A Two-Way Approach of Congruent Behavior between Leaders and Followers in the New Leadership Concept: Providing Voluntary Upward Reciprocity Principle

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Abstract

Current New Leadership theory is far different from early leadership theories, whereas the theoretical development in this area has undergone many refinements (Stogdill, 1974; Bennis, Nanus, 1985; Bass, 1990; Senge 1990; Kirkpatrick, Locke, 1996; etc.). Firstly, the task of the article is to present analysis using a domains perspective to develop a new approach to leadership paradigm, and the New Leadership is to be discussed within the systematics as a relationship-based approach. Secondly, the purpose of this paper is to examine influence of leader behaviors on follower attitudes and intentions toward providing voluntary upward reciprocity principle. The paper's findings suggest whether leaders who emphasize exchange relationships with followers may increase followers' propensity to provide voluntary upward reciprocity principle. Leaders may utilize these findings to alter behaviors in order to promote greater amounts of voluntary reciprocity principle with followers. Potentially beneficial behaviors are addressed in the paper.

Keywords: congruent behavior, influence, leader-folower interaction, New Leadership, voluntary reciprosity principle.

1. Introduction

"Leadership is the art of getting someone else to do what you want done because he wants to do it" - these words were spoken, since then many theories on leadership and leadership styles have arisen. However, one essential ingredient to any successful leadership philosophy is undeniable: the role of influence. The skills to build a sphere of influence and exercise that influence effectively are fundamental to reach required leadership outcomes. If to rationally develop these a leader's ability to obtain buy-in on strategic initiatives will increase and execute those initiatives smoothly. This is especially true in a complex and challenging economic climate when companies are expanding their activities across international borders and competition is on the rise, and leaders frequently find themselves in positions of responsibility without direct authority.

Therefore institutional leadership development can be nowadays defined as planned and systematic efforts to improve the quality of leadership (Groves, 2007). The rapid changes in business, technology, political and social factors have called for the development of effective leadership skills (Cacioppe, 1998). Consequently, leadership development programs have become an increasing priority for business and government, and even social organizations. Highly successful organizations focus on creating a comprehensive set of assessment and leadership development practices that support the wide range of talents across the organization (Groves, 2007; Charan *et al.*, 2001). Critical to the success of any leadership development process is the ability to encourage followers to reflect on learning experiences in order to promote the transfer of knowledge and skills to work contexts. As a result, leadership skills' improvement tends to increase the effectiveness of the interpersonal processes between leaders and followers, and consequently increases followers' motivation and, conclusively, determines leadership outcomes.

Karp T. and Helgø T. (2009) take a different approach to what it means to lead than do most mainstream approaches, namely that of the complexity sciences. In taking this perspective, they claim that leaders do not always have the overview and control that mainstream leadership theory suggests. Scholars also argue that leadership is action. Such action is made possible by the way leaders construct their identities as leaders. Leadership therefore emerges in the interaction between people as the act of recognizing and being recognized, as well as the act of gaining the necessary credibility to perform as a leader. Identity is then best viewed as a multidimensional construct used to describe an individual's comprehension of him or herself as a discrete, separate entity – often related to self-image, self-esteem, personality and individuation. Leaders' images of themselves are also social constructions – being constantly created and re-created. The development of a self is hence strongly linked to interaction between leaders and followers, and between

leaders and human beings in general (Karp, Helgø, 2009).

Whether leadership should be viewed as a specialized role or as a shared social influence and exchange relationship process is still controversial in leadership theory. Regardless of their school of leadership theory, most academics and practitioners agree that the objective of leadership thinking and practice is to construct a way of making sense and direction of organizational life. Hence, in leadership theory and practice we are concerned with social systems. During the last two decades, physicists, chemists, biologists, economists, psychologists and computer scientists have worked across their disciplines to develop alternative theories of systems.

Scholars suggest that complexity sciences make a contribution to our understanding of leadership and human interaction in organizations. If complexity theory is applied to leadership, then organizations should be regarded as responsive processes of relating and communicating between people; a psychology based on relationships (Stacey, 2003). Complexity thinking related to social sciences therefore focuses attention not on some abstract macro-system but on what people (as leaders and followers) are doing in their relationships with each other on a micro-level (Shaw, 2002).

