

## Book Review

*Leadership=Motivation=Innovation+Productivity:  
Get ready for the latest global challenges.*

Kathleen Brush, 2011 (Paperback).

Lexington, KY, USA (251 pp. ISBN 978-0-9828823-1-3).

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In her book, Kathleen Brush argues that being an effective leader today requires hard or functional and soft or behavioral skills. Such skills will equip leaders for the challenges of achieving continuous improvements in innovation and productivity in a fast paced, employee-centered, complex environment saturated with global issues. This book is very useful for anyone interested in a serious engagement about growth by tackling innovation and increasing productivity among the latest global challenges.

The book has five sections: Leadership and Management, Organizational Behavior/Motivation, Strategy, Integrity, and Parting Thoughts. Each section's overview and main are discussed below.

In the first section, Brush discusses the differences between effective and ineffective leaders.<sup>2</sup> She presents effective leaders as those having the skills to motivate their teams to continuously improve innovation and productivity within a world operating at internet speeds and filled with global challenges.<sup>3</sup> On the other hand, she describes ineffective

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<sup>1</sup> I have spent my sabbatical at Lawrence Technological University from September 1, 2010 to August 31, 2011 as a visiting scholar. During my sabbatical, I have attended an MBA lecture entitled "Leadership & Leadership Development" (Spring 2011) by Dr. Patty Castelli at the university. This review is revised version submitted to the professor as an assignment as per my viewpoint. I received some insights from Michael Dubois and Phillip Van Buren, who were in the same assignment team. I express my appreciation to Dr. Patty Castelli, Phillip Van Buren, and Michael Dubois for their consideration and cooperation during the writing of this book review.

<sup>2</sup> In her book, Brush uses the terms "leadership" and "management," and "leaders" and "managers" interchangeably, which respectively imply leading and managing (Brush, 2011: 11-12).

<sup>3</sup> According to Brush, our interconnected, trade-friendly world is filled with opportunities and threats that every leader must manage, survey, and prepare for. The previous challenges involved in

leaders as those without such skills.

She categorizes effective leadership into who, what, when, where, and how. First, she identifies the criteria necessary to be an effective leader, stating that becoming an effective leader is not an accident or birthright, and that anyone who is willing and passionate about learning the practical application of the compulsory hard and soft skills continuously improving them can be an effective leader.

Second, Brush explains the “when” of leadership, using Daniel Goleman’s six leadership styles (coercive, authoritative, affiliative, democratic, pacesetter, and coaching).<sup>4</sup> According to Brush, no one style can be effective for all circumstances; rather, she explains an effective leadership style, which is a composite style of the above styles combined with a range of compulsory hard skills and some additional soft skills. This composite style will provide a skill foundation for managing the range of responses every leader can use when faced with a situation.

Third, she presents the principles of Geert Hofstede and Gert Jan Hofstede’s, *Cultures and Organizations*.<sup>5</sup> When leaders lead employees overseas, and maximize motivation, innovation, and productivity (MIP), they must adjust their behaviors to match the sensibilities of the local culture.

Fourth, according to Brush, effective leaders guide and motivate their teams at present and toward a more promising future, that is, they maximize stakeholders’ values. They do this by building and selling innovative, marketable products and continuously improving productivity in support of their organization’s objectives for growth and profitability.

Fifth, Brush categorizes the required skills for a leader into two broad categories: hard and soft skills. Hard or functional skills pertain to what leaders need to know, while soft or behavioral skills provide guidance on how to use that knowledge effectively. She emphasizes that leaders with sufficient functional knowledge cannot succeed if they do not know how to motivate employees to use that knowledge, and vice versa. According to Brush, effective leaders must have sufficient knowledge within the global

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entering foreign markets are now fading owing to recent developments such as tariff reductions, globally accessible websites, e-commerce, and door-to door, next-day global courier services (*Ibid*: 231).

<sup>4</sup> Goleman, 2000.

