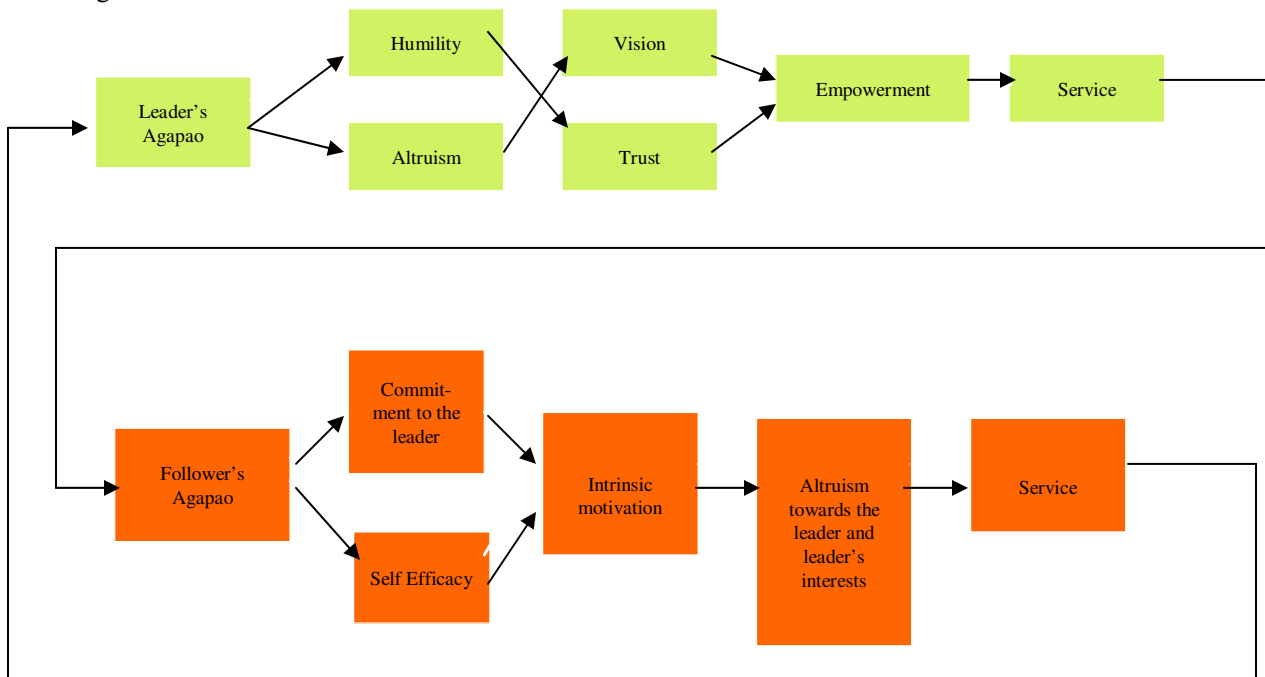# Servant Leadership and Follower Commitment

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Building upon Patterson-Winston's servant leadership theory, this paper presents a research proposal to empirically test the influence servant leadership has on follower commitment, because empirical research indicates that follower commitment to the leader is positively related to follower performance. The proposed research utilizes three established instruments, LEAD-Other, the Servant Leader Assessment, and Supervisor-Related Commitment, to test the relationship between five servant leadership constructs (identified as agapao love, humility, vision, trust, and empowerment) and follower commitment to the leader across four distinct styles of leadership described in the Hersey and Blanchard Situational Leadership Model from the perspective of the follower. This proposed research aims to fill a gap in empirical research regarding servant leadership and its influence on followers

Servant Leadership is an area of research that is in its early stage of development and, therefore, lacks a strong body of traditional research findings to substantiate it and its effectiveness (Northouse, 2004; Yukl, 2002). However, there is an on-going effort in the field of organizational leadership to obtain a deeper understanding and application of the phenomena known as servant leadership (Bryant, 2003; Contee-Borders, 2003; Dennis & Bocarnea, 2005; Dennis, 2004; Drury, 2004; Farling, Stone, & Winston, 1999; Greenleaf, 1977; Irving, 2005; Joseph & Winston, 2005; Laub, 1999; Patterson, 2003; Russell, 2001; Russell & Stone, 2002; Sendjaya & Sarros, 2002; Smith, Montagno, & Kuzmenko, 2004; Spears, 1996; Spears, 2000; Wilkes, 1998; Winston, 2003; Winston & Patterson, 2005).