Current New Leadership theory is far different from early leadership theories (Stogdill, 1974; Bennis, Nanus, 1985; Bass, 1990; Senge, 1990; Kirkpatrick, Locke, 1996; etc.), whereas the theoretical development in this area has undergone many refinements. Firstly, the task of the article is to present analysis using a domains perspective to develop a new approach to leadership paradigm, and the New Leadership is discussed within the systematics as a relationship-based approach. Secondly, the purpose of this paper is to examine influence of leader behaviors on follower attitudes and intentions toward providing voluntary upward reciprocity principle.

The research purpose of this article is twofold. First, to overview scientists as well as practitioners approach of how the characteristics of leader, follower, and exchange relationship interact with each other to influence leadership outcomes (Goleman, Boyatzis, McKee, 2004; Avolio, Yammarino, 2002; Kouzes, Posner, 2010; Northouse, 2007, etc.). Second, to propose research-based practical applications for improving leadership in organizations.

As it is presumable, each of the domains, i.e. leader, follower, and exchange relationship should be considered in combination with the others. The paper's findings indicate whether leaders who emphasize exchange relationships with followers may increase followers' propensity to provide voluntary upward reciprocity principle. Leaders may utilize these findings to alter behaviors in order to promote greater amounts of voluntary reciprocity principle with followers. Potentially beneficial behaviors are addressed in the paper.

2. A Two-Way Approach of Congruence in Leader-Follower Interaction in the New Leadership Concept

Many understandings of leadership rely on the idea that leaders have followers. Leadership is seen as a relationship where the task of the leader is to shape the behavior of others – to get them to work in certain patterns, or to produce certain results acting in a particular leadership context. Thus leadership content is defined in terms of the structural relationships within a group. Leadership is constructed or negotiated in terms of the relationship that a leader or leadership group has to other people, in a specific context (Spicker, 2012). Leadership outcomes reflect particularity of leader-follower interaction caused by inherent behavior and exchange relationship and unique influence.
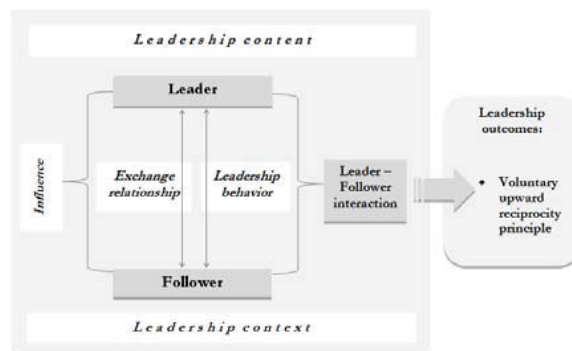
Figure 1. A two-way approach of congruence in leader-follower interaction in the New Leadership concept. Source: Created by author.

2.1 Leader-follower interaction

Leaders, by definition, lead others. They accomplish goals through others. According to Paglis and Green (2002) leaders diagnose where the work group is now and where it needs to be in the future, and formulate a strategy for getting there. To implement change leaders need to develop a base of influence with followers, motivate them to commit to and work hard in pursuit of particular goals, and team with them to overcome obstacles to change. Scholars define that leaders with high self-efficacy attempt to engage others in achieving organizational goals, set increasingly challenging organizational goals and deploy personal investment, energy, motivation, and persistence. Because self-efficacy beliefs influence decision making, leadership self-efficacy may be one of the most active ingredients in successful leadership and team effectiveness (Chemers *et al.*, 2000). The self-efficacy of leaders and followers can be contagious, mutually reinforcing, and cascade in organizations (Bandura, 2000; Phillips, 2000).

