EMERGENT LEADERS WITH DISTINCTION

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Abstract - Leadership challenges stemming from contemporary issues have meant that the way we conduct business has changed and so the way we choose leaders must also change. Although much leadership research and selection methods exist, their discourse does not clarify practical applications for choosing leaders in these uncertain times. The current work aims to address this matter by attempting to answer the question: Is there a straightforward way of choosing leaders based on undeniable criteria? The essay draws a distinction between emergent and assigned leaders to pinpoint factors that are not accessible for leader development but inherent in effective leadership. Possible explanations for how those who attained leadership positions came by them are put forward and interviews with managers revealed that assigned leaders were mostly chosen from among emergent ones subjectively or because of seniority but not through formal personnel selection methods. In addition to measures recommended by psychologists for choosing leaders, the present paper proposes to concurrently employ weighted criteria and distinguishing factors, namely, personality traits, natural characteristics (whether physical, mental or circumstantial), and gift elements. This conceptual model describes the suspected relationship between the identifiable constructs, emergent leaders, and effective leadership with the aim of assisting leadership decision makers to forecast and choose leaders in more practical ways.

Keywords - Emergent Leadership, Leader Assignment, Leader Selection

I. INTRODUCTION

Our increasingly complex world requires the immediate attention of scholars and practitioners to improve the way they choose leaders. Organizations face today many leadership challenges as a result of flatter structures, task migration, and more use of teams, which created the need for more leaders at all levels (Avolio & Vogelgesang, 2011; Day, Harrison, & Halpin, 2009). Organizations have been wandering to provide the flexible workforce, multidirectional careers that are dynamic and fluid. Reasons for this include, a combination of fast developments in multiple areas and the pace of change is accelerating, as well as the flattening of organizations and elimination of entire managerial layers with career paths becoming more and more blurry (Baruch, 2004).

Contemporary shortage of competent management and leadership is a central issue that can no longer be ignored (Hogan et al., 1990; Maietta 2017; Hogan et al., 1994; Rieger, 2009). This is evident in the impending retirements of millions of Baby Boomers and declining birthrates in industrialized nations (Eversole, Venneberg, & Crowder, 2012). Another reason cited for the shortage of competent leaders is the use of invalid selection procedures, the lack of a composite measure of leadership with agreed upon criteria (Clark & Gruber, 2017). Furthermore, the factors decisive of a leader's effective performance are not straightforward and concrete with no composite measure of leadership and so are difficult to assess especially when it comes to leader selection and development (Clark & Gruber, 2017). Second, the effort and skills needed to be an effective leader are unobservable and can often times differ from acquiring a leadership position (Harris and Raviv, 1978; Jensen and Meckling, 1976; Holmstrom, 1979; Darrough and Melumad, 1995; Peter & Hull, 1969).

The current work aims at overcoming some of the leadership issues aforementioned by proposing practical solutions to bridge the gap between the multitude of research and knowledge in the field by providing practical answers that are urgently needed by leadership decision makers. Still, the main objective is to explore a straightforward way of identifying and choosing potential leaders. Evidently, the most methodical ways known to date for choosing leaders are the ones that use measures recommended by psychologists of cognitive ability and normal personality, structured interviews, simulations, and assessment centers predict leadership success reasonably well (Bass & Stogdill, 1990; Howard & Bray, 1990; Hughes et al., 1993; DeVries, 1992; Yukl, 1989). These measures are concurrently employed with a set of categorical weighted assessment criteria to suit different leadership ranks throughout the organization from entry level to middle-level leaders and even executives. Weights are put to distinguish category importance depending on the leader rank.

Suggested criteria for assessments must include classification areas, namely, task-oriented, relations-oriented, and change oriented behavior (Yukl's (2002), past experience or success, such as, high group performance, follower satisfaction, improved group process, and career success, and the leaders' circles of influence or power, and strategic and visionary outlook. However, it is understood that this is not always practically feasible. Therefore, other more practical application factors, as discussed below, are proposed as more accessible for choosing leaders from among emergent ones.

