and negotiator (McFarlane, 2011). These are some of the many roles that genuine (authentic) leaders play because they are proficient and dedicated to service.

Table 1  
 Mintzbergian Leadership Roles of Dr. Agueda Ogazon as Dissertation Chair

Leadership Roles	Managerial Responsibilities	Activities (Dr. Agueda Ogazon):
<i>Informational</i>	<i>Monitor</i>	Sought and received information, and maintained interpersonal contacts with various partners and stakeholders in the dissertation process.
	<i>Disseminator</i>	Forwarded information to committee members and sent memos, and made phone calls where approval and other decisions were needed.
	<i>Spokesperson</i>	Represented the student and dissertation committee to insiders and outsiders in speeches and reports.
<i>Interpersonal</i>	<i>Figurehead</i>	Performed ceremonial and symbolic duties: meeting with deans and committee members as part of process.
	<i>Leader</i>	Directed and motivated the doctoral candidate and trained, advised, and influenced the committee members and doctoral candidate throughout the dissertation process.
	<i>Liaison</i>	Maintained information links in and beyond the organization as necessary in completing the process.
<i>Decisional</i>	<i>Entrepreneur</i>	Initiated new ideas and spotted opportunities for improvement in the dissertation process.
	<i>Disturbance handler</i>	Took corrective actions during crises, resolved conflicts among dissertation committee members and doctoral candidate, and facilitated adapting to constant changes.
	<i>Resource allocator</i>	Decided how to effectively use resources and scheduled for time frame completion and review, and set priorities and decided the roles of committee members in the process.
	<i>Negotiator</i>	

		<p>Represented the student during negotiations with committee members and department heads and university administrators.</p>
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Source: Adopted modified; McFarlane, D.A. (2011), *OJDLA*, Vol. IV, No. I, Spring, p. 1.

Genuine (authentic) leaders must be able to adapt themselves to followers’ uniqueness. This is especially important because genuine (authentic) leaders will find themselves more sensitive to followers’ distinctive characteristics and needs than their other leadership counterparts. Thus, they spend much time engaged in personable interaction and communication with followers where they must build long-lasting influence relationships as they become mentors for life. Genuine leaders are authentic because they more often than others, represent the first and most profound leadership encounters for their followers.

*Genuine (Authentic) Leaders Practice What They Preach*

The most profound lesson from the author’s interaction and encounter with Dr. Barry Posner is that genuine (authentic) leaders are genuine to the point where it brings back the thought of the traditional leadership debate of whether leaders are born or made. That is, the author somehow believes that genuine (authentic) leaders are born rather than made because they remain themselves and true to their characters, values, and selves regardless of their positions, authority, or fame. Their positions, wealth, power, abilities, and influence do not change who they fundamentally are, and how they naturally respond to others because of the degree of natural humility and compassion they seem to exhibit as part of permanent behavior, personality, or character. For example, Dr. Posner is no ordinary man; after all, he is known worldwide and is one of the world’s foremost among authorities and theorists on leadership. Dr Poser was dean of the Leavey School of Business at Santa Clara University when the author first spoke with him by phone and then through email contacts and perhaps he was also one of the busiest deans in the country. Over the past years the author has had the negative experience of being ignored by deans and administrators, executives and leaders at less visible, smaller institutions who are either too busy or too important to pay attention or interact and respond to someone they see as “insignificant” to their leadership and success, and has no direct influence or impact on their leadership. However, between 2008 and 2010, the author was communicating back and forth with “The Barry Posner” and this impressed not only his colleagues and classmates, but his professors and administrators at the university where he was completing his studies in leadership. The author’s experience was so profound that he felt compelled to communicate it to leaders across several organizational levels, especially leaders in higher education who often do not practice what they preach, since such an experience was not only humbling for self, but for

others who through the author's relation of the encounter also experienced the genuine (authentic) leadership of Dr. Barry Posner.

Often we read and encounter hundreds of books and papers on leadership theory and practice with so many individuals advocating what they view are effective practices that create positive follower and onlooker experiences. Business students are especially exposed to the mantra of effective leadership practices in courses taught by thousands of management and leadership professors and administrators at colleges and universities annually, but how many really do practice even the very principles of effective leadership they teach and advocate? Very few, especially high ranking administrators who lock themselves away in their ivory towers and use gatekeepers and access guards such as executive assistants and secretaries to limit access to them. Business schools' leaders and professors become especially visible when they engage in leadership practices that place them on an unreachable pedestal above their students and other followers or stakeholders since more than any other educators, they are active in the creation of future leaders and business school leaders have moral imperatives for leadership (Cavico, Mujtaba, & McFarlane, 2010).

Dr. Posner had a dean's secretary and several other individuals who could have acted in these capacities (gatekeepers and access guards) when the author first called his office in 2008 to personally ask for his permission and input in using the Leadership Practices Inventory (LPI) in a dissertation. However, Dr. Posner personally took the phone and spoke with the author for an extended period, personally emailed the author and anticipated the author's responses, replied in unbelievable speed and time, sometimes almost instantly, and personally instructed the author to fax permission letter to his attention, which he anticipated and acknowledged receiving almost simultaneously with its arrival. This is genuine (authentic) leadership and characteristic of Greenleaf's servant leadership philosophy. It is leadership built on service regardless of who and where, and leadership which inspires, models the way through example, challenges the traditional process of out-of-sight and out-of-mind distancing leadership practices predicated on power-relationships, and is leadership that certainly encourages the heart and enables others to act; encouraging the author to pursue and accomplish his personal goal and enabling the author to do so through sharing, compassion, cooperation and humility. Dr. Posner could have delegated all these actionable leadership functions to his secretary or simply ignored the author, and this would have perhaps resulted in discouragement to use the Leadership Practices Inventory (LPI), pursue the topic which the author was studying, or even not completing the research. However, what the author experienced was the difference between active leadership and passive leadership. Dr. Posner utilized active leadership by being personable and involved rather than passive leadership which would have meant ignoring the author's calls and emails and/or directing his assistants to respond.

