

CURRICULUM ON LEADERSHIP

Strand L4: Leadership Skills & Theories

Level 11

This Strand is composed of the following components:

- A. The Cadet
- B. The NCO
- C. The Officer



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B. THE NON-COMMISSIONED OFFICER

Objectives

DESIRED OUTCOME (Followership)

Cadets will be familiar with various leadership theories, and be able to analyze a leadership situation using different theories. Cadets will embrace the techniques of being a good NCO leader.

At the end of instruction, each cadet will be able to:

1. Identify and define the three classic leadership styles, and match the many other styles named to their definition.
2. Explain what a leadership theory is, what a leadership model is, and identify the types of theories or models that have come to prominence in the past hundred years.
3. Identify the Attributes and Competencies of the Cadet Leadership Model, and match examples of the Attributes and Competencies to the correct category.
4. Describe Great Man Theory's main points and criticisms.
5. Describe Trait Theory's main points and criticisms.
6. Explain how the Myers-Briggs Type Indicator assesses opposing personality characteristics to assign a personality type label that helps you understand how personality affects leadership interactions.
7. Identify the basic premise of servant leadership, the type of organizations where it is particularly successful, and its characteristics.
8. Explain the Situational Leadership Model, matching the Developmental Levels to the Leadership Styles.
9. Describe the five dimensions and five related characteristics of Authentic Leadership.
10. Describe the basis for Transactional Leadership, and the strengths of transactional leaders in improving existing processes and systems.
11. Describe the four components of Transformational Leadership, and how a transformational leader inspires change in an organization.

B1. Leadership Styles.

Before we can delve into different leadership theories and models, it's important to discuss different styles of leadership. A leadership style is a leader's style of providing direction, implementing plans, and motivating people. Experts list a number of styles, and few lists agree, but many overlap. The three classic leadership styles, which were proposed by Kurt Lewin in 1939, are autocratic, democratic (also called participative), and laissez-faire (French for "to leave alone"). The two ends of the spectrum are autocratic and laissez-faire, with the many other styles falling somewhere between the two, and often overlapping or having aspects in common with each other. The most commonly listed styles are defined here, listed alphabetically.

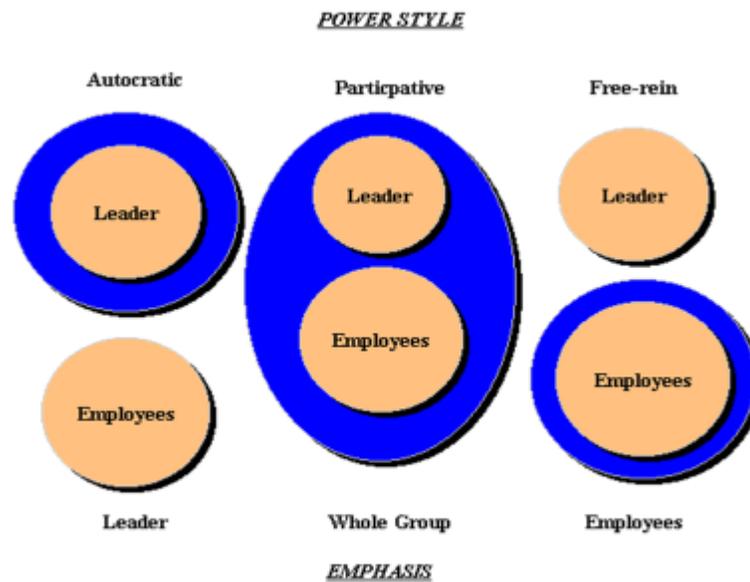


Figure extracted with permission from <http://www.nwlink.com/~dondark/leader/leadstl.html>

Affiliative. A type of leadership first described by Daniel Goleman in 2002 as one of his six leadership styles. An affiliative leader promotes harmony among his or her followers and helps to solve any conflict. This type of leader will also build teams that make sure that their followers feel connected to each other. Typically the followers will receive much praise from this style of leader, however poor performance tends to go unchecked. (Business Dictionary, 2017)

Autocratic or Authoritarian or Command. An authoritarian leadership style is exemplified when a leader dictates policies and procedures, decides what goals are to be achieved, and directs and controls all activities without any meaningful participation by the subordinates. (Business Dictionary, 2017) Such a leader has full control of the team, leaving low autonomy within the group. The leader has a vision in mind and must be able to effectively motivate their group to finish the task. The group is expected to complete the tasks under very close supervision, while unlimited authority is granted to the leader. Subordinates' responses to the orders given are either punished or rewarded.

Bureaucratic. A style of leadership that emphasizes procedures and historical methods regardless of their usefulness in changing environments. Bureaucratic leaders attempt to solve problems by adding

layers of control, and their power comes from controlling the flow of information. (Business Dictionary, 2017)

Charismatic. The charismatic leadership style relies on the charm and persuasiveness of the leader. Charismatic leaders are driven by their convictions and commitment to their cause. Charismatic leaders also are sometimes called transformational leaders because they share multiple similarities. Their main difference is focus and audience. Charismatic leaders often try to make the status quo better, while transformational leaders focus on transforming organizations into the leader's vision. (Spahr, 2016)

Coaching. This one-on-one style focuses on developing individuals, showing them how to improve their performance, and helping to connect their goals to the goals of the organization. Coaching works best, Mr. Goleman writes, "with employees who show initiative and want more professional development." But it can backfire if it's perceived as "micromanaging" an employee, and undermines his or her self-confidence. (Murray, 2017)

Coercive. The coercive leader demands immediate compliance with their orders. The coercive leader has a style that is best described as: Do what I tell you, or else. The coercive leader accomplishes tasks by bullying and sometimes even demeaning the followers. The coercive leadership style is best used in situations where the company or followers require a complete turnaround attempt. For example, it is effective during disasters or dealing with underperforming employees, usually as a last resort. Under those conditions, the immediate compliance with an order or instruction quickens the road to recovery. Unfortunately, Goldman's research indicates this style has a very negative impact on the overall work climate. This style provides little opportunity for reward, and by demanding compliance with orders, it removes from workers all responsibilities for their individual actions. (Money-zine, 2017)

Democratic or Participative. Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Everyone is given the opportunity to participate, ideas are exchanged freely, and discussion is encouraged. While the democratic process tends to focus on group equality and the free flow of ideas, the lead of the group is still there to offer guidance and control. (Cherry, verywell.com, 2017)

Innovative. A leadership style where the leader grasps the entire situation and goes beyond the usual course of action; he/she can see what is not working and brings new thinking and action into play. It is useful to break open entrenched, intractable issues, to create a work climate for others to apply innovative thinking to solve problems, and to develop new products and services. The type of leadership most strongly associated with innovation is transformational leadership.

Laissez-faire. Also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. It is characterized by very little guidance from leaders and complete freedom for followers to make decisions. Leaders provide the tools and resources needed. Group members are expected to solve problems on their own. Power is handed over to followers, yet leaders still take responsibility for the group's decisions and actions. (Cherry, verywell.com, 2017)

Pacesetting. The phrase that best describes the operating mode of the pacesetting leader is: "Do as I do, now." That's because this style is one that involves a drive to achieve initiatives, and a drive to achieve results. The pacesetting leader sets both high standards for themselves and those they are leading. One of the key attributes of this style is the "lead by example" approach. They don't ask their followers to do anything they wouldn't do themselves. Unfortunately, not everyone shares the same motivating forces. Pacesetting leaders are also quick to identify individuals that are not keeping pace with their expectations. Poor performers are asked to rise to the occasion, and if they do not, they are quickly replaced. Pacesetters don't give employees a lot of positive feedback; they simply don't have the time. On the flip side, they have no problem jumping right in and taking over if they think progress is too slow. (Money-zine, 2017)

Paternalistic. A type of fatherly managerial style typically employed by dominant males where their organizational power is used to control and protect subordinate staff that are expected to be loyal and obedient. A manager with a paternalistic leadership style might be appropriate for a business with a more formal and hierarchical structure where creative thinking is not required of staff. (Business Dictionary, 2017)

People-oriented. People Orientated leadership is when a leader of an organization is more focused on the individuals of the team, that the task may get overlooked. The task is still important, but the individual is put first. (Answers.com, n.d.)