II. LITERATURE REVIEW

When an individual is active in leadership, that individual is a leader, whether leadership emerged or was assigned. However, exploring scholarly work can help draw a distinction between emergent leaders and assigned ones, which can be useful in understanding further how leaders may be chosen.

2.1 Emergent leaders

It is important to define at this point both the emergent and assigned leadership. Leaders rise to a formal position in an organization, referred to as assigned leadership. While other leaders become informal leaders because of the way people react to them, referred to as emergent leadership. In some cases, the assigned leader is not the real leader but another one who is more influential shows emergent leadership (Foti, 2007; Schneier & Goktepe, 1983; Stogdill, 1950). Emergent leadership is also sometimes defined by the degree of influence leaders exert on other members of a group, even though they are not in formal positions of authority (Neubert, & Taggar, 2004; Lord, De Vader, & Alliger, 1986). Past studies have found that leaders emerge over time and can be broadly attributed to skills, behaviors, or personality traits or combinations of each. The perspective of emergent leadership refer to in the current paper is leadership that is achieved by the leader's actions or qualities and not ascribed by inheritance or ways not dependent on his or her actions or qualities.

Earlier scholars such as Stogdill (1950) recognized that emergent leaders exhibited behaviors and skills of positive communication by being engaged verbally, being knowledgeable, seeking others' thoughts, starting new ideas, and being firm but not inflexible. Further, a self-monitoring, which was defined as a personality trait, has been linked to leadership emergence (Ellis, 1988; Garland & Beard, 1979). Another important skill found in emergent team leaders was the ability to perceive team requirements and select appropriate behaviors for those demands (Zaccaro et. al., 1991). Also, people who were rated highly on empathy garnered attributions of leadership from their peers (kellett et. al., 2006; Wolff et. al., 2002). Cote et al (2010) found that the ability to understand emotions was most consistently associated with leadership emergence. Finally, possession of relevant knowledge plus encouragement to use it positively affected rates of emergent leadership (Watson & Hoffman, 2004).

Behaviors predicting one's emergence as an informal leader can be organized into two categories: task-focused and member-focused, and past research found that task focused behaviors (e.g., task coordination) are the strongest predictors (Freed, 2013; Taggar et al., 1999). Taggar and his colleagues (1999) identified three behaviors that predicted whether a member was identified by teammates as an emergent leader: performance management, goal setting/achievement, and synthesis of member ideas. Lord (1977) also identified three behaviors associated with a team member being rated an informal team leader: coordinating behavior, developing orientation, and facilitating evaluation. Likewise, Kanungo (1996) asserted that followers attributed leadership to individuals when they perceived the leader's behavior to be culturally appropriate and in congruence with their own cultural values. Whereas Wolff et al. (2002) found that informal leaders were selected because they display constructive task and team management behavior.

However, the most agreed-upon predictors of emergent leaders are personality traits. The Big Five personality traits predicted leader emergence but did not mean the leader was successful at getting the group to achieve its goals (Lord, et. al., 1986; Hogan et. al, 1994). Other studies related emergence to personality traits found that leadership emergence was associated most strongly with cognitive ability (g), followed by conscientiousness, extraversion, and emotional stability (Taggar, et. al., 1999). By the same token, Smith and Foti (1998) found that *personality traits* play a role in leader emergence such as, dominant, more intelligent, and general self-efficacy, and gender-biased perceptions of orientation to task or social behavior regarding leader emergence (Eagly & Karau, 1991; Van Vugt, et al, 2008; Watson & Hoffman, 2004). Finally, Foti and Hauenstein (2007) found that a combination of skills behaviors and personality factors where a pattern of individual differences like high intelligence, high dominance, high general self-efficacy, and high self-monitoring was associated with leadership emergence.