Dr. Posner practices what he preaches as a leader; all the five practices are engendered in his approach to leadership and naturally emanate from interaction and communication with Dr. Posner. This is what is called genuine (authentic) leadership and is highly needed in our global society where passive leadership and the distance between leaders and followers contribute to failure in appropriately and effectively addressing the problems and challenges that individuals and organizations face today. Genuine leaders never forget the fundamental purpose and function of leaders, or the basic formula; *leadership = leader + followers*. Moreover, like Dr. Agueda Ogazon, genuine (authentic) leaders understand that they must play many and varied roles, and that in playing these roles, they must completely understand the influence-relationship and how this affects the success of leadership in its coaching and mentoring, informational, interpersonal, and decisional roles. The world needs more genuine and generous helpful leaders like Dr. Barry Posner and Dr. Agueda Ogazon who do not let their authority and fame and prominence become iron bars to access and serving others. One of the important reminders that the author's professor and dissertation chair Dr. Agueda Ogazon always gives is that of becoming entrapped in the "Prima Donna Syndrome" as this often acts as a barrier between those who have knowledge or resources and those who seek influence from them. Genuine (authentic) leadership requires humility yet not compromise, authority yet not control, and must be vested in helping others to reach their personal and professional goals. It must be leadership from the heart and leadership with heart.

#### *Implications and Recommendations*

The most effective leaders among us are those who are genuine (authentic) in their leadership behaviors and practices by demonstrating that they are human and humane because they value others' well-being and use empathy, are dedicated to serving others, and never outgrow being who they are because of wealth, fame, popularity or positions of authority and power. They are best called genuine (authentic) leaders because they simply are genuine in the way they respond to people and followers without care for differences in status, and they are accessible regardless of their importance and positions. Experiencing such leadership as the author has through work and communication with Dr. Barry Z. Posner and the humility and compassion of his dissertation chair Dr. Agueda G. Ogazon, communicates that there are still leaders out there who remain genuine despite their positions and authority. Genuine (authentic) leadership entails understanding what leadership is about and never forgetting the simple leadership formula: *leadership = leaders + followers*, and that the interaction of leaders and followers determines leader success as perceived influence affect or influence relationship.

Developing genuine (authentic) leadership requires self-assessment and a conscious desire to influence and assist others to accomplish their personal and professional goals. There are several things that leaders can do to develop genuine (authentic) leadership: (i) engage in shared

leadership; (ii) develop their ability for empathy; (iii) remain accessible; (iv) engage in active rather than passive leadership; (v) remember what leadership is about and never forget the simple leadership formula; *leadership = leader + followers*; (vi) never outgrow the capacity or opportunity to influence; (vii) communicate with followers and admirers; (viii) be eager to help without regards to individual social status differences; (ix) do not delegate the opportunity to make changes to others where your influence and attention are what followers demand; (x) dedicate time and effort in dealing with those who seek your knowledge, wisdom, influence, and advice; (xi) value human interaction and think of leadership as a process of socialization; (xii) see your authority, influence, ability, and power as a ways to help others accomplish personal and professional goals; (xiii) try to the best of your ability to assist those who seek you out, following in the way of a servant leader, opening the door for those who knock; (xiv) respond in a timely manner to inquirers and be polite and generous; (xv) be dedicated to your calling as a leader and remember that your leadership is not limited to those in your immediate organization or department that are your followers or subordinates, but that your leadership extends to the wider community and all stakeholders who are impacted by your work; and (xvi) practice what you preach and remember that leadership is a lifelong endeavor and that your actions and behaviors will influence the kind of leaders that those who observe your behaviors and come in contact with become. Leadership is unending influence and the ability of leaders to affect others is immeasurable.

### *Conclusion*

According to McFarlane (2009) effective leaders are the pillars and cornerstones of our world. Without effective leadership our world would rapidly crumble along with our many hopes and dreams. Success would be unrealistic and life itself would be unbearable in a jungle where survival of the fittest means the conquest of savagery over humanity and civility without genuine (authentic) leaders to steer us in the right directions. Thus, effective leaders balance our world through positive examples that nullify our many negative experiences gained in communicative interaction with others and our own negative personal experiences. We need leaders who are human at heart and lead with heart, and whose authenticity as individuals reminds us that leadership is a social process; a process of human social interaction in which influence relationship means sharing experiences and responding generously and humbly to the calls and needs of others who sometimes are not our personal close or immediate followers and who may contact us out of the blue to seek our guidance and assistance.

Genuine (authentic) leaders are always prepared to influence others positively, no matter what their affiliations and status may be. In today's society having the influence experience described above with Dr. Barry Posner is rare and unique, powerful and everlasting; and having a leader like Dr. Agueda Ogazon whose ability to lead through examples, actionable or active leadership,

while communicating a sense of equality and assurance of success in followers or those who she guides is equally rare and highly needed to make significant impact on individual lives and successfully manage and lead change. Genuine (authentic) leadership is the most powerful and indispensable form of influence and servant leadership practice; it transforms and enlightens those who look to others for effective leadership and is leadership that certainly makes the most profound impact and difference. We are in dire need genuine (authentic) leaders like Barry Posner and Agueda Ogazon to lead us into the future.

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