

[Table 1.1 A summary dichotomy: managers versus leaders](#)

Managers	Leaders
Are transactional	Are transformative
Seek to operate and maintain current systems	Seek to challenge and change systems
Accept given objectives and meanings	Create new visions and new meanings
Control and monitor	Empower
Trade on exchange relationship	Seek to inspire and transcend
Have short-term focus	Have long-term focus
Focus on detail and procedure	Focus on the strategic big picture

Despite the accumulated onslaught by leadership campaigners, a number of evident gaps and problems remain. First, those occupying top positions in organizations have remained largely unmoved by the widely promulgated case. For example, research by the Work Foundation (2003) confirmed what many suspected, namely that chief executives and board directors are still less likely than more junior colleagues to receive leadership coaching and tutoring. Only 25 per cent of top-echelon managers in the sample of 221 organizations had been tutored in leadership compared with nearly 50 per cent of junior managers in the sample. As expected, the vast majority of senior managers (78 per cent) espouse the value of leadership as a core organizational priority, but in practice they just do not seem to get round to doing much about it at the highest levels.

According to two influential Harvard Business School professors, the

same is even true of the majority of business schools. They ask the question: ‘Why do top business schools espouse mission statements that promise to ‘educate the leaders of the future’ – yet fail to give leadership its intellectual due?’ (Nohria and Khurana 2010).

A second area where gaps and loose ends remain relates to the serious scrutiny of the issues. As we have already indicated, the main part of the ‘debate’ about leadership in recent years has been constituted by a fairly simplistic ‘case’. The campaign extolling transformational leadership rests on a series of basic propositions, each of which turns out to be contentious. In this volume it is argued that there is a series of critical issues that deserve much closer analysis. The rationale and purpose of the book is to identify and explore these critical issues. In the final section of this introductory chapter we summarise the contributions of the ensuing chapters.

The chapters which follow

[Chapter 2](#), ‘Changing theories of leadership and leadership development’, maps the main theoretical landscape related to research on leadership. It tracks the extent of stability in the conventionally dominant models. It is argued that the interpretation of what constitutes ‘leadership’ – and thus the associated critical issues in leadership – have changed over time. In broad terms, three eras are identified in that chapter. During the first, prior to the 1980s, ‘leadership and management’ were rarely terms subject to differentiation. They were regarded as either interchangeable or extensively overlapping activities. When ‘leadership’ was studied or