People who have high leadership self-efficacy also demonstrate emotional intelligence and authentic leadership. Being open to experience and receptive to feedback are essential characteristics of emotional intelligence (McEnrue *et al.*, 2007), because with information from experience an effective leader is able to adapt, learn, and deal with changing environments. Emotional intelligence (Goleman, 1995) is defined as one's ability to deal effectively with emotions, relies on self-awareness, self-management, intuitiveness, motivation, interpersonal sensitivity, and conscientiousness. Authentic leaders are motivated to seek accurate and balanced assessments regarding themselves and their performance, and to act on these assessments (Gardner *et al.*, 2005). Authenticity, which implies being true to and aware of one's self and others, is enhanced by leveraging moments of intentional awareness and reflection to shape one's leadership competence and that of others. While remaining authentic, good leaders can adapt their leadership style to be more transactional or more transformational, depending on the situation (Avolio, 2005).

2.2 What the followership is?

The key insight today is that leaders and followers constitute part of a system. They are linked symbiotically, with each having the ability to support or degrade the performance of the other. Although by definition, leaders have followers, much of management research has concentrated on formulating behavior recommendations for leaders.

Since followers often have a vested interest in the status quo that blinds them to its risks, the leader who would make change must inspire them to support his vision. How followers support or ignore the initiatives of their leaders is critical. Whereas all of us, leaders including, periodically find ourselves in the role of followers, the issue of what must we do to enhance the effectiveness of the leader-follower system, is meant as a growing inevitability (Allio, 2009).

## 3. Relationship-Based Leadership Approaches and New Leadership Dimensions

Leaders achieve their effects through the interpretations that followers and others derive from their behaviors (Hanges et al., 2000). The manner in which leadership behaviors are combined is crucial because it influences interpretations of the behaviors and hence shapes perceptions of and reactions to the leader. This view is based on two assumptions. First, followers receive and perceive leadership behaviors as holistic clusters rather than as disconnected separate events. Second, the patterning of their elements influences the perception of clusters of leadership behaviors (Casimir, 2001).

Mackenzie and Barnes (2007) analyzed eleven leadership approaches and showed that most of them lack comprehensiveness. In order to see to what extent they could successfully convey aspects of ethical theories Dion (2012) selects eight leadership approaches. Those approaches tend to make connections between the leader's self and the others (followers). Some of them focus much more on relationships with followers, while other approaches emphasize the leader's self:

1. Directive leadership: Flamholz (1990) defined the basic types of directive leadership: Autocratic ("I decide"); Benevolent-autocratic ("I take care of you, because I know what is best for you"); Consultative ("I decide, but I will consult you"); Participative ("We decide, but my vote is more decisive than the others"); Consensual ("We reach a consensus before going ahead with any project").
2. Self-leadership: Yun et al. (2006) defined self-leadership as "both thoughts and actions that people use to influence themselves". The basic objective of self-leadership strategies is to enhance the perception of self-efficacy.
3. Authentic leadership: according to Duignan and Bhindi (1997), authentic leaders get the allegiance of others by building trusting relationships. Authenticity seems to be closely linked with truth and transparency. The

basic notion of authenticity refers to the need to be sincere, that is, to know what it means to be, "for me".

4. Transactional leadership: transactional leadership is based on the leader-member exchange leadership theory. Transactional leaders put the emphasis on achieving mutually beneficial results through organizational processes, including reward practices and implementation of organizational policies and procedures (Dion, 2012).

5. Shared leadership: Lee-Davies et al. (2007) said that shared leadership implies helping others to achieve their potential and that trust is found in collaborative engagement. Authors asserted that shared leadership put the emphasis on the capacity to connect with others where we are achieving group objectives.

6. Servant leadership: Joseph and Winston (2005) explained that servant leaders build trust by genuinely empowering workers, honoring commitments and being consistent, developing coaching skills and fostering risk taking, and emphasizing trustworthiness that is grounded on integrity and competence. According to Stone et al. (2004), the main difference between servant leadership and transformational leadership is the focus of the leader. Servant leaders focus on genuinely empowering and service to their followers (concern for people), while transformational leaders tend to get followers supporting organizational objectives (emphasis on production). Servant leaders rely on service, while transformational leaders rely on their charismatic abilities (Dion, 2012).