Many theories have explained the developmental changes that people undergo over the course of their lives to becoming assigned and effective leaders and sometimes overlap with leader emergence conditions and factors. Relevant such theories that examine human capital skills development include social identity theory (Hogg, 2001), social contagion (Meindl, 1990), and implicit leadership theory (Hollander & Julian, 1969). The exchange processes by which leaders gain influence by showing expertise, such as, positive communication and gaining loyalty is most likely the same for formal and informal leaders (Murphy et al., 1974). However, an exceptional viewpoint on leadership emergence is the social identity theory; in which leadership depends on the degree the person is compatible with the identity of the group. Similarly, followers attributed leadership to someone's behavior that was culturally appropriate and in congruence with their own cultural values (Kanungo, 1996). Another unique perspective to emergent leadership is social contagion. Here followers influence each other through the spontaneous spread of emotional and behavioral reactions among a group of people (Meindl, 1990). Finally, Heifetz (1994) explained that emergent

leaders obtained informal authority by taking responsibility for exercising leadership in situations where it is required. Heifetz stresses that meaningful change needs shared leadership, and it cannot be achieved by a single, heroic person. Lastly, the implicit leadership theory reasons that people are perceived and accepted as leaders informally to the degree that their characteristics, such as personality or values, correspond to other peoples' established ideas of what leaders ought to be like.

A key issue in the study of emergent leaders is that these leaders are oftentimes relatively unknown, at the foot of the table, which is not where we frequently explore. Still, these leaders' most crucial identifiable characteristics are difficult if not impracticable to develop. Past studies used various measures for leader emergence, namely, high intelligence, high dominance, high general self-efficacy, and high self-monitoring (Foti et. al, 2007). The most popular indicator of leadership emergence was the big five personality traits (openness, extraversion, conscientiousness) (Judge, 2002). Other measures included competence, mentorship, and deep empowering belief structures (Lynch & Strode, 1993), active participation and demonstration of personal capacity for carrying cooperative tasks through to completion (Crockett, 1955). Furthermore, selecting the person who becomes an emergent leader has been affected by a complex variety of factors including the purpose of the group, the type of task, the length of association in the group, group composition, and relationships to outside groups, incentives, and personality variables (Sorrentino & Field, 1986).

The current paper suggests that emergent leadership has factors that are decisively distinguishable and can be used to forecast leadership not on the basis of established characteristics but on the basis of elements that are hard to develop, yet are rare and innate to potential leaders. Past research has identified qualities of emergent leaders which can be summed up in personality traits as well as other peoples' preconceived notions of what leaders should be like. We argue in this paper that carefully selected factors that distinguish emergent leaders could suffice in choosing leaders who will be further developed for different leadership ranks throughout the organization from entry level to middle-level leaders and even executives.

A brief discussion of talents and how athletes are chosen sometimes based on inherent characteristics can serve to justify an analogy for how identifying emergent leader characteristics can at times be a basis for choosing leaders. We can perhaps learn from the similarities found in sports talent identification and leadership. Normally, talent selection picks athletes with current ability to succeed in the near future, while talent identification is predicting future performance based on systematic evaluations requiring a measure of "gut instinct" of which kid has what it takes to become elite (O'Sullivan, 2013). Furthermore, children born in the Northern Hemisphere, gain a biological advantage by being born in the fall. Gladwell (2013) and Dubner (2014) assert that biologically enhancing child's athleticism is possible if they are born a few months ahead of their peers (Moss, 2015). It's plain, then, that success in sports comes from a combination of factors, most of which are beyond a parent's control such as genetics. The same can be said for IQ (academic aptitude test) as being a genetic academic gift (Kerr, 2009). Aptitude is what needs to be identified in leadership. Aptitude is defined as someone's capacity for learning or ability to do something well in the future (Kerr, 2009). Can the same be said about leadership?

2.2 Assigned leaders

Leader assignment overlaps with leader emergence as found by Foti (2007). Results from his variable approach established that cognitive ability correlated best with the multiple measures of leadership emergence, whereas personality variables had the strongest relationship with promotions, i.e. assigned leadership. Likewise, biases such as the familiar, gender, ethnicity, and religion also were found in earlier work to play an important role in leader appointment (Newell, 1962).