While there has been an increased understanding in the construct of servant leadership, empirical research is needed to further understand this construct (Farling et al., 1999; Northouse, 2004; Yukl, 2002). Patterson (2003) and Winston (2003) developed an integrated model (Figure 1) that showed the causal relationships between variables and provides a process model of servant leadership. In particular, the Patterson-Winston model posits that servant-led followers will demonstrate a higher-level of commitment to their leaders than will non-servant led leaders. For the purposes of her study, Patterson (2003) defined the *servant leaders* as "those leaders who lead an organization by focusing on their followers, such that the followers are the primary concern and the organizational concerns are peripheral" (p. 5).

Figure 1. Patterson – Winston Model

Tourigny (2001) asks, "Why is servant leadership desirable?" (p. 197). From an organizational point of view, understanding the affect servant leadership has on followers is significant because a higher level of follower commitment to the leader is expected to result in a higher level of follower performance and thereby contribute to achievement of organizational goals. Research by Becker, Billings, Eveleth, & Gilbert (1996) indicates that follower commitment to supervisors is positively related to performance. Interestingly, Drury (2004) found that servant leadership was negatively correlated with organizational commitment in her study of administrative employees and faculty at a single college that espoused the values of servant leadership.

Bass (1990) suggests research from the 1920's onward indicates, "employees' favorable attitudes toward their supervisors were usually found to be related to the productivity of the work group" (p. 6). Northouse (2004) says, "organizations stand to gain much from having leaders who can create good working relationships. When leaders and followers have good exchanges, they feel better, accomplish more, and the organization prospers" (p. 151).

Anderson (2005) found a strong correlation exists between job satisfaction and perceptions of servant leadership in her study of a Church educational system. Irving (2005) broke new ground in that his was the first study to empirically examine the relationship between servant leadership and team effectiveness (Irving, 2006). He found that there was a substantial relationship between servant leadership at the individual level and team effectiveness in a U.S. division of an international nonprofit organization.

Because follower performance affects organizational performance and leaders of organizations influence follower performance (Bass, 1990; Northouse, 2004; and Yukl, 2002), studying the effect servant leadership has on follower commitment and performance is a vital concern to leaders and educators everywhere. "As we consider the challenging problems in the management of organizations – business, government, not-for-profit, school, military, or family – we realize that the real test of our abilities as leaders and managers is how effectively we can establish and maintain human organizations for the purpose of achieving results" (Hersey, Blanchard, & Johnson, 2001, 1).

Statement of the Problem and Purpose of the Study

Based on the preceding background information, this research proposal aims to fill a void in the existing research on the influence servant leadership has on follower commitment to the leader. This is important because follower commitment to the leader affects follower performance, which affects achievement of organizational objectives, and is a key measure of leader effectiveness is the extent to which the leader's organization performs and attains its goals (Bass, 1990; Northouse, 2004; and Yukl, 2002).

Therefore, the purpose of this study is to examine if leaders who exhibit five of Patterson's (2003) servant leadership virtues (attributes) have a positive effect on follower commitment to the leader as perceived by the follower.

Theoretical Perspective

Servant Leadership: A Theoretical Model

Patterson (2003) developed a theoretical model of servant leadership to explain how servant leaders interact with and view followers as an expression of *Agapao*. According to Patterson, the term agapao is from the ancient Greeks and implies a 'moral' or respectful consideration and treatment of others. Winston (2003) defines Agapao love as referring to a moral love, doing the right thing at the right time for the right reason.

Patterson (2003) says *servant leaders* are people who lead an organization by focusing on their followers, such that the followers are the primary concern and the organizational concerns are secondary. Patterson refers to *followers* as those being led, so that her definition includes all those who are subordinate to a given leader in a given organization. Patterson uses the terms subordinates and employees synonymously with follower.

Patterson (2003) suggests that the servant leader is guided by virtues from within. Patterson states that the servant-leader virtuous constructs define servant leaders and shape their attitudes, characteristics, and behavior. Patterson describes *servant-leader constructs* as component virtues that lead to a service orientation in leaders. Patterson (2003) defines *virtue* as a qualitative characteristic that is part of one's character; it is something within a person. Collins (2001) indicates a similar finding concerning the virtues of highly effective leaders when he says that every good-to-great company had Level 5 leadership during the transition years. Collins says Level 5 leaders embody a paradoxical mix of personal humility and professional will.

In Patterson's theoretical model of servant leadership, the servant leader (a) demonstrates agapao, (b) acts with humility, (c) is altruistic, (d) is visionary for the followers, (e) is trusting, (f) empowers followers, and (g) is serving (Patterson, 2003).