Situational. A popular model of leadership created by Paul Hersey and Ken Blanchard, with belief that effective leadership requires flexibility in leadership styles depending on the situation.

Task-oriented. A task-oriented leadership style means that a manager or leader prioritizes task direction ahead of consideration of people. A leader with this style focuses on establishing project or task deadlines, delegating responsibilities and monitoring worker progress until completion. While the leader may still engage in some level of coaching and relational management, these roles aren't as prominent. (reference.com, 2017)

Transactional. Transactional leaders focus their leadership on motivating followers through a system of rewards and punishments. There are two factors which form the basis for this system, Contingent Reward and management-by-exception. Contingent reward provides rewards, materialistic or psychological, for effort and recognizes good performance. Management-by-exception allows the leader to maintain the status quo. The leader intervenes when subordinates do not meet acceptable performance levels and initiates corrective action to improve performance. Management by exception helps reduce the workload of managers being that they are only called-in when workers deviate from course.

Transformational. Leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group as a whole. In this leadership style, the leader enhances the motivation, moral and performance of his follower group. (Strategies for Managing Change, 2017)

Visionary. This style is most appropriate when an organization needs a new direction. Its goal is to move people towards a new set of shared dreams. "Visionary leaders articulate where a group is going, but not how it will get there – setting people free to innovate, experiment, take calculated risks," write Mr. Goleman and his coauthors. (Murray, 2017)

B2. Leadership Theories and Models.

There are so many leadership theories and models, we couldn't possibly cover them all, but we will discuss the most influential and common theories and models. There is a difference between a theory and a model, but in leadership study, they are often presented together, and we will do that.

A **leadership theory** is an attempt to apply rules and ideals to explain the behaviors of leaders. There are collections of leadership hypotheses and leadership theories which all aim to examine how a leader operates and their effect on the workforce or task." (Nugent, 2013)

A **leadership model** is a guide that suggests specific leadership behaviors to use in a specific environment or situation. In addition, models often use a graphic representation to show the required leadership behavior.

One of the earliest theories of leadership arose in the 1840s when Thomas Carlyle proposed the Great Man Theory. We still study great leaders in order to determine what made them effective and to help define different aspects of leadership.

Out of Great Man, Trait Theory emerged. We all like to study the traits that successful leaders employ, but we don't necessarily agree on any specific list of traits that are necessary for a good leader to have.

In the 1930s and 1940s, psychodynamic (personality) theories emerged, with the general idea that self-awareness and awareness of your followers' personality characteristics and motivators will help a leader understand how to better approach a situation.

The behavioral theories of the 1940s and 1950s offered a new perspective, focusing on the behaviors of leaders as opposed to their mental, physical, or social characteristics.

In the late 1960s, contingency theories looked at more situational based leadership, with the leader changing his/her approach based on the followers and/or the situation.

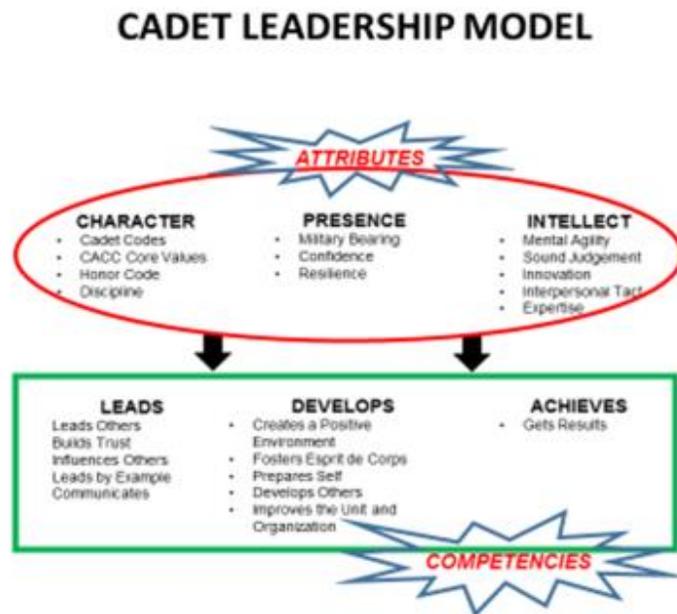
The 1970s brought transactional (or exchange) theories, with the key being the transaction (such as a reward for good performance) between the leader and followers. Transactional leadership was closely followed by theories of transformational leadership, which is still touted today as possibly the gold standard for leadership theory. However, integrated leadership theories that combine different aspects of other theories has come out in the last decade, and may be the way forward for the next quarter century!

Your style of leadership is unique to you, though we all fall into a mix of styles and theories when it comes to how we lead. You can be a leader without knowing anything about leadership theory, but you can't be at the top of your leadership game without some knowledge of this subject. The more you understand about what people think leadership is, the better you can develop your own leadership.

Knowing something about these (and other) leadership theories and models put tools in your leadership toolbox that may be of use someday in your leadership journey.

B3. Cadet Leadership Model.

The Cadet Corps teaches leadership. We strive for values-based leadership, impeccable, character, and competence in cadet duties. The Cadet Leadership Model presented here is an adaptation of the leadership model used by the US Army. It covers what a leader must be (attributes), and what a leader must be able to do (competencies). You can find the Army Leadership Requirements Model in the Army publication ADRP 6-22.



An **attribute** is something you ARE. The attributes in our model are:

- Character
- Presence
- Intellect

Cadets must be leaders of character, leaders with presence, and leaders with intellect. You must use these attributes in your practice of leadership

Character. We have a whole strand on character in leadership – it’s that important. Character is an attribute or feature that makes up and distinguishes an individual. Your character helps determine how you behave.

A true cadet behaves with honor, integrity, and many other positive characteristics.

Cadet character is defined by our core values, honor code, cadet codes, and discipline. You can find them in CA Cadet Corps documents and on our web page. These are part of Cadet Corps memory work – we want you to know them by heart – they’re that important

Presence. Cadets should display **military bearing**, especially in uniform, and strive to look sharp. They should behave with discipline - act professional and not goof off. Cadets should strive to build confidence, and should make it part of their presence. Followers will follow confident leaders. Finally, cadets should build resilience, and encourage resilience in others. Resilience is the capacity to recover quickly from difficulties. Sometimes you fail; part of the philosophy in the cadet program is to give cadets opportunities to learn leadership through both success and failure in a safe environment. It’s important to build the ability to bounce back from adversity.

Intellect. Mental agility is an important attribute of a leader. Leaders must be able to think on their feet, accurately assess a situation, and know what to do when there are problems. Mental agility is a flexibility of mind, an ability to anticipate or adapt to uncertain or changing situations. Good leaders practice critical thinking, which we discuss in Lesson A7. The ability to determine facts and assumptions of a situation and critically assess them are key to determining what a leader or organization must do.

One of the more important leadership traits is **judgement**, the ability to form sound opinions and make reliable estimates and sensible decisions. Leaders acquire experience through trial and error and by observing others. Learning from others can occur through mentoring and coaching by superiors, peers, and even subordinates. Often, leaders must juggle facts, questionable data, and intuitive feelings to arrive at a quality decision. Innovation is the ability to come up with something new when needed. As a problem solver, cadets should think creatively and be innovative to develop ideas that solve the problem. New or better ways, or thinking outside of the box, along with listening to others’ ideas, help the team building process as well.

Effectively interacting with others is a huge part of leadership. **Interpersonal tact** combines an acceptance of others, recognizing **diversity** as a positive factor in a team, and displaying **self-control**. A cadet’s self-control, emotional balance, and stability greatly affect their ability to interact with others. People have hopes, fears, concerns, and dreams. Understanding that emotional energy sparks motivation. Leaders who lose their self-control cannot expect those who follow to maintain theirs, and a loss of self-control often leads to a lack of respect.

Expertise is the final factor in intellect. It is the special knowledge and skill developed from experience, training, and education. As a cadet: Uniform, Courtesy, and Drill & Ceremonies are areas cadets can gain and show expertise. Other curriculum areas, such as how to honor and fold the US flag, map reading, or leadership theory can be skills or knowledge a cadet can excel in. All these areas can be learned, and you can share your expertise by teaching other cadets.

The second part of the Cadet Leadership Model outlines the competencies – what a leader should be able to do. The major areas are leading, developing, and achieving. Leaders provide purpose, direction, and motivation in order to accomplish missions and improve the organization.