Past research has advocated forecasting leadership by employing a combination of cognitive ability, personality, simulation, role play, and multi-rater assessment instruments and techniques (Hogan, 1994). However, the lack of involvement of psychologists and their complex and expensive methods has led many organizations to choose leaders from among emergent leaders subjectively, or based on technical skills and seniority but not based on personnel selection methods (Hogan, et. al, 1994).

In the assigning leaders, search consultants are occasionally used to outsource the recruitment process. They typically conduct rigorous competency-based interviews with candidates based on the proven skills, knowledge, abilities and talents outlined in the position specification (spencerstuart.com), including quantifiable data that show money saved or revenues produced by potential candidates (Casserly, 2010). Interviews with HR consultants show that some of the extensive but crucial factors for leader appointment to higher positions include (Spencer Stuart):

- Networking with powerful connections
- Impressions management and sometimes manipulation
- A relentless pursuit of leadership positions
- Progressive leadership work experience and track record
- Executive's effort (Moral hazard) is unobservable (Jensen and Meckling, 1976; Holmstrom, 1979; Holmstrom and Milgrom,

1987): will the individual set out to carry out all the effort to get our company to the next level?

- Executive ability (adverse selection) is unobservable (Darrough and Melumad, 1995; Harris and Raviv, 1978; Rothschild and Stiglitz, 1976; Spence, 1973; Salop and Salop, 1976; Wilson, 1977): Does this individual have what it takes to get our company to the next level? It is not for sure that a person who is successful in lower positions of leadership will also be successful in higher ranks of leadership.
- The objective assessment of finalists for senior executive positions. Typically, this process involves psychological testing in the areas of leadership style, work behaviors, motivational factors, and mental abilities. Advantages of Objective Assessment: outside neutral third party, a common benchmark to compare, measures potential executive derailers such as poor decision-making, energy/drive, emotional intelligence, resilience, results orientation, open-mindedness, and the ability to think on one's feet. These qualities are very difficult to assess in interviews and work experience reviews. (PSP Metrics)
- An extensive interview by an experienced industrial psychologist as well as reference checks
- Methodical and systematic career path design and planning, for example, leader internships and internal strategic management development programs

By the same token, evaluation of potential emergent leaders and assigned leaders was equally predictable by means of assessment centers and employment interviews (Bray, 1982; Gruber, 2017). Assessment centers, which base their evaluations on personality traits, are used all over the world to measure managerial and leadership capabilities required for success in leadership, as well as leader selection and development purposes (Eurich et al., 2009; Simonenko, Thornton, Gibbons, & Kravtcova, 2013; Spychalsky, Quinones, Gaugler, & Pohley, 1997).

Skills required to be promoted or anointed to a leadership position are not always the same as ones identified as leadership qualities but are often needed extensively in a career-competitive environment. "A new chief executive officer today, exhausted by the climb to the peak, falls down on the mountaintop and goes to sleep", (Townsend and Bennis, 2011, p.89). As such, how are the skills required to be an effective leader differ from those required to gain and keep a leadership position? Conquest may be richly rewarding, but a leader who advances without ensuring the stability of his or her gains stands to lose everything (Kets de Vries, 2004). It is imperative for a leader, whether emergent or assigned, to continue in his leadership role to follow certain steps that require a minimum hard work and planned strategic actions and behaviors. In other words, leaders need to maintain and uphold their status and manage it, otherwise, they will be ousted.