Because Patterson (2003) describes servant leadership virtues as constructs that are a part of the character of the servant leader, these virtues, or constructs are considered moderating variables in the proposed research model in Figure 2. In other words, according to Patterson, the virtues of a servant leader shape their attitudes and behavior; thus, they will have a moderating affect on the person's leadership behaviors. If servant-leadership virtues or attributes are not prevalent and are replaced by other characteristics, then that person is by definition a non-servant leader. It logically follows that the non-servant leader constructs will affect the leadership behavior and influence of non-servant leaders.

Figure 2. Research Model.
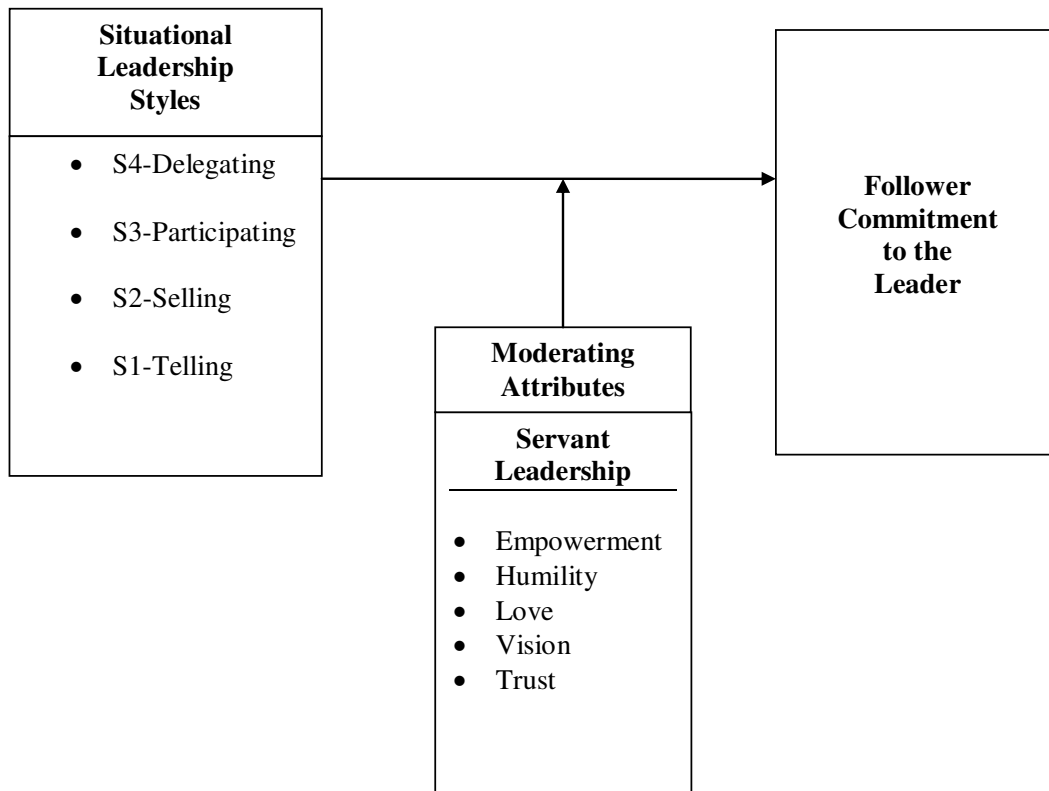
The proposed research model in Figure 2 provides a framework for empirically testing the moderating effect Patterson's (2003) servant leader attributes have across the four leadership styles (behaviors) described by the Situational Leadership Model developed by Hersey and Blanchard (1996). The following section will discuss these four leadership styles.

Leadership Styles

The theoretical basis for the Situational Leadership Model can be traced back to the leadership studies initiated in 1945 by the Bureau of Business Research at Ohio State University and at the University of Michigan. The "grid" developed by Blake and Mouton provides a theoretical basis for the "grid" used in the Situational Leadership Model (Hersey, Blanchard, and Johnson, 2001). In the Situational Leadership Model, the terms *task behavior* and *relationship behavior* are similar to the concepts of *initiating structure* and *consideration* in the Ohio State studies, respectively (Hersey, Blanchard, & Johnson). Furthermore, Hersey, Blanchard, & Johnson state that the leadership style of an individual is the behavior pattern, as perceived by others, that a person exhibits when attempting to influence the activities of others. Of importance is the fact that the leader's style is not necessarily the leader's self-perception of his or her style, rather it is the leadership behavior pattern as perceived by others.