The first competency is to lead others. To accomplish this, a leader must build trust, influence others to do something the leader wants them to do, set the example, and communicate.

We lead through **compliance** and **commitment**. Compliance is the immediate response to orders. This is a good thing to have in many situations, but in a participative leadership environment, it's more appropriate to build commitment. If followers are committed to the organization and mission, and know why they're being asked to do a task, they will accomplish the task with more willingness and initiative than when simply ordered to do it. Commitment produces longer lasting and broader support of followers to a leader, and a leader can influence followers to change attitudes, beliefs, and behavior that doesn't support the organization. This type of leadership develops responsibility among followers and allows followers to demonstrate initiative and creativity. This reinforces loyalty, professionalism, selfless service, respect, and duty – all traits we want our cadets to display. We build trust by displaying our own integrity at all times, and showing our subordinates that we honestly care for their success and welfare in a fair environment that doesn't show favoritism or injustice.

The essential element of leadership is **influence**. Influence is how people create and relay their messages, behaviors, and attitudes to affect the intentions, beliefs, behaviors, and attitudes of others. Examples of influence are showing personal interest in a follower's well-being, offering praise, understanding a follower's perspective, or being a role model. There are many ways we influence others. Some are:

- Pressure
- Legitimate authority
- Exchange (transactional – reward or punishment)
- Personal appeal
- Collaboration
- Rational persuasion
- Inspirational appeal
- Participation

These are all tools in your Leadership Toolbox!

We keep coming back to providing purpose and motivation. Leaders influence others to achieve some purpose. To be successful at exerting influence, leaders have an end or goal in mind. People are more willing to do what you ask of them if they know WHY it needs to be done. Provide the WHAT and WHY for a task, and your followers will often do it happily!

We Lead by Example. We do that because it's not very noble or moral to ask a subordinate to do something we wouldn't do ourselves. And we act, always, like we want our followers to act. A leader isn't better than his/her followers – he/she is just in a different position of responsibility (that's my servant leadership coming through). We meet the standards we expect our followers to meet, and emphasize the leadership traits we hope they will emulate. We lead with confidence, and do our best to inspire others. We display courage and demonstrate competence in our areas of expertise.

One of the most important tasks that leaders do is **communicate**. It is critical to keep both our subordinates and superiors informed. To our followers, we communicate what we want them to do and why, what the situation is (so they can take initiative while fully understanding the commander's intent), and what the end-state is. We communicate the task and purpose, overall goal, and standards. To our superiors, we communicate the situation as we see it, and what's going on with our subordinates. Part of success at communicating is active listening and providing feedback.

The next competency is to **develop** – ourselves, our subordinates, and our unit’s capabilities. We strive to leave the organization better than it was when we arrived. We foster a climate of high morale and esprit de corps. We continually seek self-improvement, and work to develop others while building effective teams. We make choices and take actions that ensure that leaders in the future sustain the Cadet Corps’ vision of developing leaders.

Finally, we **achieve**. We get results. As leaders, we persevere until the task is complete and we are successful. We never give up. We adapt to changes and manage our resources to keep the focus on accomplishing the mission. We monitor performance, and apply influence where it is needed to get the job done successfully. We pursue excellence, and celebrate excellence and success where we find it.

The Cadet Leadership Model shows us what leaders must be and do to be successful. The CA Cadet Corps program is designed to help you be a leader of character, someone who has presence and the intellect to lead other cadets (and in your future, other people in whatever profession you choose). We give you the opportunities to lead and develop your unit, and if you continue to excel, opportunities to lead and develop higher level units at brigade and corps level and units at our summer encampment. You can achieve by dedicating yourself to continuous improvement, academic excellence, and always working at being a leader.

B4. Great Man Theory.

In the 19th Century, Thomas Carlyle, a Scottish philosopher and writer, proposed what has become to be known as the Great Man Theory. This was a popular leadership theory until the mid-20th Century, and still generates interest today, though most experts disagree with it.

“The history of the world is but the biography of great men.” Thomas Carlyle 1840

Carlyle believed that leaders are born with certain characteristics and traits that allow them to be successful leaders – essentially that leaders are born, not made. He also believed that great leaders arise when the need for them is great. He profiled leaders such as Jesus, Mohamed, Shakespeare, Pericles, and Napoleon. Leadership, to Carlyle, is an “almost magical quality found only in a select few.” (LaFond, 2012)

A perfect example of Carlyle’s theory is Winston Churchill, the leader of Great Britain during World War II. Churchill believed he was born to save England from a great catastrophe, and he did. He was charismatic, brilliant, determined, and a great communicator. His leadership during the war held the country together and allowed the British, along with their allies, to prevail over Nazi Germany, Italy, and Japan.

Some people are ‘born leaders’. And some, like Churchill or some other historical heroes were in the right place at the right time. But even when Carlyle was espousing Great Man Theory, he had critics, such as Herbert Spencer, who called Great Man Theory “childish, primitive, and unscientific.” (Bisk Education, 2017). Great Man Theory doesn’t proffer criteria for greatness; who gets on the list and who doesn’t? It is a difficult theory to test or prove.

Carlyle was a product of his place and time. In Great Britain or Western Europe in the 19th Century, leaders were almost always members of the aristocracy, and always men. Does that mean they were born to be leaders but poor people, women, or people of color weren't? Or was it that the environment shaped what people became or were able to achieve? A poor kid in the slums of London wasn't going to grow up to be a great national leader, no matter what great traits he or she might possess. That's not how the world worked.

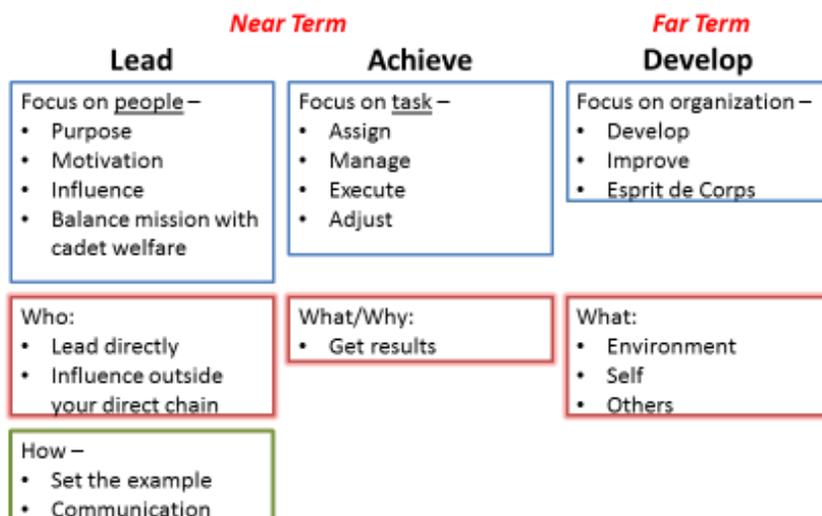
Leonid Grinin defines a historical figure (a Great Man) thus: "Owing to his personal features, or to a chance, or to his social standing, or to the peculiarity of the epoch, an individual by the very fact of his existence, by his ideas or actions (or inaction) directly or indirectly, during his lifetime or after his death may have such an influence upon his own or another society which can be recognized significant as he left a noticeable mark (positive, negative or unambiguous) in history and in the further development of society." (Grinin, 2010). This is a nice description of a 'great man', but it doesn't mean that only people born with certain traits can become 'great men'.

There is no single method or style for being a great leader. Much of being a leader is dependent on the situation you're put in and your ability, developed throughout your life, to apply the right tactics to a problem or situation. Churchill was the perfect leader for World War II Britain, but he wasn't as effective in 1916 during the Gallipoli Campaign, or in 1945, when he was voted out of office toward the end of the war because people felt his skills weren't right for post-war Britain.

It is important for people who want to be leaders (like cadets!) to study leaders from throughout history. What traits did they display? What led to their success or failure? What made them great? But we do this study not to just appreciate great leaders, but to extract lessons from their tactics, successes and failures. We identify the skills they had (like being a great communicator).

