"Achievement comes to someone when he is able to do great things for himself. Success comes when he empowers followers to do great things with him. Significance comes when he develops leaders to do great things for him."

Max Dupree

Transformational Leadership

I noted a few years ago that my own leadership is more effective when I seek to inspire my colleagues than when I offer rewards or simply reason with them. That is not to say that reasoning and information exchange are unimportant, as they can be exquisitely important. That is also not to say that rewards, including financial ones, are unimportant, as I suspect if our reward systems are not in the ballpark of reasonableness, that no amount of inspiration would be effective. But I seem to have the greatest success in influencing the thinking of others (which is what leadership is about) when I speak in terms of visions that can be achieved; helping patients, professionals, and institutions reach their full potential; and having sustained impact on the state of our profession, our schools, and our patients. In saying this, I do not suggest that inspiration can be contrived for the purpose of manipulating faculty, as clearly, the inspired message must be genuine, it must be the right message, and it must have integrity and speak to the good of the order.

I recently came across some empirical evidence to support my observation. F. William Brown and Dan Moshavi(1) undertook a study of leadership styles of 70 department chairs in land-grant institutions. They reported that transformational leadership, which emphasizes the inspirational aspects of the relations between leaders and followers, has a greater influence on faculty behavior than transactional leadership, which emphasizes a quid-pro-quo relationship between leaders and followers. The transformational leadership factors were positively associated with department satisfaction and the improved discipline, respect, and willingness to expend extra effort. The four factors are: (i) idealized influence, (ii) inspirational motivation, (iii) intellectual stimulation, and (iv) individualized considerations. Perhaps each of these factors merits further explanation.

Using idealized influence, a leader would readily display conviction, take stands on controversial issues, and emphasize trust, values, purpose, ethical considerations, and commitment. Leaders provide inspirational motivation when they articulate a desirable vision, challenge others with lofty standards, and speak enthusiastically and encouragingly. Leaders use intellectual stimulation when they provide additional information, question old norms, offer new perspectives, and encourage expression from others. Lastly, individualized consideration speaks to the importance of being a good listener; considering individual needs, abilities, and goals; advising; and coaching.

Why is transformational leadership effective? Brown and Moshavi(1) contend that academia's unique circumstances make transformational leadership less effective than transformational leadership. Although department chairs have considerable authoritative influence on the careers of non-tenured faculty, their authoritative influence on tenured faculty is notably less. Complicating matters in the academic setting is the fact that faculty often have a stronger allegiance to their disciplines than to the department or the college. This leads to a need or opportunity to inspire faculty through relationships and a sense of ethical commitment to the higher goals.

If we accept this premise, it has clear implications for: (i) selection of individuals to serve in academic leadership positions, and (ii) development of these individuals over time into first rate, highly effective leaders. I submit that a splendidly successful scientist may, indeed, be a superbly effective chair, but the abilities that enable success as a chair will likely be very different from those that enable success as a scientist.

A Message for Junior Faculty Who Aspire to Lead

I believe that young faculty members often do not fully understand the influence that they have on the thinking of students and postgraduate trainees. Occasionally former students, residents, and fellows have reminded me of something that I said to them in the distant past that had real impact on their thinking. Often, I can't even remember saying it. Either my neurons are dropping off at a rate that should strike fear in my heart, or I had no idea of the impact of what I was saying at the time. Hopefully, the later is the case. John C. Maxwell(2) states that each of us influences at least 10,000 other people during our lifetime, therefore, the question is not whether you will influence others, but how you will influence them. Because we are all influ-encers (and, therefore, leaders) of one kind or another, I believe it critical that AACP step forward to assist all faculty members who aspire to lead in developing their capacity for effective leadership. The Board of Directors and staff are committed to that premise.

Although a few very dynamic and charismatic leaders are born, for most of us, leadership abilities are learned and enhanced over time. Leadership is complex and has many facets, some of which are elusive. Learning to lead requires time, coaching, information, sharp observational and self-evaluation skills, emotional maturity, discipline, respect for others, a sense of timing, and perseverance. Faculty members who aspire to lead should pursue that goal in an organized and methodical way, over the long haul. As is the case for students in any discipline, faculty aspiring to lead must pursue the goal on a daily-basis. We can learn from the successes of others and from their failures. Having a mentor helps, but having many mentors helps even more. Reading about leadership can be most useful, and practicing leadership is invaluable. It is important to self-evaluate and to seek the evaluation of others.

Leadership that is based on only the leader's authority or position, is the lowest level of leadership(2). We should all seek to lead at a higher level. Higher levels of leadership require a love for people, a desire to bring others along on your successful journey, a sense of purpose and accountability, an ability to communicate effectively, the courage to develop and empower others, a willingness to take risks and be audacious, and the ability to find joy in the successes of others. Leaders do what they say they will do, and they understand that they lose their credibility only once. Making a mistake does not mean that credibility has to be lost. Mistakes are allowed if the leader has taken the time and effort to build trust and has integrity and the best interests of his followers at heart.

As junior faculty, you are the future of the academy. Unless you seek to develop your leadership potential, our educational enterprise will crumble. If pharmacy colleges and our professional and scientifi-
ic organizations fail to invest in your development, we steal from our future. If your goal is to lead, you have a responsibility to create development opportunities and identify development resources for yourself and to insist that your institution help you to meet your goal of becoming an effective leader. As you develop, you will also have a responsibility to assist others in their leadership development and take joy in their successes. I wish you every success in your journey.

References