Hersey and Blanchard developed the original *Situational Leadership Model* (Hersey & Blanchard, 1996). Blanchard says that Situational Leadership is a servant leadership model (Blanchard, 2002). This model of leadership suggests that a leader will be most effective if he or she will align his or her leadership style to the follower's readiness to perform a specific task using one of four styles of leadership. These four styles are: (a) *S1-telling or directing* (high task and low relationship behavior), (b) *S2-persuading or coaching* (high task and

high relationship behavior), (c) *S3-participating or supporting* (high relationship and low task behavior), and (d) *S4-delegating* (low task and low relationship behavior). Hersey, Blanchard, and Johnson (2001) provide the following definitions with regard to the four leadership styles. "*Readiness* in Situational Leadership is defined as the extent to which a follower demonstrates the ability and willingness to accomplish a specific task" (p. 175). "*Relationship behavior* is defined as the extent to which the leader engages in two-way or multiway communication. The behaviors include listening, facilitating, and supportive behaviors" (p. 173). They define *Task behavior* "as the extent to which the leader engages in spelling out the duties and responsibilities of an individual or group" (p. 173).

The four leadership styles in the Situational Leadership Model provide a framework for classifying into four different categories the ways leaders behave when they are trying to influence followers. The LEAD instrument developed by the Center for Leadership Studies (Hersey, Blanchard, & Johnson, 2001) provides a means of identifying the leadership styles of leaders. Because the research model in Figure 2 intends to measure the influence of servant leadership constructs on follower commitment, the leadership styles in the Situational Leadership Model provide a practical way to distinguish between four different leadership behaviors. Servant-leaders and non-servant leaders are expected to use one or more of the four different styles of leadership described in the Situational Leadership Model. Thus, this research proposes to examine servant and non-servant leader influence on follower commitment across the four different styles of leadership in the situational leadership model.

Follower Commitment

Winston (2003) extended Patterson's model to show the circular nature of the full servant leadership model that aims to explain how/why followers would commit to the leader in the interest of getting organizational tasks completed. Winston (2003) suggests that the servant leader's agapao will result in an increase in both the follower's commitment to the leader and the follower's own self-efficacy. Winston's model (2003) describes the follower's resulting agapao towards the servant leader as including the following: (a) commitment to the leader, (b) self-efficacy, (c) intrinsic motivation, (d) altruism towards the leader and the leader's interests, and (e) service.

According to Densten and Gray (2001), followership is a critical area for the investigation and comprehension of leadership; yet, research in the field is limited and dominated by a few theorists such as Kelly and Hollander. Kelly (as cited in Winston, 2003) suggests that leaders contribute no more than 20% to the success of an organization and that followers are crucial to the remaining 80%. However, Winston cautions us on accepting Kelly's assertions when he says that Kelly's work does not point to empirical research to support his claims.

Winston's (2003) theoretical proposition that servant-led followers will demonstrate a higher-level commitment to servant leaders has significance because of the implication that a higher level of follower commitment is associated with a higher level of performance and achievement of organizational goals. Research by Becker, Billings, Eveleth, & Gilbert (1996) indicates that follower commitment to supervisors was positively related to performance and was more strongly associated with performance than was commitment to organizations. A study by Irving (2005) found a positive correlation between team effectiveness and servant leadership at the individual level, which tends to support Winston's theoretical proposition.

Therefore, the measurement of follower commitment to servant leaders in the proposed research model at Figure 2 will empirically examine Winston's theory that servant-led followers demonstrate a higher commitment to the leader than non-servant led followers.

Servant Leadership Constructs Moderate Situational Leadership Influence

The proposed research model in Figure 2 is a hypothetical construct that can serve as a foundation for further understanding and testing of the Patterson-Winston Model of Servant Leadership (Winston, 2003). The proposed research model intends to test and measure the follower commitment to servant and non-servant leaders, as perceived by the followers, across four distinctly different styles of leadership described in the Situational Leadership Model. As an example, consider the fact that a new employee usually needs a significant amount of telling/directive leadership, because they need structure in order to perform new and unfamiliar tasks. Will a servant leader, who exhibits Patterson's Servant Leadership constructs, using a

telling/directive style of leadership, influence that new employee to a higher level of commitment than a non-servant leader who does not exhibit Servant Leadership constructs? The proposed model in Figure 2 provides a construct for empirically researching that practical question. The model in Figure 2 uses five of the seven constructs in Patterson's servant leadership model (2003), because an existing servant leadership assessment instrument (Dennis & Bocarnea, 2005; Dennis, 2004) can measure these five constructs at the individual level.

Research Question and Hypotheses

This proposed research study will investigate relationships between servant and non-servant leadership using the leadership styles described in the Situational Leadership Model with the level of follower commitment to the leader as perceived by the follower. The purpose of this study, stated as a research question, is as follows: Do servant leaders using various leadership styles influence followers to a higher level of commitment to the leader than non-servant leaders using various leadership styles?

Hypothesis One
HO1: There is no significant difference between the level of follower commitment to servant and non-servant leaders using the S1 leadership style.
HA1: There is a significantly higher level of follower commitment to servant leaders than to non-servant leaders using the S1 leadership style.