For all the attention paid in history to great leaders, it is taken for granted today that leadership is an art and science that can be learned and developed. Some people are born with personality traits that make them natural leaders, but others can develop the knowledge and skills to become great leaders. US military and CA Cadet Corps doctrine state that leadership is developed through education, experience, and training. In many levels of military schooling, and throughout the Cadet Corps curriculum, aspiring leaders practice the skills that hone their ability to lead others. Through academics, applied leadership experiences, staff service, and tools such as drill and ceremonies, uniform wear, and practice of customs and courtesies, we gradually transform a student into a leader.

Core Leader Competencies



B5. Trait Theory.

“The trait theory of leadership focuses on identifying different personality traits and characteristics that are linked to successful leadership across a variety of situations. This line of research emerged as one of the earliest types of investigations into the nature of effective leadership and is tied to the "great man" theory of leadership first proposed by Thomas Carlyle in the mid-1800s. According to Carlyle, history is shaped by extraordinary leaders.” (Cherry, What is the trait theory of leadership, 2017)

The idea with trait theory is that if you can identify the personality traits or characteristics a great leader has, you can look for those same traits in other leaders, or even develop those traits in people who want to be leaders. This gets us farther away from Thomas Carlyle, who believed that leadership traits are innate, that the leader is born with these traits.

So what traits do great leaders have? That’s the problem – different great leaders demonstrate different traits. If you ask a class of cadets to select the top traits they think are important in a leader, you’ll find as many answers as you have cadets. No one has ever been able to come up with a definitive list of leadership traits that everyone – or even a majority of students of leadership – agrees on.

Practical Exercise

For 5 minutes, have the class brainstorm the traits they think good leaders should have. Write these on the board as cadets come up with them. Then have the class vote for each trait – those who think each trait is key to leadership and those who don’t. Then have cadets choose their top three traits, and see what traits come up as most important for your class.

Another problem with trait theory is that a person who can be a great leader in one situation (maybe they have what it takes to lead a group through a great crisis) is not a great leader in all situations. Why not? Great Man Theory implied that if you can find that 'great man', you have a hero. But different situations call for different leadership styles, and not every leader is suited to all situations.

Though Trait Theory receded in prominence by the mid-20th Century, researchers to this day continue to study aspects of it and find ways to make it relevant. There is great interest in identifying aspects of a leader's personality and how those aspects or traits affect the leader's style and effectiveness. Ralph Stogdill's studies suggest that both traits and situational variables contribute to leadership.

It is useful for students of leadership to study leadership traits. Though Trait Theory is not the be all and end all of leadership theory, someone who wants to be a leader should consider the qualities that make leaders extraordinary. The Cadet Corps looks at leadership traits in Strand L1: Character Development.

B6. Personality Theory - MBTI

Personality theories (psychodynamic approach to leadership) address the individual personality characteristics of the leader and follower. The focus in this approach is on personality. Much of this approach, depending on the theory, originated from the study of psychoanalysis by Sigmund Freud and Carl Jung. Work has been done in this area by a lot of psychologists, and there are many theories based on the study of personalities, but we'll only look at a few. The main concept is that we develop our personality from a young age, and it is not something that we can 'change' much. Personality theory helps categorize our personality traits, and looks at the interaction between leaders and followers and how their personalities affect the interaction. If we know ourselves and how we naturally interact with others, we can be more successful at shaping the interactions and accomplishing our leadership role. We will look briefly at Transactional Analysis, Myers-Briggs Type Indicator, DISC Model, True Colors, and Kiersey Temperament Theory.

Myers-Briggs (MBTI).

Katharine Cook Briggs and her daughter Isabel Briggs Myers created the Briggs Myers Type Indicator Handbook in the 1940s, though their research started with Briggs in 1917, and changed to the **Myers-Briggs Type Indicator (MBTI)** in 1956. It has gone through several updates, and remains a popular theory to this day. It is adapted from theory presented by Carl Jung in his book *Psychological Types*.

MBTI uses four sets of opposing characteristics. You answer a series of questions, and the results tell you which of the two characteristics in each set you prefer. Few people are all the way to one side or the other in this comparison, which is why we use the term 'prefer'. You may be slightly more of an extrovert than introvert, or slightly more thinking than feeling. Some people strongly prefer one over the other. Either way, you are assigned the letter of the characteristic you tilt toward. The four sets of eight characteristics are:

- Extroverted (E) vs Introverted (I)
- Sensing (S) vs Intuition (N)
- Thinking (T) vs Feeling (F)
- Judging (J) vs Perceiving (P)

The traits described in MBTI mean specific things described by Meyers and Briggs. Not all definitions of these words apply to the traits as used in this model.

Extroversion versus Introversion focuses on how you derive your ‘energy’. (Meyers Briggs Foundation, 2017) Indications of extroversion are getting a lot out of active involvement – wanting to engage with people and lead your life by being out and about doing things. Extroverts are outgoing ‘people persons’ who like group interaction. They recharge themselves by reaching out and interacting with people. Introversion is more cerebral – quieter, more solo activities and hobbies. Introverts are seen as shy or reserved, and are better in small groups. They have fewer, but often very close friendships, and are more ‘inside’ themselves. Introverts recharge by being alone, especially after an event where there is lots of interaction with other people.

Sensing versus Intuition focuses on how people gather information. Sensing people seek information through their senses – see, hear, touch, taste, smell. They are concerned with reality, and tend toward practicality. Sensors like to experience things, and engage in factual problem solving. They are often pragmatists. People who lean more toward intuition assess situations through impressions and patterns. They prefer theory more than hands-on reality, and symbols and abstractions rather than facts. People who favor intuition find meaning ‘between the lines’, and enjoy new and different things.

Thinking versus Feeling focuses on how people make decisions. Thinkers look for basic truths and principles, and use analysis of pros and cons in making decisions. They remain unbiased and focus on an impersonal analysis of factors in decision making, and emphasize technical and scientific facts when possible. Thinkers like logical explanations, and look for inconsistencies in their analysis. They prefer truth over tack, and tend to be task-oriented, and may seem uncaring. Feelers (people who emphasize their feelings over facts, not those who like to feel things) are people-oriented and are likely to consider peoples’ points of view. They focus on values, and what’s best for those involved. Feelers seek harmony, and make decisions with their heart. They value compassion, idealism, and tend to be sentimental.

Judging versus perceiving relates to how you lead your ‘outer’ life. People who lean toward judging prefer structure – a planned, orderly lifestyle. They want a life that’s under control. Judges (these are not people who ‘judge’) ‘act in the outside world’ when seeking information and making decisions. They focus on making decisions, and are task-oriented. They tend to place work before play, and are good time managers who tend to be on time and focused on their plan. People who lean toward perceiving are flexible and adaptable in their lifestyle. They prefer a spontaneous way of life, going with the flow. They focus on gathering information, and are open to new information, and may delay making decisions. In many of these characteristics, they are true of the individual’s ‘outer world’ and how they are seen by others, not how they feel ‘inside’.

Adding up a person’s preference in each of these areas gives us a personality type, indicated by the four letters representing each of the preferred criteria as seen in Table 1. There are 16 combinations:

ESTJ	ISTJ	ENTJ	INTJ
ESTP	ISTP	ENTP	INTP
ESFJ	ISFJ	ENFJ	INFJ
ESFP	ISFP	ENFP	INFP

You can read more on what each of these characteristics means in this context if you're interested in digging a little deeper. The usefulness of the theory is not to label you as one type or another, but to make you aware of how your personality plays out in your dealings with others. It is also useful to know what type the people you work with are. In many companies that use MBTI, employees put a sign on their cubicle or desk with their MBTI combination. If you are an INTJ and are working with an ESFP for example, you are looking at the world from different viewpoints. You can work better together if you understand and acknowledge that, and work around the potential conflicts.

PRACTICAL EXERCISE – Sample MBTI

Circle the word in each pair that most appeals to you or seems more characteristic of you across a wide variety of situations. Sometimes making this choice may seem tough; nonetheless, please try to pick the one word in each pair you prefer most. Your first impression is likely to be most accurate.