<sup>5</sup> Hofstede & Hofstede, 2004.

context of finance and economics, marketing, human resource management, corporate governance, information technology, quality management, business law, organizational behaviors, strategy, and integrity to adequately perform all their responsibilities. These leaders must also be suitably equipped with soft or behavioral skills. These skills lay the foundation for how leaders can grow and improve their organizations.

In the second section, Brush mentions that the most valuable leadership skill is the ability to understand how employees are wired and how they are affected by different catalysts. This skill will enable leaders to motivate any employee to continually improve innovation and productivity by helping them understand their employees' behaviors.

First, Brush explains that organizational behavior is the study of human behaviors in organizational contexts and it facilitates an understanding of the factors that influence employee motivation and consequently improve innovation and productivity.

Second, she argues that motivating employees is one of the most important responsibilities of leaders; however we may never completely unlock its mysteries.<sup>6</sup> Brush then offers some insights she says they are key to unlock the mysteries of employee motivation: employees are motivated by leaders with hard and soft skills,<sup>7</sup> leaders who are missing these skills are not respected, unrespected leaders consequently affect their businesses in a toxic slippery slope by failing to motivate their employees to be innovative and productive.

Third, she states that how employees are motivated vary by motivational types, motivational needs, and employee inclinations, that is, understanding whether an employee is achievement motivated, affiliation motivated, or competition motivated<sup>8</sup>; what their

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<sup>6</sup> This is because humans are very complicated, ever-changing beings, and organizations are similarly very complex social systems. There are no single reward that can motivate all employees (Brush, *op. cit.*: 81-82).

<sup>7</sup> With quality management, employees are inspired by leaders who vigorously mentor and encourage them to partake in the development and execution of well-defined processes that will lead to continuous improvements in innovation and productivity. It is demotivating though, for employees to work on products that are not innovative or competitive and to work for a leader who sees the chaos that accompanies a lack of processes as normal (*Ibid.*: 84).

<sup>8</sup> David McClelland identified three types of motivational needs in his book *The Achieving Society* (Free Press, 1967): achievement motivated, affiliation motivated, and power or competition motivated. Brush applies the motivational types as follows: employees are naturally motivated by power or competition, achievement, or affiliation. Appealing to these motivations can yield huge dividends in productivity and innovation (Brush, *op. cit.*: 110-117).

current personal and professional needs are based on Maslow's hierarchy of needs<sup>9</sup>; and how they are essentially wired using the Myers-Briggs Type Indicator (MBTI)<sup>10</sup> or a similar personality test. These tasks are indispensable for leaders to unlock several mysteries of their employees' motivation.

Fourth, Brush explains that leaders who master organizational behavior are well prepared conflicts in organizations,<sup>11</sup> diagnose the cause of conflicts that surface, and implement resolutions.

Fifth, she argues that environmental events and industry forces can have a profound influence on employee motivation. External events are just as likely as internal events to pose challenges to an organization's longevity. Leaders who understand how external events influence motivation are well on their way to unlock the many mysteries of employee motivation.

Sixth, she emphasizes that it is through the various types of communications (i. e., verbal and non-verbal, covert and overt, in physical and virtual settings) that leaders inspire MIP. It is through their way of communication that leaders can be described as effective or ineffective. Leaders whose communications are thoughtfully developed, timely, honestly, persuasive, conveyed with sensitivity, and effectively transmitted will see positive outcomes.

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<sup>9</sup> The hierarchy of needs was developed by Abraham Harold Maslow in his paper "A Theory of Human Motivation," which was published in *Psychological Review* 50 (4) (1943: 370-96). Maslow studied the hierarchy through which human motivations generally ascend. He classified needs into the following categories, from the lowest to the highest in the hierarchy: physiological, safety, belongingness and love, esteem, and self-actualization needs.