Hypothesis Two
HO2: There is no significant difference between the level of follower commitment to servant and non-servant leaders using the S2 leadership style.
HA2: There is a significantly higher level of follower commitment to servant leaders than to non-servant leaders using the S2 leadership style.

Hypothesis Three
HO3: There is no significant difference between the level of follower commitment to servant and non-servant leaders using the S3 leadership style.
HA3: There is a significantly higher level of follower commitment to servant leaders than to non-servant leaders using the S3 leadership style.

Hypothesis Four
HO4: There is no significant difference between the level of follower commitment to servant and non-servant leaders using the S4 leadership style.
HA4: There is a significantly higher level of follower commitment to servant leaders than to non-servant leaders using the S4 leadership style.

Methods

The proposed research method is a quantitative approach. In this proposed research method, the four leadership styles described in the Situational Leadership Theory (Hersey, 1984; Hersey & Blanchard, 1996) will serve as the independent variables and the follower commitment to the leader (Becker, Billings, Eveleth, & Gilbert, 1996; Winston, 2003) will serve as the dependent variable. The proposed research method using the model in Figure 2 will test five of Patterson's Servant Leadership virtues or attributes (Patterson, 2003; Dennis & Bocarnea, 2005, Dennis, 2004) to determine if they act as moderating variables that affect the strength and direction of the leader's influence on the follower's commitment across the four leadership styles of the Situational Leadership theory.

Descriptions of the independent and dependent variables and the moderating variables as well as the specific instruments to measure these variables follow below:

The Constructs of Servant Leadership

According to Patterson (2003), the servant leader leads and serves with (a) agapao love, (b) humility (c) altruism, (d) vision, (e) trust, (f) empowerment, and (g) service. Utilizing the descriptions of Patterson (2003) and Winston (2002), Dennis and Bocarnea (2005) developed an instrument to measure the extent to which a leader possessed five of these servant leader constructs. These five constructs are defined in the following paragraphs.

Agapao love. Patterson (2003) describes this as the cornerstone of the servant leader-follower relationship. Winston (2002, 5) defines Agapao "to love in a social or moral sense, embracing the judgment and the deliberate assent of the will as a matter of principle, duty, and propriety". According to Winston, this love causes leaders to consider each person not simply as a means to an end but as a complete person: one with needs, wants, and desires. Winston says this love is alive and well in organizations which demonstrate it by following his interpretation of the Golden Rule, which he terms the Platinum Rule that says do unto others as they would want you to do unto them. Russell and Stone (2002) posit that love is unconditional for the servant leader.

Humility. Humility means keeping one's own accomplishments and talents in perspective, which is self-acceptance, and being other focused, rather than being self-focused (Dennis and Bocarnea, 2005). Effective leaders maintain their humility by showing respect for employees and acknowledging their contributions to the team (Dennis and Bocarnea).

Vision. According to Merriam-Webster's Collegiate Dictionary (2005), vision is "the act or power of imagination" (p. 1398). "In servant leadership theory, vision refers to the idea that the leader looks forward and sees the person as viable and worthy person, believes in the future state for each individual, and seeks to assist each one in reaching that state" (Patterson, 2003, 18). Dennis and Bocarnea cite Bennis who says that leaders must create a shared vision with meaning – a mission that involves the players at the center rather than the periphery.

Trust. Trust is defined as "confidence in or reliance on another team member" in terms of their morality and competence (Dennis & Bocarnea, 2005, 603). Russell (2001) argues that the values of integrity and honesty build interpersonal and organizational trust and lead to credibility.

Empowerment. Empowerment is giving power to others and for the servant leader it involves effective listening, making people feel significant, emphasizing teamwork, and valuing love and equality (Russell & Stone, 2002). Bass (1990) posits that empowerment is power sharing with followers in planning and decision-making.

The *Servant Leadership Assessment Instrument (SLAI)* (Appendix A) developed by Dennis and Bocarnea (2005) will be used to measure the servant leadership constructs identified as moderating variables in this study. The SLAI was developed using three separate data collections from a stratified sample of participants, which yielded five factors that could be reliably measured with the instrument. The Cronbach alpha score was equal to or greater than .78 for all five factors. Five factors that can be measured with this instrument are empowerment, agapao, humility, trust, and vision.