PAIR 1		PAIR 2	
Loud	Quiet	Realistic	Intuitive
Active	Reflective	Blueprint	Dream
Gregarious	Private	Details	Pattern
Outgoing	Reserved	Sensible	Imaginative
Sociable	Detached	Practical	Creative
External	Internal	Present	Future
Do	Think	Factual	Symbolic
Speak	Write	Specific	General
Talk	Read	Formula	Hunch
E	I	S	N

SUM E: _____ SUM I: _____ SUM S: _____ SUM N: _____

PAIR 3		PAIR 4	
Convincing	Touching	Systematic	Flexible
Objective	Subjective	Methodical	Curious
Head	Heart	Organized	Spontaneous
Just	Humane	Deliberate	Improvising
Principle	Passion	Exacting	Impulsive
Fair	Tender	Definite	Tolerant
Clarity	Harmony	Decisive	Open-minded
Reason	Emotion	Plan	Adapt
Professional	Warm	Control	Freedom
T	F	J	P

SUM T: _____ SUM F: _____ SUM J: _____ SUM P: _____

Count the number of words you circled in each column and enter it in the space provided above. Circle the larger number in each pair. Write the circled letter from each preferred pair in the space provided below to show strength of preference.

E or I S or N T or F J or P

Completing this self-test will provide you an estimate of psychological type similar to that you might expect to find if you completed the Myers-Briggs Type Indicator (MBTI). However, there are far fewer items on this self-test, and the results may not be exactly the same. Use the results as a “starter” to increasing your self-understanding and dialogue with others.

B7. Servant Leadership.

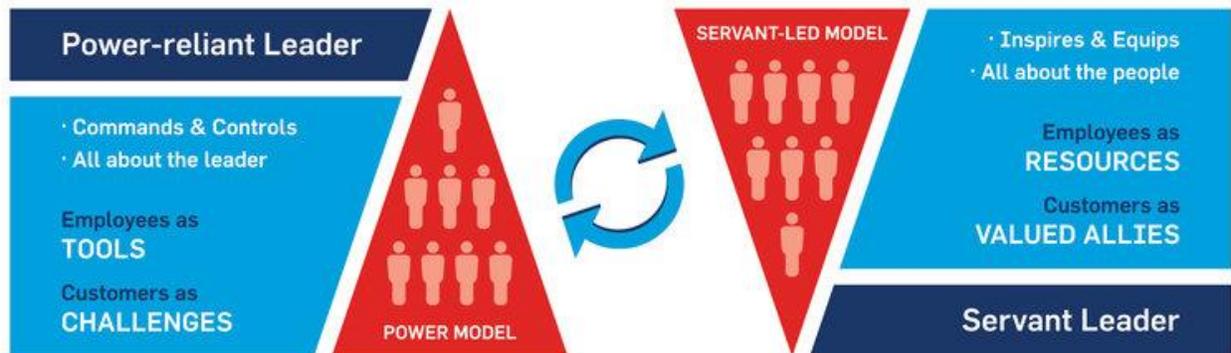
Servant Leadership is a leadership theory and set of practices or principles that was developed by Robert Greenleaf in a series of essays starting in 1970. It represents a philosophy that has been followed by some for thousands of years, that leaders serve their followers instead of the other way around. “Servant leaders get results for their organization through whole-hearted attention to their followers and followers’ needs. Unlike many approaches to leadership, which offer suggestions on how top-level leaders can influence and motivate those further down the hierarchy, servant leadership puts its emphasis on collaboration, trust, empathy, and ethics. The leader should be a servant first, leading from a desire to better serve others and not to attain more power. The assumption is that if leaders focus on the needs and desires of followers, followers will reciprocate through increased teamwork, deeper engagement, and better performance.” (Burkus, 2010)

It’s quite popular, especially in Christian groups (they name Jesus as the ultimate servant leader) or volunteer organizations. But it has its detractors, like any theory. Its adherents value Selfless Service, which happens to be the first core value of the CA Cadet Corps. But leaders can get so focused on serving their followers that they fail to serve the organization.

In servant leadership, the leader exists to serve the people and organization. He/she unlocks purpose and ingenuity in those around them, resulting in higher performance and engaged, fulfilled employees. A servant leader’s purpose should be to inspire and equip the people they influence. (What is Servant Leadership?, 2017).

The basic premise of servant leadership is to flip the org chart (What is Servant Leadership?, 2017):

Flip the Organization Chart™



The **10 Characteristics of Servant Leaders**, according to Larry Spears, CEO of the Spears Center for Servant Leadership, are:

- Listening
- Empathy
- Healing
- Awareness
- Persuasion
- Conceptualization
- Foresight
- Stewardship
- Commitment to the growth of others
- Building community

The **Seven Pillars of Servant Leadership** (Sipe, 2009) are:

- Individuals of character
- Put people first
- Skilled communicators
- Compassionate collaborators
- Use Foresight
- Systems thinkers
- Exercise moral authority

Nine qualities of the servant leader (Prichard, 2017) are:

- Values diverse opinions
- Cultivates a culture of trust
- Develops other leaders
- Helps people with life issues
- Encourages

- Sells instead of tells
- Thinks you, not me
- Thinks long-term
- Acts with humility

Kent Keith in *The Case for Servant Leadership*, lists the key practices of servant leadership as:

- Self-awareness
- Listening
- Changing the pyramid
- Developing your colleagues
- Coaching not controlling
- Unleashing the energy and intelligence of others
- Foresight

A servant leader encourages, supports, and enables subordinates to unfold their full potential and abilities. This leads to an obligation to delegate responsibility and engage in participative decision-making. This is a type of participative style of leadership, which shows the greatest possible performance and employee satisfaction.

Servant leaders are felt to be effective because the needs of followers are so looked after that they reach their full potential, hence perform at their best. A strength of this way of looking at leadership is that it forces us away from self-serving, domineering leadership and makes those in charge think harder about how to respect, value and motivate people reporting to them. (McCrimmon, n.d.)

Some servant leader principles are (McCrimmon, n.d.)

- Transformation as a vehicle for personal and institutional growth to improve the quality of life for all stakeholders or members of a community.
- Personal growth as an end in itself to enrich the individual as well as the group.
- Enabling environments that empower and encourage service, that recognize the equal worth of every person and that foster the achievement of everyone's full potential.
- Service as a fundamental goal in the belief that anyone accepting the role of leader should do so out of the desire to be of service to others.
- Trusting relationships as the foundation for collaboration and service, affirming that all relationships should be based on trust and mutual respect, not power, status or coercion.
- Creating commitment as a way of enlisting everyone's contribution rather than manipulation or some other superficial form of motivation.
- Community building to create environments in which people can trust each other and work together, recognizing that people work best in collaboration, in teams.
- Nurturing the spirit, creating the conditions in which everyone can find meaningful work and satisfaction through their contributions.

Servant leadership isn't popular with everyone. It works best in politics, associations, and community clubs where elected officials are required to serve their members or citizens. Some people find the image of being a servant misleading or demeaning, and dislike the concept of servant leadership

because of that. In general, selflessness is good (it’s one of our core values!!) without bringing in the concept of being a servant. You can’t lead others by serving them, you can only lead by example or by advocating a new direction. (McCrimmon, n.d.) (Burkus, 2010)

B8. Situational Leadership.

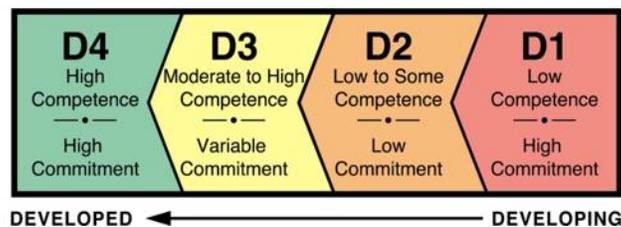
(Blanchard, 1985) Situational leadership is a model developed by Paul Hersey and Ken Blanchard and popularized in the 1970s. Kersey and Blanchard went their own ways, and Blanchard continued to develop the model, creating Situational Leadership II in 1985. It is valuable to cadet leaders because it puts the pieces of motivation, ability, and leadership style together, and gives a recommended style to employ in given situations. It is based on the premise that leadership must adjust to the situation, and that leaders are capable of adjusting their style of leadership to a style needed for the situation at hand.

