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Correlating Leadership Styles to Job Satisfaction in the U.S. Army's Parachute Rigger Community

Angela Hunter
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Walden University

College of Management and Human Potential

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Angela J. Hunter

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Walden University
2023

Abstract

Correlating Leadership Styles to Job Satisfaction in the U.S. Army's Parachute Rigger

Community

by

Angela J. Hunter

MBA, Suffolk University, 1997

BS, Tennessee State University, 1988

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management and Technology - LOC

Walden University

November 2023

Abstract

The study examined the relationships between leadership styles, specifically transformational and transactional leadership, and job satisfaction within the rigger community in the U.S. Army. The data were collected using The Multifactor Leadership Questionnaire (MLQ) and The Job Descriptive Index (JDI) surveys. The research sought to understand how leadership styles impact job satisfaction and utilized Spearman and Pearson correlations for analysis, exploring attributes that assist in identification of transformational and transactional leadership styles in the military in relation to achieving desired outcomes and results. The purpose of this quantitative research was to examine the relationships between Multifactor Leadership Questionnaire (MLQ) leadership ratings for supervisors of parachute riggers instructors and Job Description Index (JDI) satisfaction ratings within the parachute rigger community. Survey responses from 37 U.S. Army parachute riggers instructors in the Quartermaster Schoolhouse in Fort Lee, Virginia, Aerial Delivery & Field Services Department (ADFSD) and Aerial Delivery Division were used. Lack of research regarding leadership styles within the parachute rigger community was addressed. Noncommissioned officer instructors completed the MLQ and JDI. Research strongly linked leadership styles and job satisfaction. Supervision had the highest positive correlation in both transformational and transactional leadership, except for Opportunities for Promotion, which showed the lowest correlation. These results could be used by senior leaders in the U.S. Army to reengineer, transform, and develop better soldiers by addressing both leadership styles and their effectiveness. They may impact social change by increasing the amount of attention given to the development of individuals and groups within the U.S. Army by their advisors and instructors to create better-trained soldiers.

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Dedication

This is dedicated to my mother, Mary Anne Nowlin Hunter – My Moon and my daughter, Amaya Jevé Hunter – My Star.

Momma, you have seen me struggle to make this dream a reality. You have heard my cries, rejoiced in my small and large victories and have encouraged me to see it through. I know there were times when you did not think this day would ever come and neither did I. You have always told me, that nothing beats a failure but a try and I have been trying for a long time just to make sure I did not fail and You have always said whenever I embark on anything thing, to always “Listen, Learn and Lead.” I thank you for giving me and instilling in me a don’t quit attitude. You are my rock, and a silent presence even when we are a thousand miles apart. I could not have asked for a better believer in me when sometimes, I did not believe in myself. Thank you, mom, for your patience and encouragement to see this journey to the end with me. I love you more than words could ever express.

Amaya, may you continue to follow your dreams and know that hard work and being dedicated to your dreams, wants and desires can be achieved when you believe in yourself and trust the process. Never let the words, I can’t stop you from achieving your goals, for there is nothing you can’t do when you put your mind to it. Never lose your will and desire to achieve your dreams and never let anyone steal your joy. Thank you for being patient with me as I completed this journey. I hope I have shown the importance of never giving up on your dreams or thinking you can’t accomplish ANYTHING you want to achieve when you set your mind to it. Always remember to Listen, Learn and Lead. I love you both!

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Chapter One

Military leadership is the process of influencing soldiers by using purpose, motivation, and direction to accomplish the mission and to improve the organization (Belandres, 2016; Rozcendova & Dimdins, 2010). Leadership is a process of social influence, which involves maximizing efforts of others towards the achievement of a goal (Kruse, 2013). Bass and Avolio (1990) conceptualized leadership as being at the center of group processes. Yukl et al. (1995) asserted leadership is vital to achieve common organizational goals, and leaders use a variety of approaches to influence behaviors of others. Leadership is the act of inspiring others to pursue a vision and creating and facilitating shared efforts, visions, and successes (Thomas, 2018; Zeitchik, 2012).

The dynamics of leaders can influence performance of followers by sensing situation-follower interactions, understanding expectations they have of their leaders, and being cognizant of the needs of followers. Regardless of goals, leaders need to be able to establish relationships with those they lead to accomplish goals. For goals to be achieved many factors must be considered when influencing others to collaborate on a goal. Successful leader-follower relationships are characterized by trust and confidence. Leaders' leadership styles have a direct bearing on negative or positive outcomes of whatever endeavor the group undertakes. The military, as much as any civilian group or organization, needs to understand what leadership styles are most effective.

Galton (1869) defined leadership as a characteristic ability belonging to extraordinary individuals. This came to be known as the great man theory of leadership (Glynn & DeJordy, 2010). This theory was used to analyze leadership traits of military figures and determined the

best leaders were endowed with their leadership skills by God, rather than through their experiences and actions. Leadership was not taught or learned. It was determined to be innate; factors like education, family dynamics, and personal influences had no impact when it came to the making of a leader.