Situational Leadership Styles

The Situational Leadership theory is a contingency theory of leadership in which there is no one best way. Rather, the leadership style that will be most effective depends on the readiness of the person the leader is attempting to influence. The concept is that the leader first identifies the follower's level of readiness (R1-4), selects the appropriate leadership style (S1-4), and then uses the selected leadership style to influence the follower. Hersey (1984) describes the four leadership styles (S1-4) that are most likely to be effective at the follower readiness (R1-4) level as follows:

Telling (S1). This style of leadership (high task and low relationship) provides specific instructions and closely supervises performance and is most appropriate for followers with a readiness level of R1. The R1 level of readiness is the lowest level and is when the follower is unable and unwilling or insecure in doing the task desired by the leader.

Selling (S2. In this style (high relationship and high task), the leader explains decisions and provides opportunity for clarification; the leader makes the decision with dialogue and explanation with the follower. This style is most appropriate when the follower is at readiness level R2, which is when the follower is motivated and willing, but not yet able to do the task on his or her own.

Participating (S3). The leader using this style (high relationship and low task) shares ideas with the follower and facilitates in making the decision with the follower having a voice in the decision. This style is most appropriate when the follower is at the R3 readiness level that is described as able but unwilling or insecure.

Delegating (S4). This leadership style (low task and low relationship) is one of turning over the responsibility for decisions and implementation to the follower. It is most appropriate at the R4 level of readiness, which is when the follower is both willing and able to do the task.

The Center for Leadership Studies' *LEAD-Other Instrument* (Leadership Effectiveness and Adaptability Description) (Appendix A) will be used in this proposed method of research to measure the follower's perceptions of the style(s) of leadership utilized by his or her leader. The Center for Leadership Studies considers this a valid instrument and has used it to analyze data from 20,000 leadership events in 14 cultures (Hersey, Blanchard, & Johnson, 2001). Greene (1980) indicates based on empirical validity studies the LEAD Self instrument is deemed empirically sound. The LEAD Other is a similar instrument that is constructed from the perspective of the follower, rather than the leader as in the LEAD Self instrument.

 Follower Commitment to the Leader

Winston (2003) posits that servant-led followers will be more committed to the leader. Becker, Billings, Eveleth, and Gilbert (1996) suggest that followers who are committed to their leader perform better; they developed an instrument for measuring follower commitment to their leader called *Supervisor-Related Commitment* (Fields, 2002, 65) (Appendix A). This will be the instrument used in this proposed research method to measure the dependent variable of follower commitment to the leader. Responses are obtained using the 7-point Likert-type scale where 1-strongly disagree and 7=strongly agree. The instrument has one dimension that describes the identification with a supervisor and a second dimension describing the internalization of the same values as the supervisor. In terms of validity, the supervisor-related identification and internalization were positively correlated. Reliability as indicated by co-efficient alpha was .85 for supervisor-related commitment based on identification and. Alpha was .89 for supervisor-related commitment based on internalization (Becker, Billings, Eveleth, & Gilbert).

Research Sample

The proposed sample group for this study will be full-time employed, non-traditional students from five colleges and universities located in western Pennsylvania. For the purposes of this investigation, a full-time employed, non-traditional student is defined as a student in an accredited undergraduate or graduate degree program, on campus or online, who is gainfully employed on a full-time basis for a for-profit, not-for-profit, or governmental institution or organization. Irving's (2005) study examined a nonprofit entity; he recommends future research on servant leadership be expanded into the following sectors: (a) business, (b) education, (c) military, and (d) government.

Because this sample group represents a diverse sample of employees in a wide variety of dyadic-relationships, the results of the study should have value to academicians as well as managers and business leaders at different levels of organizations in both for-profit and not-for-profit, public, and private entities. This sample also responds to Irving's (2005) recommendation that future research on servant leadership and its effectiveness include sectors beyond the not-for-profit organization in his study. This sample is similar to the one used by Setley (2005) who conducted a study about the relationship of leadership styles to leader-member-exchange and follower commitment. This will result in a niche study from a particular region of the country with the same general economic conditions. The proposed size of the study sample size will be determined by the variables being tested when using factorial analysis of variance as recommended by Hair, Black, Babin, Anderson, and Tatham (2006). Specifically, this study will survey at least ten observations per

variable or a minimum of 180 surveys (= 10 X 18 variables; 4 Independent Variables + 5 Moderating Variables + 9 Dependent Variables).

Method to Collect Data

The researcher will solicit the permission of five colleges and universities in western Pennsylvania to survey qualified students for this study. The survey instruments will be delivered in person by the researcher or by email or be available on-line to colleges and universities agreeing to participate in the study. The students qualified to participate in this study must be full-time employed, non-traditional students identified earlier.

Survey returned to the researcher will be reviewed for completeness. The data from properly completed surveys will be entered into a computer for analysis using the Software Program of the Social Sciences (SPSS).

A pilot study to test the validity and reliability of the survey instruments (Appendix A) in this study will be conducted. Samples will be gathered from qualified individuals at one college located in western Pennsylvania.