There are two key components to situational leadership:

1. Developmental Levels
2. Leadership Styles

There are four developmental levels in situational leadership. The developmental level is the combination of competence (ability to perform the task well) and commitment (motivation to perform the task well). The leader’s job is to assess the developmental level of his/her followers so that he/she knows what style of leadership to use to be most effective. The developmental levels are:

- D1: Low competence and high commitment
- D2: Low competence and low commitment
- D3: High competence and low/varying commitment
- D4: High competence and high commitment

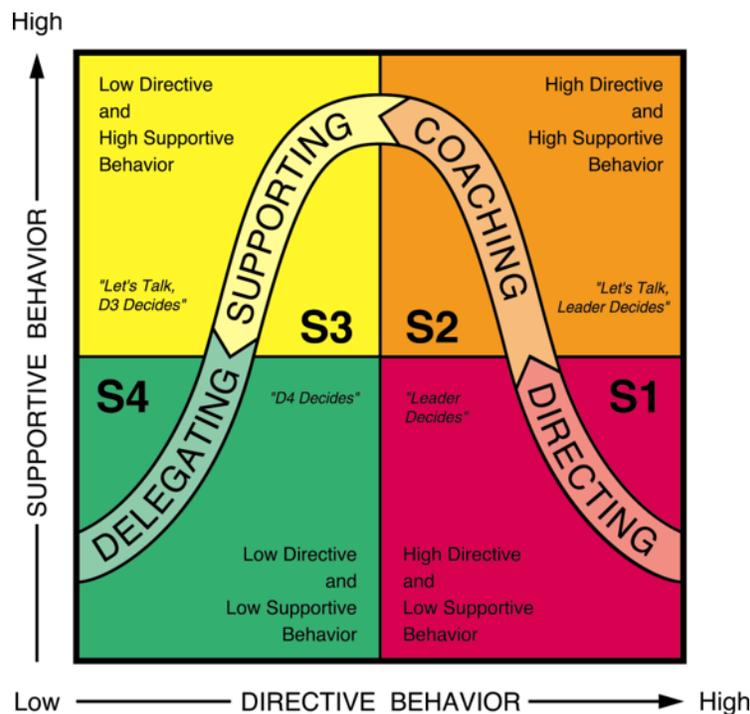


Blanchard states that generally a follower comes to a new situation with low competence (he/she doesn’t know how to do the task), but high commitment (he/she is motivated to do well) (Developmental Level D1). As he/she progresses, task performance slowly builds, but stays fairly low for a while, which lowers the motivation or commitment level (D2). Eventually, competence grows, and commitment varies, likely depending on how well the job is going (D3). Finally, competence level is high, and commitment/motivation is high as well (D4).

This fits well with Tuckman’s states of group development (Forming, Storming, Norming, & Performing) that we discussed in A8.

There are four leadership styles in Blanchard’s Situational Leadership II:

- S1: Directing.** The leader gives direction for the followers to perform the task. Communication is one-way.
- S2: Coaching.** The leader gives direction for the followers to perform the task, but communication is two-way. The leader also provides motivational support to engage the followers in the process.
- S3: Supporting.** Decision-making about how the task is accomplished is shared between the leader and followers. The leader is less directive, but motivates the followers.
- S4: Delegating.** The leader is involved, but allows the followers to determine how to accomplish the task, and gives them responsibility for it. Motivation from the leader is less important – the followers are able to motivate themselves.



Directive behavior is the extent to which a leader:

- Sets goals and clarifies expectations
- Tells and shows an individual what to do, when, and how to do it
- Closely supervises, monitors, and evaluates performance

When being **directive**, you provide structure, you organize, teach, supervise, and evaluate.

Supportive behavior is the extent to which a leader:

- Engages in more two-way communication
- Listens and provides support and encouragement
- Involves the other person in decision making
- Encourages and facilitates self-reliant problem solving

When being **supportive**, you ask for input, listen, facilitate problem solving, explain why, and encourage.

In all four styles, the leader makes sure goals and expectations are clear, observes and monitors performance, and gives feedback.

As a leader, you tie the developmental level to the leadership style by diagnosing the situation. This consists of looking at a situation and assessing your followers' developmental needs in order to decide which leadership style is most appropriate for the goal or task at hand. In an ideal situation, you match followers in D1 to the S1 leadership style. So if your followers have low competence and high commitment for the task you need them to accomplish, you provide highly directive behavior and low supportive behavior. In other words, you take on a more autocratic leadership style. Once they start learning the task, but before they master it, their commitment or morale may drop, signaling they're in D2. This is the time to adjust your leadership style to S2, remaining directive, but being more supportive. D3 aligns with S3, and D4 with S4.

Some studies have not been able to establish Situational Leadership as a functional model. It works well matching D1 followers with S1 leadership style, but not as well with followers/subordinates who are at the D3 or D4 levels. In simple cadet situations, however, it is a good way of approaching how you should interact with your subordinates in different situations.

B9. Authentic Leadership and Social Influence

Clark, D.R. (2015). *Authentic Leadership and Social Influence*. Retrieved from http://nwlink.com/~donclark/leader/authentic_leadership.html

While the idea of authentic leadership has been around since the ancient Greek aphorism "know thyself" first appeared, it was not until Bill George wrote about it in 2003 that it became a popular leadership concept.

George described authentic leadership as a style that is consistent with a leader's personality and core values, and that is honest, ethical, and practical (2003, 2007).



Unauthentic leaders hide behind masks

While the above definition is centered upon the leader or self, it is the actions of the leader that are perceived by others that determines if they believe a leader is authentic or not. And their perception is accomplished through the social influence of the leader. One recent definition of leadership is: Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal (Kruse, 2013).

Thus, a leader's authenticity emphasizes building his or hers legitimacy through honest relationships and ethical actions, that in turn, maximizes the efforts of others to achieving the goal.

In addition, Bill George noted that there were five dimensions of Authentic Leaders (2003, 2007) :

- Pursuing purpose with passion: Display purpose and direction so people want to follow you (your passion will show you the true way to the purpose of leadership).
- Practice solid values: We are defined by our values and characteristics. If you do not have integrity, no one will trust you or want to follow you.
- Lead with the heart: Engage the hearts of those you serve and align their interests with the interests of those you lead. You need empathy and compassion for the people you work with and courage to make difficult decisions
- Establish enduring relationships: Enduring relationships are built on connectedness and a shared purpose of working together towards a common goal. People need personal relationships to fully commit to work.
- Demonstrate self-discipline: Converts value into consistent action so that you produce results. Always take full responsibility for outcomes and hold others for their performance.

For each of the five dimensions, a related characteristic is shown that must be developed for a leader to be effective:

- Purpose - Passion: Leaders understand their purpose, which is driven by their passion.
- Values - Behavior: Leaders live their values, which is important as others determine a leader's value through the leader's actions (behavior).
- Heart - Compassion: Leaders help others to see the value and deeper purpose of their work.
- Relationships - Connectedness: Leaders create enduring and genuine relationships through connections.
- Self-discipline - Consistency: Leaders convert their values into consistent actions that others can rely on.

To become an authentic leader you must make a deep commitment to developing yourself through rich and meaningful experiences, reflection, and informal and formal learning. The goal is to learn and develop your true self, rather than become an imitation of someone else. While you can learn from others, you cannot be them.

If you are trying to develop authentic leaders, then your organization must have an authentic company culture where:

. . . individual differences are nurtured; information is not suppressed or spun; the company adds value to employees, rather than simply extracting it from them; the work itself is intrinsically rewarding; and there are no stupid rules. - Tim Fidler, 2016