<sup>10</sup> Brush also argues that the MBTI helps leaders unlock other mysteries of motivation. The introvert/extrovert behavioral assessment is useful because it explains why some employees reign while others do not. The second MBTI behavioral assessment is intuition (N) and sensing (S). S-type employees are quantitatively oriented, live in present-day reality, and are practical and detailed. On the other hand, N-type employees are qualitatively-oriented, future-oriented, conceptual, innovative, pro-change, and prefer summaries to details. The third MBTI assessment involves determining what a person thinks (T) about the business aspects or what are his/ her feelings (F) of affected employees when making decisions. T-type employees think about logic and consistency, while F-type employees consider people and special circumstances. The fourth MBTI assessment is judging (J) and perceiving (P). J-type employees prefer making decisions, working with schedules, and meeting deadlines, while P-type employees prefer to keep their options open (Brush, *op. cit.*: 124-131).

<sup>11</sup> According to Brush, organizations are innate hotbeds of conflict brought about by issues such as poorly designed structures, flawed communications, roll-your-own goals, on-the-fly processes, and limited resources (*Ibid.*: 154).

Seventh, Brush reveals that a leader's ability to motivate employees is directly related to the sum of his or her power sources.<sup>12</sup> Thus, all leaders must be vigilant in building and protecting their sources of power. If leaders fail to build power sources and confront challenges to their power, the unimaginable can happen.

Eighth, she argues that micro-management is just one way to disempower employees and cripple MIP, placing unreasonable restrictions on how work is completed is another way. She strongly advises that leaders must be fully empowered to do their jobs in order to be held accountable, and that they must pass on this empowerment to their employees in order to reasonably hold them accountable.

In section three, the topic focuses on strategy and the importance of strategic thinking. Brush offers essential insights for developing, validating, deploying, and supporting strategies. Strategy is the skill that allows leaders to sort out the complexities and challenges that they face in order to make plans to guide their teams on a path on which the organization cannot lose.

She states that the elements of the strategy hierarchy, from top to bottom, are vision, mission, strategies, strategic objectives, and strategic plan. A vision is used to describe how leaders view the future of their industry and give employees a hypothetical end goal that realizes this vision real. A mission describes the role that the organization will play in fulfilling its vision, and is meant to be a beacon that guides an organization's general direction within its industry. A strategy defines the paths of innovation and productivity that an organization should take to achieve its mission. The current and future strategies identify how an organization will achieve its objectives, while the strategic objectives define the strategies that must be achieved and identify paths that must be avoided.<sup>13</sup> Finally, the strategic plan defines the tasks and schedules

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<sup>12</sup> Brush explains that a leader's actual power or total power is derived from several sources: legitimate power, reward power, coercive power, referent power, expert power, professional power and political power. The first five powers were identified by John R. P. French, Jr. and Bertram Raven in their 1959 article, "The Bases of Social Power" in D. Cartwright and A. Zander. *Group Dynamics* (New York: Harper & Row, 1959), while the last two powers were added by Brush (Brush, *op. cit.*: 171).

<sup>13</sup> Brush comments that when defining objectives it is important to keep a few things in mind. For instance, the objectives must be achievable; they do not have to be easily achieved, but rather just achievable. In addition, leaders must achieve what they measure. At the least, there must be objectives for increasing revenue, managing expenses, increasing productivity, and increasing innovation (*Ibid*: 203).

that need to be executed to realize the strategies and achieve the strategic objectives while accomplishing the mission.

According to Brush, strategy-weak leaders look for bright, shiny bullets such as acquisitions and partnerships to conceal their failures and keep their product portfolios fresh and/ or open up new markets. Leaders who plan to pursue acquisitions and partnerships must research and validate their strategies, similar to any other strategy for their plans to be successful.

She explains that perennially healthy companies are process-driven organizations led by process-oriented leaders who are walking-talking role models for continual process improvement. The strategy process she devised is a simple two-part strategy: (1) disinvest in mature products and increase the productivity of the employees working on these products and (2) increase investments in innovations for new, introductory, developing products.