Data Analysis

Factorial analysis of variance is the most appropriate method for conducting this type of investigation (Dr. G. Longbotham, personal communication, July 21, 2006). Hair, Black, Babin, Anderson, and Tatham (2006) say factor analysis is appropriate for exploratory research where the study is exploring interrelationships between variables.

The researcher will use the theoretical model at Figure 2 as a structural framework for measurement in this study. SPSS will be used to run appropriate tests to examine the differences and relationships between the variables.

Calculation of the input data will be as follows. For the Supervisor Related Commitment Instrument, mean score for the nine items will be used as a measure of the level of follower commitment to the leader as perceived by the follower. For the LEAD Other Instrument, the score for each style of leadership (S1, S2, S3, and S4) will be calculated. A score of two or more for any of the four leadership styles (S1, S2, S3, and S4), according to LEAD scoring instructions, indicates that the leader exhibits that style of leadership as perceived by the follower. In addition, the leader's adaptability score will be calculated to provide an indication of how skillful the leader is in assessing and using the style of leadership needed by the follower. For the SLAI the mean score for the questions relating to each of the five-servant leadership constructs will be calculated. A combined mean score on the SLAI for the five attributes greater than 3.0 will indicate that the leader is a servant leader for the purposes of this study.

Collection of demographic data for each survey participant regarding the type of organization, i.e. for-profit, not-for-profit, government, education, or military, gender, and length of employment will be recorded and used to test for any effect on the variables in Figure 2 of this study.

Conclusions

The concept of Servant Leadership was modeled over two thousand years ago by Jesus Christ who used a variety of leadership styles while exhibiting the servant leadership virtues in the Patterson-Winston model of humility, altruism, service, trust, empowerment, vision, and love (Wilkes, 1998; Life Application, 1988/1991). Considering the leadership influence of Jesus over the last two thousand years, we who are studying leadership will do well to take note of His life and character. Jesus emphasized the importance of servant-leadership when he told His disciples in Matthew 20:25-26:

You know that the rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant (Life Application, 1988/1991, 1694).

This proposed research model builds on the work of others to increase our understanding of the concept of servant leadership. If the research results from using this model tend to confirm the Patterson-Winston Model of Servant Leadership, then these findings could be used to help leaders in a variety of circumstances learn to lead in a way that inspires high performance in an ethical manner that honors our creator.

Appendix A
Servant Leadership Assessment Instrument

If this research proposal is approved, this survey instrument will be available for use (M. Bocarnea, personal communication, July 20, 2006).

Supervisor-Related Commitment

Scale

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree

For each item, please indicate your response using the scale above.

1. When someone criticizes my supervisor, it feels like a personal insult

1	2	3	4	5	6	7

2. When I talk about my supervisor, I usually say "we" rather than "they"

1	2	3	4	5	6	7

3. My supervisor's successes are my successes

1	2	3	4	5	6	7

4. When someone praises my supervisor, it feels like a personal compliment

1	2	3	4	5	6	7

5. I feel a sense of "ownership" for my supervisor

1	2	3	4	5	6	7

6. If the values of my supervisor were different, I would not be as attached to my supervisor

1	2	3	4	5	6	7

7. My attachment to my supervisor is primarily based on the similarity of my values and those represented by my supervisor

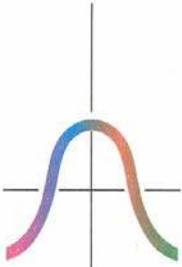| 1	2	3	4	5	6	7

8. Since starting this job, my personal values and those of my supervisor have become more similar

1	2	3	4	5	6	7

9. The reason I prefer my supervisor to others is because of what he or she stands for, that is, his or her values

1	2	3	4	5	6	7

LEAD

Other

Leadership Style/Perception of Other

Developed by Center for Leadership Studies, Inc.

Purpose

This instrument is used to profile the leadership behaviors of the person named below.

The information gathered with the **LEAD** *Other* provides insight into your perception of their attempts to influence. It supplies information about which leadership behaviors they use and the extent to which they match those behaviors to the needs of others.

Instructions – Using the Instrument

- Assume _____ is involved in each of the following twelve situations. Each situation has four alternative actions that person might initiate.

- Read each item carefully.

- Think about what you believe this person *would* do in each circumstance.

- Circle the letter of the alternative action choice you think most closely describes what behavior this person would use in the situation presented.

- Circle only *one* choice.

- Circle a choice for *each* of the twelve situations. Don't skip any.

- Move through the items quickly and stick with the first choice you make on each item. Your first choice tends to be the most accurate one.