7. Charismatic leadership: charismatic leaders focus on leading by example and provide the vision and energy for knowledge sharing within the organization (Dion, 2012).

8. Transformational leadership: most of the time, authors (Bass, 1995; Avolio et al., 1991) refer to the four "Is" of transformational leadership: idealized influence (charisma), inspiration, intellectual stimulation, and individualized consideration (Dion, 2012).

Having overviewed the relationship-based leadership approaches the conceptual New Leadership model is delineated to highlight New Leadership behavior dimensions that define leadership outcomes as increasing followers' propensity to provide voluntary upward reciprocity principle (Figure 2).
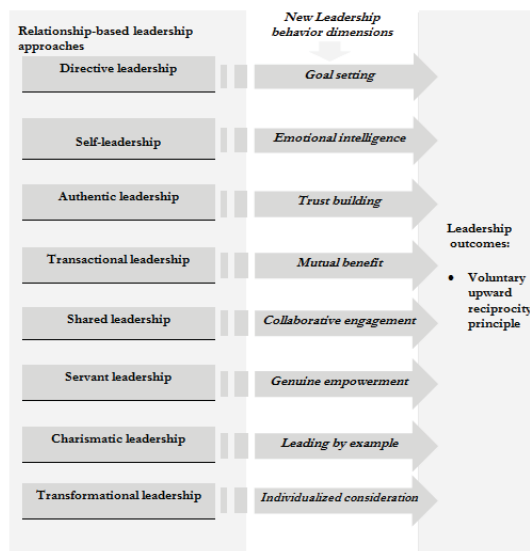
Figure 2. Leader-Follower interaction toward New Leadership outcomes**.** Source: Created by author.

4. Research methodology

4.1 Participants

Eight Top Managers and Board members, 2 females and 6 males, the average age 46,5 years ranging from 35 to 58 years old were invited to participate in the exploratory research. The eight interviews were conducted with one bank and

one insurance company Top Managers and Board members having the average 17 years work experience in the finance sector. Two primary purposes drove the eight structured interviews. First, the author hoped to highlight common attitudes and concerns and general trends towards leadership assessment in the Lithuanian finance market institutions. The second purpose of the interviews was to comprehend preferred relationship-based leadership approaches, to presume reasonable New leadership behavior dimensions, as well as to allow input from interview participants to suggest improvements. The exploratory research should mirror the actual survey that is to be carried out in eight finance institutions operating in Lithuania, a total of approx. 400 questionnaires are to be completed.

4.2 Research method and instrument

A structured interview (also known as a standardized interview or a researcher-administered survey) was chosen for the exploratory research. The aim of this approach was to ensure that each interview is presented with exactly the same questions in the same order. This ensured that answers were reliably aggregated. The data were collected by an interviewer, but not through a self-administered questionnaire. Interviewer read the questions exactly as they appear on the survey questionnaire. In designing questionnaire, a five-point scale (strongly disagree to strongly agree) were used and the choice of answers to the questions was fixed (close-ended) in advance. The structured interview also standardised the order in which questions were asked, so the questions were always answered within the same context. This was important for minimising the impact of context effects, where the answers given to a survey question could depend on the nature of preceding questions. Though context effects can never be fully avoided, it is often desirable to hold them constant across all respondents.

The instrument used in this study was the questionnaire, the most common method of collecting survey data (De Vavs, 2001). The Leader Behavior Description Questionnaire – Form XII Self, originated by staff members of The Ohio State Leadership Studies and revised by Bureau of Business Research [http://fisher.osu.edu/supplements/10/2862 /lbdq%201962%20self.pdf], also Leadership questionnaires developed by Peter G. Northouse [www.sagepub.com /northouseintro2e] were used in order to integrate relationship-based leadership approaches and highlight New leadership behavior dimensions that define presumable leadership outcomes (Appendix 1).

According to Flamholz, six styles of leadership are on a continuum. The basis of the continuum is the amount of freedom that the leader allows to others in making decisions. These six styles divide into three style categories: directive, interactive, and nondirective (Table 1).