Brush comments on the information imparted through lifecycles,<sup>14</sup> and advises leaders when and how to change industry and product strategies. In the introductory and growth phases, leaders use their skills to promote innovation and growth. In the mature and decline phases, their skills are focused on lowering costs and maximizing profitability through increasing productivity and reducing expenses.

In sections four and five, Brush concludes stating the importance of integrity for leaders and the relation between integrity and effective leadership. She states that there is nothing more damaging to MIP than a leader with an integrity problem.<sup>15</sup> She proceeds to explain that ineffective leaders can easily place themselves, their employees, and their organization on perilous footing by being serial integrity violators. Further, Brush states that when leaders demonstrate an absence of skill sets or personal integrity such as through unprofitable contracts, schedule delays, and dissatisfied customers, they destroy the integrity of the very organizations they lead.

Overall, the book is excellent in that it provides useful and helpful insights, tips, and

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<sup>14</sup> According to Brush, industries and products have lifecycles with four distinct phases: The introductory phase tries to ascertain the product's disposition or potential. The growth phase is chaotic, energetic, and the phase that demonstrates the product's maximum potential. The mature phase is the experienced, mellowed phase. The decline phase is the phase that determines whether the product should be maintained, harvested, or discontinued (*Ibid.*: 226).

<sup>15</sup> Brush says that employees are not inspired by leaders with integrity issues as well as by those with skill set deficiencies and by organizations with diminished integrity (*Ibid.*: 247).

knowledge on global leadership based on Brush's significant experience as a turnaround executive and global business consultant in the US and abroad since 1991. The various examples or anecdotes she gives are very useful for global businesses; they serve as a prescription for global leadership, especially on how leaders can win straight victories by motivating their employees to continuously innovate and be productive in a global environment that operates at lightning-fast speeds, and how their organizations can succeed today and tomorrow. This book provides very useful insights on how leaders can motivate employees and unlock the manifold mysteries of employee motivation in order to drive the highest levels of MIP by eliminating sources of demotivation, knowing how to acquire, build, and keep their sources of power, and knowing how to align rewards to desired employee behaviors. This book also provides guidance for leaders to manage and leverage global complexity and to move in a fast-paced world. This book talks about how effective leaders think strategically, when they should build or acquire strategic components, the implications of products and industry lifecycles, how they can globalize strategies, and how they can competently create and execute a strategy process. I agree with Brush's emphasis on integrity as a firm foundation for the 21<sup>st</sup> century, which should be implemented through their effective leadership.

Despite the book's many strong points, it has several limitations, particularly regarding the further deployment of the theory of global leadership, which I discuss in detail below.

First, although Brush mentions the disadvantages of micro-management and the importance of empowerment, she argues for effective leadership and management from the viewpoint of power leadership because she still does not have enough arguments from the viewpoint of service leadership. From the viewpoint of service leadership, leaders consider, stand, raise, and support every member of organization so that he or she can grow and meet new challenges in the future during which he or she innovate and raise productivity.<sup>16</sup>

Second, Brush does not differentiate leadership from management; she suggests that arguments or debates about the differences between leadership and management are nonsensical because leaders lead people to complete projects, and managers manage

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<sup>16</sup> Keith, 2009: 14; Park, 2012.

projects by leading people.<sup>17</sup> Although her opinion is reasonable, and I agree that leadership and management together are important, I think that the distinction between leadership and management such as those by Kotter<sup>18</sup> and Bennis<sup>19</sup> are important. The distinction between leadership and management help us gain a better understanding of great leadership and enable us to reflect on our own behaviors.

The third limitation concerns her formula for leadership (i. e., leadership = motivation = innovation + productivity). The formula is clearly understandable; it equates leadership with motivation and raising innovation and productivity. Nevertheless, this formula raises the following questions: Is leadership completely the same as motivation? Can leadership only be achieved by raising innovation and productivity? These questions stem from the fact that leadership not only improves productivity or efficiency but also includes other aspects such as the growth and maturity of the personality of the followers, improvement in the quality of life, and training the next-generation leader. Further, I think that leadership concerns not only a short-term purpose such as the organization's achievement but also a long-term purpose such as showing the direction or vision of the organization.