Reminder: Circle what you think this person *would* do, not what you think they *should* do. The goal here is to evaluate what behaviors they *actually use* – not to get *right answers*. If there is no alternative action that describes what they would do in the situation, circle the item that *most closely* resembles what you think they would do.

You are this leader's (check one):

❑ Manager, (Boss)

❑ Associate, (Colleague)

❑ Team Member, (Follower)

After you have completed this form, return it to: _____

Leadership Effectiveness & Adaptability Description

1. SITUATION	ALTERNATIVE ACTIONS
Followers are not responding lately to this leader's friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.	*This leader would …* A. Emphasize the use of uniform procedures and the necessity for task accomplishment. B. Be available for discussion but would not push for involvement. C. Talk with followers and then set goals. D. Intentionally not intervene.
2. SITUATION	ALTERNATIVE ACTIONS
The observable performance of this leader's group is increasing. The leader has been making sure that all members were aware of their responsibilities and expected standards of performance.	*This leader would …* A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance. B. Take no definite action. C. Do what can be done to make the group feel important and involved. D. Emphasize the importance of deadlines and tasks.
3. SITUATION	ALTERNATIVE ACTIONS
This leader's group is struggling to solve a problem. The leader has normally left them alone. Group performance and interpersonal relations have been good.	*This leader would …* A. Work with the group and together engage in problem solving. B. Let the group work it out. C. Act quickly and firmly to correct and redirect. D. Encourage the group to work on the problem and be supportive of their efforts.
4. SITUATION	ALTERNATIVE ACTIONS
This leader is considering a change. The leader's followers have a fine record of accomplishment. They respect the need for change.	*This leader would …* A. Allow group involvement in developing the change, but not be too directive. B. Announce changes and then implement with close supervision. C. Allow the group to formulate its own direction. D. Incorporate group recommendations, but direct the change.
5. SITUATION	ALTERNATIVE ACTIONS
The performance of this leader's group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their task done on time.	*This leader would …* A. Allow the group to formulate its own direction. B. Incorporate group recommendations, but see that objectives are met. C. Redefine roles and responsibilities and supervise carefully. D. Allow group involvement in determining roles and responsibilities, but not be too directive.
6. SITUATION	ALTERNATIVE ACTIONS
This leader stepped into an efficiently run organization. The previous administrator tightly controlled the situation. The leader wants to maintain a productive situation, but would like to begin humanizing the environment.	*This leader would …* A. Do what could be done to make the group feel important and involved. B. Emphasize the importance of deadlines and tasks. C. Intentionally not intervene. D. Get the group involved in decision making, but see that objectives are met.

7. SITUATION	ALTERNATIVE ACTIONS
This leader is considering changing to a structure that will be new to the group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations.	*This leader would …* A. Define the change and supervise carefully. B. Participate with the group in developing the change, but allow members to organize the implementation. C. Be willing to make changes as recommended, but maintain control of implementation. D. Avoid confrontation; leave things alone.
8. SITUATION	ALTERNATIVE ACTIONS
Group performance and interpersonal relations are good. This leader feels somewhat insecure about not providing direction to the group.	*This leader would …* A. Leave the group alone. B. Discuss the situation with the group and then initiate necessary changes. C. Take steps to direct followers toward working in a well defined manner. D. Be supportive in discussing the situation with the group, but not too directive.
9. SITUATION	ALTERNATIVE ACTIONS
This leader has been appointed to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially, they have the talent necessary to help.	*This leader would …* A. Let the group work out its problems. B. Incorporate group recommendations, but see that objectives are met. C. Redefine goals and supervise carefully. D. Allow group involvement in setting goals, but not push.
10. SITUATION	ALTERNATIVE ACTIONS
Followers, usually able to take responsibility, are not responding to the leader's recent redefining of standards.	*This leader would …* A. Allow group involvement in redefining standards, but not take control. B. Redefine standards and supervise carefully. C. Avoid confrontation by not applying pressure; leave the situation alone. D. Incorporate group recommendations, but see that new standards are met.
11. SITUATION	ALTERNATIVE ACTIONS
This leader has been promoted to a new position. The previous manager was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group interrelations are good.	*This leader would …* A. Take steps to direct followers working in a well defined manner. B. Involve followers in decision making and reinforce good contributions. C. Discuss past performance with the group and then examine the need for new practices. D. Continue to leave the group alone.
12. SITUATION	ALTERNATIVE ACTIONS
Recent information indicates some internal difficulties among followers. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the task.	*This leader would …* A. Try out solution with followers and examine the need for new practices. B. Allow group members to work it out themselves. C. Act quickly and firmly to correct and redirect. D. Participate in problem discussion while providing support for followers.

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