Lessons learned from "the Prince" by Machiavelli for preserving leadership have been criticised as short-term and unethical. But if taken from a purely practical advice for keeping a leadership position it seems effective, if not, then why has it stood the test of time if for nothing else but just that reason. "The Prince" suggests that politics is not fundamentally about justice or goodness. It is about getting and using and keeping power. He famously said that human beings are wretched creatures, governed only by the law of their own self-interest. It is better for a prince to be feared than loved, because love is fickle, while fear is constant. The Prince is a continuous effort to define, in the most realistic terms possible, the kind of quality or resourcefulness that a prince must possess if he wants to succeed in achieving his objectives, with the presumption of power as primary. For leaders to succeed at maintaining power, they should concern themselves exclusively with gaining and keeping power. The writer advises that a leader must imitate the fox and the lion, for the lion cannot protect himself from traps and the fox cannot defend himself from wolves. Lessons can also be learned Dale Carnegie (2016), whose ideas are based on the William James' dictum: "The deepest principle in human nature is the craving to be appreciated." Graduates of the Dale Carnegie course in human relations are master persuaders who find ways to identify and placate egos. Standing the test of time for the Prince and the millions in sales of Carnegie's book suggests undeniably that their principles are either deeply persuasive or effective or both. Still, many contend that their work focuses too much on short-term leadership position maintenance ways and avoids the real issues of leadership and its development and its complex inter-relationship with social and human capital.

This brings the discussion to a relevant leadership continuance subject; leadership development and its relationship with power and social capital as used by leaders to keep their positions. Leadership development is the increase in a group's capability to give direction, alliance, and commitment, namely, social capital. On the other hand, leader development is just one aspect of leadership development and involves the increase of a person's ability to take on and preserve leadership roles and processes, that is, human capital (McCauley et al., 2010). The link between human and social capital occurs when leaders develop their emotional intelligence (Day, & Zacarro, 2004) which translates into better relationship-management skills for building high-quality exchanges with followers. In this way, the human capital development offers the raw material used in developing social capital integral for preserving a leadership position. Similarly, social capital can create human capital when a leader, for

example, connects otherwise, unconnected networks (Day, & Zacarro, 2004), which can, in turn, provide resources to develop human capital.

Moreover, for a leader to continue in her leadership position, she must understand and use three other important organizational concepts; politics, networking, and reciprocity. Leaders employ their understanding of politics to gain and use power. Networking also helps leaders maintain a position of authority by developing relationships for socializing and politicking. Leaders can also use reciprocity to create obligations and develop alliances to keep their leadership position (Lussier & Achua, 2015).

Several organizations decide to choose leaders and manage the process internally. This often involves succession planning, especially for more senior positions. Many firms already have methods that are highly firm-specific, ranging from the extremely informal (shop talk among upper managers) to the very formal (assessment centers, highly structured and directed performance evaluations) (Mendenhall & Oddou, 1991). Through succession planning, an organization identifies and develops strategies aimed at reducing or eliminating existing or anticipated human capital gaps. This process addresses performance, skills and/or leadership gaps expected to occur when key workers leave the organization. (Crumpacker & Crumpacker, 2007). Caution must be exercised when selecting leaders based on a relay or horse-race styles. Relay succession refers to the situation where the new CEO comes from within the firm and has been the heir apparent of the predecessor for at least two years. Relay succession may lead to managerial leaders while horse race style may lead to strategic leaders' selection (Giambatista, Rowe, & Riaz, 2005). Therefore, it makes sense to use the former for lower level leadership positions and the latter for higher up leader assignments.

III. MANAGERIAL PERSPECTIVE

The present work explores the distinction between assigned and emergent leaders as practical suggestions to overcome issues stemming from the flexibility of changing workforce, leadership scarcity, and skills disparity, which means that the way we conduct business has changed and so the way we choose leaders must be remodeled. It is proposed in the current paper that the leadership issues mentioned above can be mitigated by clear characteristics of emergent leaders early on for further development and assignment. This process is done in conjunction and simultaneously with the involvement of psychologists and the use of their recommended measures for choosing leaders, namely, employment of measures of cognitive ability and normal personality, structured interviews, simulations, and assessment centers predict leadership success reasonably well (cf. Bass, 1990; Howard & Bray, 1990; Hughes et al., 1993; Sorcher, 1985; Yukl, 1989).