Table 1. Relationsip-based leadership categories and styles' clusters and scales

Category	Clusters	Scales	Number of statements in the questionnaire
Directive	*Autocratic*	*Declares what is to be done without explanation.*	
	Benevolent Autocratic	*Declares what is to be done with an explanation.*	
	Directive Leadership	**Goal setting**	14
Interactive	*Consultative*	*Gets opinions before deciding on the plan presented.*	
	Participative	*Formulates alternatives with group; then decides.*	
	Transactional Leadership	**Mutual Benefit**	14
	Authentic Leadership	**Trust building**	14
Nondirective	*Consensus*	*All in group have equal voice in making decisions.*	
	Laissez-Faire	*Leaves it up to group to decide what to do.*	
	Self-Leadership	**Emotional intelligence**	14
	Shared Leadership	**Collaborative engagement**	14
	Transformational Leadership	**Individualized consideration**	14
	Servant Leadership	**Genuine empowerment**	14
	Charismatic Leadership	**Leading by example**	14

In the directive style category (Directive Leadership), the leader states what will be done. When using the autocratic style, the leader gives no explanation when giving an order. When using the benevolent autocratic style, the leader gives a rationale with the order. In the interactive styles category (Transactional Leadership, Authentic Leadersip), the leader asks for the opinions of subordinates before deciding. In the consultative style the leader asks for opinions on a tentative

plan of action and then decides. In the participative style, the leader asks for group input in formulating plans and then the leader decides. In the nondirective styles group (Self-Leadership, Shared Leadership, Transformational Leadership, Servant Leadership, Charismatic Leadersip) the leader lets the subordinates decide what will be done with or without any influence from the leader. In the consensus style, the group decides what to do with the leader participating along with other members of the group.

5. Findings and Discussion

Generally speaking, the results of the exploratory research showed that the interviewed Top Managers and Board members had a strong tendency towards nondirective leadership style category (namely Self-Leadership, Shared Leadership, Transformational Leadership, Servant Leadership, Charismatic Leadership). Most interview participants underscored Shared Leadership (collaborative engagement emphasis), Servant Leadership (genuine empowerment emphasis) and Charismatic Leadership (leading by example emphasis) as most important for leadership effectiveness as whole and for anticipating leadership outcomes. Surprisingly, the interview participants chose Transformational Leadership (individualized consideration emphasis) as the minor significant.

Some interview participants showed partial preference to Directive Leadership giving argumentation that a leader gives orders and clarifies procedures and it is necessary to make a "to do" list for employees of the things that need to be done, because most employees feel insecure about their work and need direction. In spite of the evidence of preferred nondirective leadership styles, most interview participants yet pointed out that effective leader debates with followers, however, knows that his vote is more decisive than the others.

Interestingly, most interview participants preferred to choose the answer D „agree" to E „strongly agree" and yet, as presumable, showed some hesitation or indecision or uncertainty choosing answer C „neutral", i.e. the answer C „neutral" was the second common after the answer D „agree". The respondents strongly disagreed (A - „strongly disagree") in a very few cases, as well as disagreed (B - „disagree") while answering to minor statements. The interview participants strongly disagreed that everyone has the capacity to be a leader and that in complex situations, leader should let subordinates work problems out on their own.

Importantly, most interview participants while answering the Questionnaire statements related to Shared Leadership and Servant Leadership and Charismatic Leadership strongly agree that leadership is about what people do rather than who they are and leader is using his emotional energy to motivate others. The interview participants also strongly agree that leaders and followers share in the leadership process, also leader provides his or her assistance in exchange for follower's effort.

Despite the evidence of strong tendency towards nondirective leadership style category the results of the analyses and discussions indicated that some significant relationships and disagreements between the interviewed Top Managers and Board members exist. In order to measure and to analyze leadership effectiveness, i.e. of how the characteristics of leader, follower, and relationship interact with each other to influence leadership outcomes and inspire voluntary upward reciprocity principle, further research methodology could also be adapted: Follower satisfaction with the leader could be measured with the job descriptive index (JDI); Multiple regression analysis; Correlation analyses; Reliability analyses; Confirmatory factor analyses; etc. (Amagoh, 2009).