Fourth, the book is divided into five sections. I would say that section one is the theoretical portion while the other four sections are applications of the theory. Although Brush devotes significant space to sections one, two, and three, she devotes comparatively less space to sections four and five. Therefore, I would say that there is an imbalance in the treatment of the different sections of the book.<sup>20</sup>

Fifth, although the book has practical and substantial significance owing to the prescriptions based on her real-life experiences, the book does not necessarily contribute to the development of leadership theories because the book is not a treatise but rather shares information for every leader, as Brush says so herself.<sup>21</sup>

Sixth, although I can agree with Brush's opinion that Maslow's hierarchy of needs helps leaders unlock other mysteries of employee motivation and predict the behaviors

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<sup>17</sup> Brush, *op. cit.*, 11.

<sup>18</sup> Kotter, 1996; Kotter, 1999.

<sup>19</sup> Bennis, 2003.

<sup>20</sup> Sections one, two, and three are 62 pages, 115 pages, and 46 pages long, respectively, while section four is only 12 pages.

<sup>21</sup> Brush, *op. cit.*: 7, 25.

of employees, we also have to consider that Maslow's hierarchy of needs has some limitations or criticisms.<sup>22</sup> For example, some people consider social needs to be more important than other needs, while others choose to fulfill self-actualization needs at the expense of their needs.

Seventh, although Brush's argument that leaders must consider industry and product lifecycles, as shown in her statement "many US leaders who are brilliant when it comes to product innovations that sell well in the introductory and growth phases, but who are skill-deficient at increasing productivity, which is required to succeed in the mature and decline phases,"<sup>23</sup> is relevant and reasonable in the age of stability and continuity, I think that the theory is not always relevant and reasonable. This is because product innovations rather than innovating production are required to respond to the instability and discontinuity of changes in the global society. Take the case of Sony Corporation, for example. Until recently, Sony Corporation has been innovating incrementally and prospering since putting the Walkman on the market in 1979. However, the company is currently facing problems with its competitor, Apple, the makers of iPod. Further, the Sony brand value is also facing stiff competition with Samsung Electronics. I think that innovating production is insufficient, and that product innovation is required more than anything else during instable and discontinuous changes in the global society.<sup>24</sup>

Eighth, although I agree with Brush's argument that effective leaders who want to motivate their teams to maximize innovation and productivity have to unlock the mysteries of employee motivation, organizational behaviors, environmental factors, strategic knowledge, and integrity, I do not think that the book necessarily provides effective prescriptions for the global world in the 21<sup>st</sup> century because new times demand new kinds of leadership. Leadership styles and skills that may have worked in stable, predictable environments will be inadequate in an era of radical uncertainty. To be a leader in turbulent times requires capabilities and skills that are far different from those that were considered effective in the 20<sup>th</sup> century.<sup>25</sup>

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<sup>22</sup> Wahba and Bridwell found little evidence for the ranking of needs as Maslow described, or even for the existence of a definite hierarchy at all (Wahba & Bridwell, 1976).

<sup>23</sup> Brush, *op. cit.*: 229.

<sup>24</sup> Please see my article about the subject: Park, 2010.

<sup>25</sup> According to Michael J. Marquardt and Nancy O. Berger, to be an effective leader in the 21<sup>st</sup> century,

These points are only my opinions or suggestions that I think the author can consider including in her book. I believe that Brush can contribute greatly in solving organizational problems in the real world by researching on leadership and global society considering these points.

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one needs to possess eight key attributes: (1) the ability to develop and convey a shared vision, (2) a service/ servant orientation, (3) commitment to risk-taking and continuous innovation, (4) a global mindset, (5) confidence with technology, (6) competence in systems-based thinking, (7) recognition of the importance of ethics and spirituality in the workplace, and (8) a model for lifelong learning (Marquardt and Berger, 2000: 1-32).

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