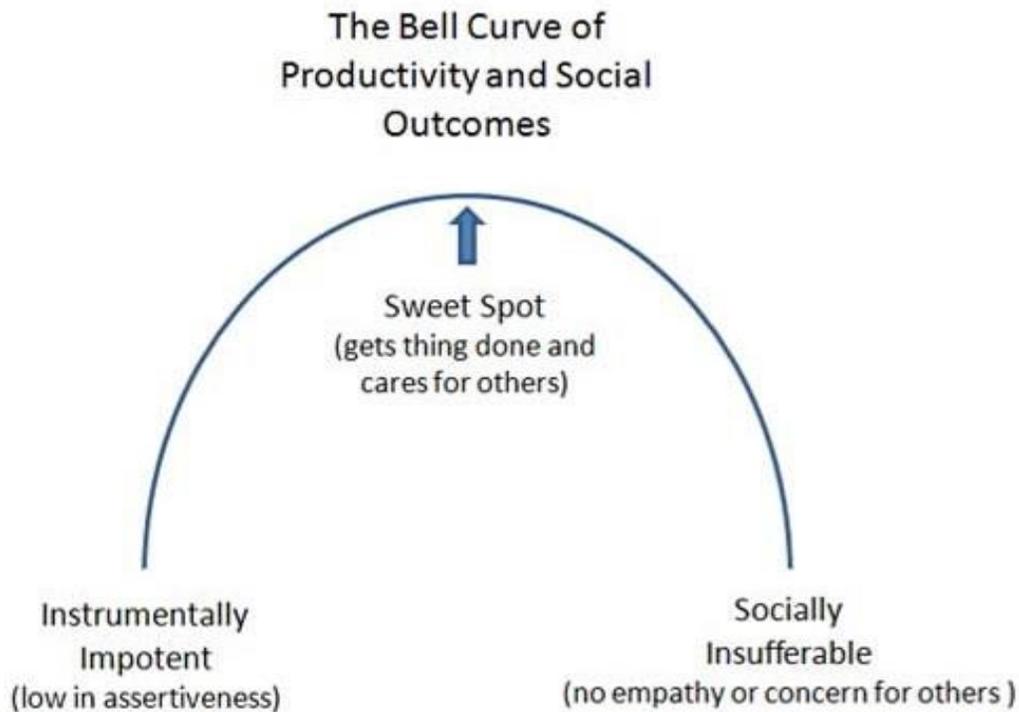
Productivity and Social outcomes:

Ames and Flynn (2007) tested groups of MBA students to determine how much people like their leaders and how many things the leaders actually accomplished. They discovered two main outcomes when it came to the level of assertiveness:

Productivity: Higher levels of assertiveness produced diminishing returns, thus it's not much better to be highly assertive than moderately assertive. However, it is definitely better to be moderately assertive than not assertive.

Social outcomes: Higher levels of assertiveness lead to increasingly poor social outcomes. It is definitely better to be moderately assertive than highly assertive.

By putting both of the outcomes together we get an inverted U-shape (Bell curve) in that leaders who are low in assertiveness get less things done, but people very high in assertiveness are socially insufferable. In the middle of the curve are leaders who get the most things done in addition to providing good social outcomes. The goal is to operate out of the sweet spot that is in the middle:



Ames and Flynn (2007) also discovered that assertiveness is how we most often evaluate leaders and co-workers in that assertiveness was complained about more than other important leadership qualities, such as charisma, conscientiousness, and intelligence. However, when leaders are moderately assertive, we don't tend to notice.

The belief that you get the best results in business by being roughshod with people is wrong, as is using too much of a soft approach. Just as with the Leadership Continuum and Leadership Styles, leaders need to discover their comfortable sweet spot that allows them to accomplish their goals, while at the same time producing a social environment that achieves the best from people.

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Authentic Leadership Self-Assessment Questionnaire

This questionnaire contains statements about authentic leadership. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

- Almost Always True — 5
- Mostly True — 4
- Occasionally True — 3
- Seldom True — 2
- Almost Never True — 1

Be honest about your choices, as this will help you to reflect on your strengths and areas that need improvement. If you are not in a leadership position, try to relate each question to similar actions you have taken in the past.

Authentic Leadership Survey

1.	I know my true passions and the directions I must take to achieve them.	5	4	3	2	1
2.	The actions I take are always aligned with my values.	5	4	3	2	1
3.	I enjoy helping others to understand the value and deeper purpose of their work.	5	4	3	2	1
4.	I look forward to creating genuine relationships through my connections at work.	5	4	3	2	1
5.	My team knows they can always rely on me because my values ensure I'm always consistent with the actions I take.	5	4	3	2	1
6.	One of my passions is serving customers.	5	4	3	2	1
7.	When facing decisions, I normally consult with my team, however, the most important thing that affects the outcome are my deeply held values.	5	4	3	2	1
8.	One of the main reasons my team not only follows me, but also dedicate themselves to the common cause, is that they feel I'm genuinely interested in serving them.	5	4	3	2	1

9.	One thing my team will never accuse me of is being a detached leader.	5	4	3	2	1
10.	I have rarely been counseled by others because of my strong self-discipline.	5	4	3	2	1
11.	My sense of purpose helps my team to realize their potential by providing meaning in their work.	5	4	3	2	1
12.	I always tell the truth, both within and outside of the company because integrity runs deep within the fabric of my soul.	5	4	3	2	1
13.	I enjoy getting to know the life stories of those with whom I work with as it gives me the opportunity to develop my hearts.	5	4	3	2	1
14.	Trust is built and sustained in the depths the relationships I have with my team.	5	4	3	2	1
15.	I would never act in a way that is inconsistent with the company's values.	5	4	3	2	1
16.	I not only tell the truth, but I tell the whole truth, as painful as it may be.	5	4	3	2	1
17.	My values are shaped by personal beliefs, introspection, experiences, and consultation with others.	5	4	3	2	1
18.	My team entrust their hopes and dreams to me because they know I am a reliable vessel.	5	4	3	2	1
19.	I never present a false front to others, as I fear it may harm our relationship.	5	4	3	2	1
20.	I would never set double standards for my team and myself.	5	4	3	2	1

Scoring

1. Sum the responses for items 1, 6, 11, and 16 (purpose and passion) - Score _____
2. Sum the responses for items 2, 7, 12, and 17 (values and behavior) - Score _____
3. Sum the responses for items 3, 8, 13, and 18 (heart and compassion) - Score _____
4. Sum the responses for items 4, 9, 14, and 19 (relationships and connectedness) - Score _____
5. Sum the responses for items 5, 10, 15, and 20 (self-discipline and consistency) - Score _____

Interpreting Your Score

This self-assessment questionnaire is designed to measure your authentic attributes by assessing the five dimensions of authentic leadership.

- Purpose - Passion: Leaders understand their purpose, which is driven by their passion.
- Values - Behavior: Leaders live their values, which is important as others determine a leader's value through the leader's actions (behavior).
- Heart - Compassion: Leaders help others to see the value and deeper purpose of their work.
- Relationships - Connectedness: Leaders create enduring and genuine relationships through connections.
- Self-discipline - Consistency: Leaders convert their values into consistent actions that others can rely on.

By studying and reflecting upon your scores for each of these dimensions, you can determine your stronger and weaker attributes. The maximum score you can receive for each dimension is 20, while the lowest you can receive is 4. Scores in the upper range indicate stronger authentic leadership attributes, while scores in the lower range indicate weaker attributes.

You should reflect upon the weaker score, identify opportunities to improve them, and create an action plan that will help you implement your plan.

B10. Transactional Leadership.

Transactional leadership at its core is based on controlling subordinates through reward and punishment. It was first proposed by Max Weber in 1947, and updated by Bernard Bass in 1981. The theory follows from the assumption that people are motivated by reward and punishment, so a leader can get better work out of a follower by rewarding good behavior (or production) and punishing poor behavior (or production). Transactional leadership is sometimes referred to as managerial leadership, and focuses on supervision, organization, and performance. Some people consider transactional leadership to be a subset of transformational leadership, while others put transactional leadership on the leadership continuum to the left of transformational leadership.

Transactional leadership is an integral part of the Full Range Leadership Model, which proposes that there are a variety of leadership styles or behaviors – ranging from Transformational to Transactional to Laissez-Faire. Leaders can use many tools from this range depending on the situation and the followers.

The Full-Range Leadership Model

Laissez-Faire	Transactional		Transformational				
Hands-Off Leadership	Management by Exception (MBE)		Contingent Reward (CR)	Individual Consideration (IC)	Intellectual Stimulation (IS)	Inspirational Motivation (IM)	Idealized Influence (II)
	Passive MBE	Active MBE		<i>Caring</i>	<i>Thinking</i>	<i>Charming</i>	<i>Influencing</i>

Transactional leadership works best in clear, vertical chains of command. The leader, often through use of a contract, provides clear detail on what the follower is supposed to do, and the follower is given responsibility for completing assigned tasks. The follower is considered to be at fault if he/she doesn't do what was agreed on, and is punished for the failure. If the follower succeeds, he/she is rewarded. Transactional leaders use positive and negative reinforcement to motivate followers to do what's necessary to get the job done.

Transactional leadership is often broken into two parts: Management by Exception and Contingent Reward.