6. Concluding remarks

The growing recognition that leadership development involves more than just developing individual leaders leads to a greater focus on the context in which leadership is developed. The need for leadership development is imperative in modern organizational environments where changes create uncertainty and unpredictability and problems are too many and too complex to be identified and sorted out by one or a few persons (Dalakoura, 2010). In cases of constant changes, the need for communication, coordination, consensus and rational decision making increases.

- Followers' perceptions of specific leadership statements are influenced by the way the statements are combined. Followers' perceptions of leadership are important in their own right because perceptions are what followers respond to and act on (Hunt, 1991). Furthermore, perceptions of leadership are vital for a complete understanding of the effects that leadership behaviors have on organizational functioning (Peterson, 1985).
- The findings of the study, yet as an exploratory research, indicated that an important factor for leaders to bear in mind is how to combine various behaviors. Not only did satisfaction with the way the leader combines pressure and support correlate most strongly with satisfaction with the leader, but it also augmented the

effects of pressure and support on satisfaction with the leader (Dalakoura, 2010). In particular, the effects of combinative aspects of leadership style on follower satisfaction with the leader is to be shown to be above and beyond those of leadership styles as indexed by the frequency of specific pressure and support behaviors.

- The attraction of combinative aspects of leadership style is its simplicity and apparent effectiveness in improving follower satisfaction with the leader (Casimir, Keith 2010). Although much more research is needed to further explore this domain of leadership style, it seems reasonable to assume that the findings from such exploratory research can be shared easily and discussed readily by most practitioners.
- If an organization has developed leadership at all levels, then its people would act more like owners and entrepreneurs than just hired employees; they would take initiative to solve problems, acting with a sense of urgency and a willingness to experiment; they would willingly accept accountability for meeting commitments and they would share a common philosophy and language of leadership. In addition, they would further create, maintain and adhere to systems and processes designed to measure and reward these distributed leadership behaviors (Tichy, 1997; McCall, 1998; O'Toole, 2001; Tichy and Cardwell, 2002; Dalakoura, 2010).

Influence is a core skill at every level of every business transaction. As such, all levels of individuals involved from strategy to execution can benefit from gaining influence beyond the authority provided by a formal hierarchical structure. Whether you are the CEO, CFO, division head, account manager or information technology professional, your future success depends on your ability to influence others today (Kaufman, 2011). Whoever it is in the current sphere of influence, the key importance is to recognize the opportunities and expand the sphere of influence, hone influence skills and put them into action.

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Appendix 1. A two-way approach of congruent behavior between leaders and followers in the New Leadership concept /Exploratory research questionnaire/

	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Leader takes care of followers, because he knows what is best for them.	A	B	C	D	E
2	Leadership is foremost both thoughts and actions that people use to influence themselves.	A	B	C	D	E
3	Leader gets the allegiance of others by building trusting relationships.	A	B	C	D	E
4	Leadership is helping others to achieve their potential and that trust is found in collaborative engagement.	A	B	C	D	E
5	Leader's charisma is positively associated with satisfaction of followers.	A	B	C	D	E
6	Leadership is based on the leader-follower exchange.	A	B	C	D	E
7	Providing guidance without pressure is the key to being a good leader.	A	B	C	D	E
8	Leader's vision is positively associated with performance of followers.	A	B	C	D	E
9	Leader debates with followers, but knows that his vote is more decisive than the others.	A	B	C	D	E
10	Leader is aware of his/her limitations and is tolerant of imperfection in others.	A	B	C	D	E