The process of choosing leaders is not an easy task. The proposed conceptualization can be undertaken on three levels. First emergent leaders are identified through. Second, the assessment criteria based on classifications are used as mentioned in the introduction above and in the following section. Third, psychologist consultants are brought in to the final comprehensive leader assessment and development stage.

The involvement of psychologist consultants warrants initial discussion. The lack of involvement of psychologists and their complex and expensive methods has led many organizations to choose leaders from among emergent leaders subjectively or based on seniority and not based on personnel selection methods (Hogan, et. al, 1994). Another ineffective way organizations appoint leaders is by using advancements as a reward for good performance, which ends up promoting leaders to their lower performance. It was assumed that assigned leaders are chosen from among emergent leaders, which can be explained by a combination of factors including, the presence of underlying determinants of emergent leaders that qualify them as most suitable at becoming assigned leaders if these determinants are present concurrently with activities like networking, impression management, strong desire to be in a formal leadership position, and following a systematic career path to leadership. However, to confirm the assumption that many organizations choose leaders from among emergent leaders subjectively or based on seniority and not based on personnel selection methods, the researcher surveyed ten hiring managers from a random sample in an unstructured interview in Northern Cyprus. An overwhelming eight out of the ten managers interviewed said yes when asked if they hired intuitively from among emergent leaders or based on technical factors and seniority and not on personnel selection methods.

The second level of choosing leaders uses assessment criteria based on classifications to identify according to the rank of leadership position. We need to put in place categorically weighed assessment leadership criteria to identify emergent leaders who are best suited for certain assigned leadership roles. Emphasis must be put on the fact that promotion should not be a reward for good performance because leadership performance is position-level related, i.e. we can promote leaders to their low performance. (Research question: does a leader's performance decrease with a higher level leadership position? or is promotion related to performance?). Therefore, emergent leaders are at every level of an organization and so assessment criteria must be in place at every level to make sure that more precise selection is pursued succession planning, grooming, and assignment of leaders. Leadership's main categories to look for and

weigh at every organizational/hierarchical level must include the following four areas of classification:

1. Task-oriented, relations-oriented, and change-oriented *behavior* (Yukl's hierarchical taxonomy with three meta-categories).
2. Past *experience* or success (high group performance, follower satisfaction, improved group process, career success).
3. Circle of *influence* or power (how many people come to the leader for advice, informally)
4. Strategic and *visionary* outlook

To allay this issue, it is suggested in the present paper that leader emergence can be a basis for choosing leaders if done systematically and in parallel with psychologist methods mentioned above, so long as it is feasible and with limitations underscored. The current paper suggests choosing leaders by looking for certain emergent leader elements at the first stage before using the more involved psychologist measures. There are certain elements to being an emerging leader who is at the promising candidate stage for further leadership development. The common thread among these elements seem to be our mostly inability to develop them and must come naturally but work together with identified traits, behaviors, and processes to be developed in the grooming and coaching stages after the leader has been anointed. These elements are:

1. **Personality traits –** usually very rare circumstances that usually result in personality that are associated with the emergence (first born to many siblings, unusual circumstances/experiences, etc.),
2. **Natural characteristics –** physical, mental or circumstantial, and
3. **Gift elements** (e.g. enthusiasm, passion for leading, wisdom/visionary outlook, a catalyst trait/feature that triggering reactions that are key to influencing, for example).

CONCLUSION

The current paper describes the link between emergent and assigned leadership. The researcher's original intention was to highlight distinctions that can be made between emerging informally as a leader and being appointed formally as a leader with the purpose of highlighting the most fundamental of elements to forecast leadership. An important conclusion is that an organization must put structures and policies in place that allow for the rise of leaders from ranks of emerging or potential leader to be groomed and eventually assigned positions because of the benefits from such natural progression.