Contingent reward provides rewards for effort and recognizes good performance. They link the goal to rewards, clarify expectations, provide resources, set mutually agreed upon goals, and provide various kinds of rewards for successful performance. They set SMART (specific, measurable, attainable, realistic, and timely) goals for their subordinates, measure the results, and reward or punish performance.

Management-by-exception maintains the status quo, intervenes when subordinates do not meet acceptable performance levels, and initiates corrective action to improve performance. Active management-by-exception means that the leader continually looks at each subordinate's performance and makes changes to the subordinate's work to make corrections throughout the process. Passive management-by-exception leaders wait for issues to come up before fixing the problems. They intervene only when standards aren't met.

Transactional leaders or managers set goals for their organization, and lay out what is expected of followers. They are better at improving the system through efficiency, not changing the system, and they focus on increased productivity. They are directive and action-oriented. They work within existing systems and solve problems conventionally.

B11. Transformational Leadership.

Transformational leadership was first introduced by James Downton in 1973, but several prominent psychologists, including James M. Burns (1978) and Bernard Bass (1985) have published major works refining the concept. Transformational leadership can be defined as inspiring followers to accomplish well beyond what anyone thinks they can do, through providing vision, excitement, motivation, and focus toward the objective. Followers and organizations are transformed through the visionary change projected by these charismatic leaders. Transformational leaders inspire positive change in the followers' dedication to the organization, cause, or mission, and connect the followers' sense of identity and self to the collective identity of the organization.

A transformational leader acts as a role model for his/her followers. He/she enhances the motivation, morale, and performance of the group. He/she influences the group's values and morals, and gives followers a sense of purpose that transcends short-term goals and focuses on higher-order needs. The transformational approach also depends on winning the trust of people - which is made possible by the unconscious assumption that they too will be changed or transformed in some way by following the leader. (Warrilow, 2009)

The four components of the transformational leadership style are: (Warrilow, 2009)

(1) Charisma or **idealized influence** - the degree to which the leader behaves in admirable ways and displays convictions and takes stands that cause followers to identify with the leader who has a clear set of values and acts as a role model for the followers. **Influencing**

(2) **Inspirational motivation** - the degree to which the leader articulates a vision that appeals to and inspires the followers with optimism about future goals, and offers meaning for the current tasks in hand. **Charming**

(3) **Intellectual stimulation** - the degree to which the leader challenges assumptions, stimulates and encourages creativity in the followers - by providing a framework for followers to see how they connect [to the leader, the organization, each other, and the goal] they can creatively overcome any obstacles in the way of the mission. **Thinking**

(4) Personal and individual attention (also referred to as **individual consideration**) - the degree to which the leader attends to each individual follower's needs and acts as a mentor or coach and gives respect to and appreciation of the individual's contribution to the team. This fulfills and enhances each individual team member's need for self-fulfillment, and self-worth - and in so doing inspires followers to further achievement and growth. **Caring**

Comparison between Transformational and Transactional Leadership (Odumeru, 2013)

James Macgregor Burns distinguished between transactional leaders and transformational by explaining that: transactional leader are leaders who exchange tangible rewards for the work and loyalty of followers. Transformational leaders are leaders who engage with followers, focus on higher order intrinsic needs, and raise consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved (Hay, 2012). Transactional leaders tend to be more passive as transformational leaders demonstrate active behaviors that include providing a sense of mission.

<u>Transactional</u>	<u>Transformational</u>
Leadership is responsive	Leadership is proactive
Works within the organizational culture	Works to change the organizational culture by implementing new ideas
Employees achieve objectives through rewards and punishments set by leader	Employees achieve objectives through higher ideals and moral values
Motivates followers by appealing to their own self interest	Motivates followers by encouraging them to put group interests first
Management-by-exception: maintain the status quo; stress correct actions to improve performance.	Individualized consideration: Each behavior is directed to each individual to express consideration and support. Intellectual stimulation: Promote creative and innovative ideas to solve problems.

Douglas McGregor's Theory Y and Theory X can also be compared with these two leadership styles. Theory X can be compared with Transactional Leadership where managers need to rule by fear and consequences. In this style and theory, negative behavior is punished and employees are motivated through incentives.

Theory Y and Transformational Leadership are found to be similar, because the theory and style supports the idea that managers work to encourage their workers. Leaders assume the best of their employees. They believe them to be trusting, respectful, and self-motivated. The leaders help to supply the followers with tool they need to excel.

Transformational Leadership Survey

Extracted from: (Clark, Transformational Leadership, 2015)

Scale: 1 = rarely 2 = sometimes 3 = often 4 = almost always

1. I go out of the way to make others feel good to be around me. 1 2 3 4
2. I help others with their self-development. 1 2 3 4
3. I help others to understand my visions through the use of tools, such as images, stories, and models. 1 2 3 4
4. I ensure others get recognition and/or rewards when they achieve difficult or complex goals. 1 2 3 4
5. I let others work in the manner that they want. 1 2 3 4
6. I get things done. 1 2 3 4
7. I have an ever-expanding network of people who trust and rely upon me. 1 2 3 4
8. I provide challenges for my team members to help them grow. 1 2 3 4
9. I use simple words, images, and symbols to convey to others what we should or could be doing. 1 2 3 4
10. I manage others by setting standards that we all agree with. 1 2 3 4

- 11. I rarely give direction or guidance to others if I sense they can achieve their goal. 1 2 3 4
- 12. I consistently provide coaching and feedback so that my team members know how they are doing. 1 2 3 4
- 13. People listen to my ideas and concerns not out of fear, but because of my skills, knowledge, and personality. 1 2 3 4
- 14. I provide an empathic shoulder when others need help. 1 2 3 4
- 15. I help others with new ways of looking at new and complex ideas or concepts. 1 2 3 4
- 16. I ensure poor performance is corrected. 1 2 3 4
- 17. As long as things are going smoothly, I am satisfied. 1 2 3 4
- 18. I monitor all projects that I am in charge of to ensure the team meets it goal. 1 2 3 4

Scoring

This survey measures your leadership skills on six factors, Charisma, Social, Vision, Transactional, Delegation, and Execution. Each factor is measured by three questions as shown below. Your score is determined by adding your three scores together for each factor in the chart below. Note that the lowest score you can get for each factor is 3, while the highest score is 12.

Strength and Weakness Chart for Transformational Leadership Factors

Charisma (questions 1, 7, 13)	Total _____
Social (questions 2, 8, 14)	Total _____
Vision (questions 3, 9, 15)	Total _____
Transactional (questions 4, 10, 16)	Total _____
Delegation (questions 5, 11, 17)	Total _____
Execution (questions 6, 12, 18)	Total _____

Total the scores and enter the number here _____. The highest score possible is 72, while the lowest possible score is 18.

As noted earlier, there are no correct answers. However, this survey gives you an idea of what Transactional Leadership factors you use the most and the ones you use the least. Generally, a score of about 54 or higher means that you are well on your way to becoming a transformational leader. However, don't be discouraged if you score lower — you simply have to reflect and then take action for improving your weaknesses.

The highest scoring factors in the chart above are your strong leadership factors, while the lower scoring factors are you weak ones. You should spend some time reflecting and then taking action on the factors you score 9 or less on. To improve your weak areas, look for opportunities to increase your knowledge and skills with the following factors:

Charisma (questions 1, 7, 13): You are a role model that shows true dedication, trust, and respect to others, who in turn, do the same to you.

Social (questions 2, 8, 14): You help others to learn by coaching and mentoring them. You create challenging environments to help them reach their full potential. When others have difficulties, you are not afraid to empathize with them and help guide them.

Vision (questions 3, 9, 15): You provide challenging visions and help people to understand them so that they are motivated to join in.

Transactional (questions 4, 10, 16): You ensure others understand what you expect from them by using mutual agreement. In addition, you ensure that if poor performance does occur, you take action to ensure it does not affect the moral of the team.

Delegation (questions 5, 11, 17): You delegate both the task and the authority to get things accomplished.

Execution (questions 6, 12, 18): While I do delegate as many tasks as possible with the authority to accomplish them, as a good steward of the organization's resources, I do follow-up to ensure things are going as planned and we are not wasting times fighting fires.

Note: While Transformational Leadership differs from Transactional and Laissez-faire (Delegative), it does not mean they are completely different as they are on a continuum, rather than separate concepts. This is why a few of the factors that pertain to them are included on this survey.