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11	Most workers prefer supportive communication from their leaders.	A	B	C	D	E
12	Leader makes sure that followers receive appropriate rewards for achieving performance targets.	A	B	C	D	E
13	Leader's charisma is positively associated with cooperation and teamwork in followers.	A	B	C	D	E
14	Individuals foremost receive their motivation and control from their inner self.	A	B	C	D	E
15	Leadership implies that behaviors are enacted by multiple individuals, regardless of their hierarchical position.	A	B	C	D	E
16	The essence of leadership is to stay fixed on the goals, despite interference.	A	B	C	D	E
17	The basic objective of leadership strategies is to enhance the perception of self-efficacy.	A	B	C	D	E
18	A person needs to have certain traits to be an effective leader.	A	B	C	D	E
19	Leadership is about what people do rather than who they are.	A	B	C	D	E
20	Leader is perceived as striving to create a transparent, future-oriented, and associate-building organization.	A	B	C	D	E
21	Leader is self-assured: secure with self, free of doubts.	A	B	C	D	E
22	Leader must transcend his own interest and focus on the common good.	A	B	C	D	E
23	Leader's charisma is positively associated with motivation of followers.	A	B	C	D	E
24	Much like playing the piano or tennis, leadership is a learned ability.	A	B	C	D	E
25	Leader puts the emphasis on achieving results through organizational processes.	A	B	C	D	E
26	Leader must be competent in his/her role.	A	B	C	D	E
27	Leadership is best described by what leaders do.	A	B	C	D	E
28	Leadership is a number of personal traits.	A	B	C	D	E
29	Leaders and followers share in the leadership process.	A	B	C	D	E
30	Leader emphasizes the overall purpose of the team assignment to team members.	A	B	C	D	E
31	Vision is positively associated with motivation of followers.	A	B	C	D	E
32	Leader has high professional competence and knowledge.	A	B	C	D	E
33	Effective leader is self-confident: believes in oneself and one's ability.	A	B	C	D	E
34	Employees need to be supervised closely, or they are not likely to do their work.	A	B	C	D	E
35	Leaders need to help subordinates accept responsibility for completing the work.	A	B	C	D	E
36	Everyone has the capacity to be a leader.	A	B	C	D	E
37	Followers can influence the leadership process as much as leader.	A	B	C	D	E
38	Some people are born to be leaders.	A	B	C	D	E
39	It is fair to say that most employees in the general population are lazy.	A	B	C	D	E
40	Leader has a mental picture of what would make the team better.	A	B	C	D	E
41	Leadership is closely linked with truth and transparency.	A	B	C	D	E
42	Leader usually knows ahead of time how people will respond to a new idea or proposal.	A	B	C	D	E
43	It is the leader's job to help subordinates find their "passion".	A	B	C	D	E
44	Employees must be given rewards or punishments in order to motivate them to achieve organizational objectives.	A	B	C	D	E
45	Leader is authentic, inspires confidence.	A	B	C	D	E
46	Leader puts the emphasis on including reward practices and implementation of organizational policies and procedures.	A	B	C	D	E
47	People become leaders because of their extraordinary traits and skills.	A	B	C	D	E
48	It is necessary to listen to special needs of each group member.	A	B	C	D	E
49	Leader demonstrates effective communication to team members.	A	B	C	D	E
50	Leadership is about the common purposes of leader and followers.	A	B	C	D	E
51	Leader allocates resources according to team's priorities.	A	B	C	D	E
52	Leader spends time to explore other team members' ideas for the project.	A	B	C	D	E
53	Leader believes that "the ends justify the means".	A	B	C	D	E
54	Leader is outgoing: talks freely and gets along well with others.	A	B	C	D	E
55	Leader makes a point of recognizing people when they do a good job.	A	B	C	D	E
56	Leadership is best explained by the leader-follower relationship.	A	B	C	D	E
57	Leader is able to sense the emotional undercurrents in his/her team.	A	B	C	D	E
58	Most employees feel insecure about their work and need direction.	A	B	C	D	E
59	Leader should imagine several things that would inspire his/her team to perform better.	A	B	C	D	E
60	Leader encourages team members to appreciate the value of the overall team.	A	B	C	D	E
61	Leader organizes tasks so that work flows more smoothly.	A	B	C	D	E
62	Leader gives orders and clarifies procedures.	A	B	C	D	E
63	Leadership does not rely on the leader alone but is a process involving the leader, followers, and the situation.	A	B	C	D	E
64	Leader provides helpful input about team's work plans.	A	B	C	D	E
65	Leader makes his/her attitudes clear for the group.	A	B	C	D	E
66	Leader promotes standards of excellence.	A	B	C	D	E
67	Leader is using his emotional energy to motivate others.	A	B	C	D	E
68	Leader is dependable, is consistent and reliable.	A	B	C	D	E
69	The essence of leadership is performing tasks and dealing with people.	A	B	C	D	E
70	Leader is a chief judge of the achievements of the members of the group.	A	B	C	D	E
71	Leader helps team members to understand their purpose for being in the team.	A	B	C	D	E
72	Leadership put the emphasis on the capacity to connect with others where the team is achieving group objectives.	A	B	C	D	E
73	Leadership is about how leaders work with people to accomplish goals.	A	B	C	D	E
74	Leader encourages team members to listen and to respect each other.	A	B	C	D	E
75	Leader influences and is influenced by followers.	A	B	C	D	E
76	It is necessary to make a "to do" list for employees of the things that need to be done.	A	B	C	D	E
77	Each team member is basically competent and if given a task will do a good job.	A	B	C	D	E
78	Leader models team norms for team members.	A	B	C	D	E
79	Leadership is about the common purposes of leaders and followers.	A	B	C	D	E