One of the most important aspects of emergent leaders that cannot be developed in them is their relentless drive to lead and be recognized as leaders. What actions and behaviors they carry out to be accepted as leaders can then be learned. Leadership decision makers are most likely to hire from emergent leaders because they perceive them as accepted and ready candidates who have proven themselves to the group and surfaced in their own organic ways. Regardless of the subjective ways used to choose such leaders, they were able to get recognition for their natural ability to lead and persuade group members to follow them and then gained valuable experience in the role of influencing to reach goals within their informal capacity. Emergent leaders with particular characteristics rise to the occasion almost everywhere to a certain extent. Of course, capacity matters, since an emergent leader in a sports team does not necessarily mean but most likely can lead a department store in an informal capacity as an emergent leader especially if she had some experience and training in that environment. Nevertheless, it is assumed that the motivation to become a leader is strong in emergent leaders incentivized by intrinsic rather than extrinsic motives for it to be long-lasting.

Everyone is a leader. If there's ego, there's potential leadership. The ego seeks to control and influence for a purpose (Burn, 1970). It is important to seek to refine and develop leadership to nobler and mature levels with an ethical capacity that eventually determines its merit. Unfortunately, many organizations use assigned leadership as a means of reward for seniority or loyalty and hard work not as an important role of potential inspirational influence on higher goals. Often, as a factor of supply and demand of willing and eager leaders available, assigned leadership positions are negotiated and awarded with more responsibilities and less compensation to get the most done by autocratic hiring managers. In this case, it ends up being short-termed transactional, not long-term and sustainable, void of noble purpose and higher goals beyond the self. This is a type of leadership appointment that is marked by power struggles and intense political games that is also governed by network favors and tension to rise above all consequences and crush your competition to a personal victory for personal power gains.

Consequently, to preserve the ideals for an inspiring and transforming influence to reach higher goals the motivation to be chosen as a leader must go through an ethical test. Many aspects of life teach us that less than pure intentioned and ill-gotten affairs almost always end up in us having to sacrifice more of what we had set out to save in the first place. Therefore, what is the point! The trite underpinning of "end justifies the means" has left organizations and societies hollow and desolate especially because of the significant impact that leadership can have on our lives. The problem isn't the subjective favorite's assignment of leaders in and of itself. It is the sometimes-missing ethical tests of intentions and

corrupt exchanges that undermine whole organizations and societies if overlooked with no checks and balances to safeguard this important process.

To safeguard against foul intentions of aspiring leaders, checks and balances are put in place in addition to the recommended measures made by psychologists for choosing leaders. The current paper proposes choosing leaders from among emergent ones on the basis of hard to develop factors that are still rare and innate in potential leaders, namely, personality elements, natural/physical elements, and cognitive/intangible elements. These factors are employed only if it is not possible to concurrently making use of categorical weighted assessment criteria to forecast leaders or the measures suggested by psychologists were not available.

Being a study in the realm of social science, there were several worth-noting future research suggestions and limitations to the current paper. The first limitation arises from the potential of limited practical application and difficulty of identifying emergent leaders using the suggested list of factors. Second, the practice and dimensions of emergent leadership factors proposed in the current paper need to be empirically verified including factor relationships with relevant variables such as leadership effectiveness or group performance. A third restriction pertains to the limited number and scale of the survey to confirm managers choose from among emergent leaders intuitively or by seniority and not the use of formal personnel selection methods.

To recap, even though leaders are most likely to be chosen from among emergent ones, both types of leaders must possess certain personalities, behaviors, and skills, as well as be strongly driven to lead. To lessen the likelihood of failure rates of chosen leaders, the basic factors of emergent leadership need to be present in potential leaders. The way we conduct business has changed and so the way we choose leaders must be remodeled. The current paper proposed choosing from among emergent leaders using specific factors. It was also suggested to use measures recommended by psychologists as feasibly as possible while continuing forecast from among emergent leaders through distinguished factors, namely, personality traits, natural characteristics, and certain elements of gift, which come naturally and distinguish leaders to be further developed to their successful assignment.

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