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		A	B	C	D	E
80	Leader understands the feelings and moods of his/her subordinates.	A	B	C	D	E
81	Leader is friendly: shows kindness and warmth.	A	B	C	D	E
82	Leader needs to set timelines for when the job needs to be done.	A	B	C	D	E
83	Leader is using the team's combined expertise to solve problems.	A	B	C	D	E
84	Leader is determined as somebody who takes an organization stand, acts with certainty.	A	B	C	D	E
85	As a rule, leader should allow subordinates to appraise their work.	A	B	C	D	E
86	Leader provides his/her assistance in exchange for follower's effort.	A	B	C	D	E
87	Leaders should give subordinates complete freedom to solve problems on their own.	A	B	C	D	E
88	Leader finds solutions to problems affecting team performance.	A	B	C	D	E
89	Employees want to be a part of the decision-making process.	A	B	C	D	E
90	The key to successful conflict resolution for any leader is respecting his/her opponent.	A	B	C	D	E
91	Leader is diligent: is industrious, hardworking.	A	B	C	D	E
92	Leader stresses to others rules and requirements for every project.	A	B	C	D	E
93	In most situations, employees prefer little input from the leader.	A	B	C	D	E
94	Leader provides support to team members who need help.	A	B	C	D	E
95	In complex situations, leader should let subordinates work problems out on their own.	A	B	C	D	E
96	Leader encourages team members to accept each other as unique individuals.	A	B	C	D	E
97	A person is effective only with the detailed aspects of his work.	A	B	C	D	E
98	Leader encourages team members to agree on the rules of the group.	A	B	C	D	E
99	Leader is sensitive: shows tolerance, is tactful and sympathetic.	A	B	C	D	E
100	Leader shows patience toward other team members.	A	B	C	D	E
101	Leadership requires staying out of the way of subordinates as they do their work.	A	B	C	D	E
102	Some people have the natural ability to be leaders.	A	B	C	D	E
103	Leader is emphatic: understands others, identifies with others.	A	B	C	D	E
104	Leader encourages team members to work to the best of their abilities.	A	B	C	D	E
105	Leader encourages other team members when they are upset.	A	B	C	D	E
106	Leader listens to complaints and problems of team members.	A	B	C	D	E
107	Leader makes clear what a follower can expect to receive, if the follower's performance meets designated standards.	A	B	C	D	E
108	It is necessary to urge others to concentrate on the work at hand.	A	B	C	D	E
109	Leader exchanges career-related advice among the team members.	A	B	C	D	E
110	It is necessary to show concern for the personal well-being of others.	A	B	C	D	E
111	Leadership is about the process of influencing others.	A	B	C	D	E
112	Leader helps to develop each other's skills.	A	B	C	D	E