Antonakis and Day (2017) claimed leadership is often easily identified in practice, but still very difficult to define with great accuracy, and said:

Leadership is a formal or informal contextually routed and goal-influencing process that occurs between a leader and a follower, groups of followers, or institutions. The science of leadership is the systematic study of this process and its outcomes, as well as how this process depends on the leader's traits and behaviors, observer inferences about the leader's characteristics, and observer attributions made regarding the outcomes of the entity led. (p. 5)

When we look at how people lead, there are two main types of behaviors: transformational leadership and transactional leadership. Transformational leaders inspire and motivate others, while transactional leaders focus on getting the job done through rewards and punishments. These categories help us understand and describe different leadership styles.

The goal of this quantitative research was to explore the connections, if any, between followers' Multifactor Leadership Questionnaire (MLQ) leadership ratings for supervisors and their Job Descriptive Index (JDI) satisfaction ratings within the Army parachute rigger community evaluated by the U.S. Army parachute rigger instructor at the Quartermaster Schoolhouse in Fort Lee, Virginia, Aerial Delivery & Field Services Department and Aerial Delivery Division (ADFSD-ADD). The primary objective was to comprehend the prevalence of

transformational and transactional leadership styles during the training of parachute riggers. Additionally, the research sought to investigate how parachute rigger instructors responded based on the leadership style of the senior airdrop advisor/parachute rigger supervisors in the rigger community. The aim was to determine whether leadership styles had an impact on six job satisfaction ratings—specifically, those related to people on the present job, job in general, work on the present job, pay, opportunities for promotion, and supervision—among parachute rigger instructors. I investigated leadership styles using the MLQ of parachute riggers and their impacts on job satisfaction. The job description index (JDI) looked at this as it pertained to the overall experience and perception of the job.

The JDI assesses job satisfaction by examining various aspects of a person's job. The JDI measures job satisfaction based on the following six variables: people on the present job, job in general, work on present job, pay, opportunities for promotion, and supervision. The focus of this research was the Army's parachute riggers (Military Occupational Specialties [MOS] designation 92R). This research is crucial because behavioral leadership styles and techniques used by the Airdrop Systems Technician/supervisors have a direct impact on the learning outcomes of the NCO parachute rigger instructors they lead. With today's multigenerational workforces and varying leadership preferences, it is imperative that those in leadership positions understand how they are perceived, what learning styles are most preferred and will be most effective, and how transformational and transactional leadership styles can impact success of the parachute rigger community. Not only will this study assist in identifying leadership needs of the Army paratrooper community, but it will also enable those in senior leadership positions to recognize the attributes they need in order to incorporate into their training processes, as well as

understand the importance of leadership styles exhibited by NCO parachute rigger instructors as they lead new soldiers in development and training in this community. This study could lead to increasing and maintaining successful leadership practices in other army communities as well. This study holds the potential to support leaders in terms of educating soldiers and more effectively communicating with them.

Background of the Study

The military is a hierarchy in which subordinates take orders from their superiors. This fundamental distinction between subordinate and superior is evident when subordinates salute, stand at attention, and use superiors' titles (Halbe, 2011). Those who want to be in the upper echelons of the Army will go through a unique training process of leadership development which equips them with skills to effectively lead subordinates to complete their missions, whether in peacetime or war. Even those who hold lower ranks still have high levels of responsibility, authority, and accountability for their subordinates' successes and failures (Hannah & Sowden, 2013).

The defining skill of a paratrooper is his or her ability to jump out of an airplane with a parachute to execute a type of forced entry into a theater of war. For this strategic airborne mission to be executed, it is the parachute rigger's responsibility to make sure that the parachute has been inspected and packed properly as it is the lifesaving mechanism for the paratrooper executing the airborne mission. A high level of attention to detail is needed when laying out a parachute, inspecting it, repacking it, and ensuring that all the components inside are in place and they are free and clear of entanglement. The job of a parachute rigger consists of repeatedly

packing, repairing, and getting parachutes ready for missions, and it puts pressure on riggers. A lack of attention to detail, laziness, and short cuts could lead to death for paratroopers.

The training process for a parachute rigger is intense, and the leadership of the senior Airdrop Systems Technician is crucial during every step of the process for the NCOs they lead who then become the instructors and trainers of new soldiers entering the parachute rigger field. The process for airborne operations is an exact science; from how chutes are packed and prepared for inspection, it is a study in angles and precision. Every step must be precise to eliminate any tangles, twists, or turns in the parachute that could cause death during an operation. During the World War II era, each paratrooper was held accountable for their chute; however, team concepts are now used to perform responsibilities. NCOs' leadership styles have a direct influence on how well parachute riggers perform their duties, and in turn, how competently riggers' duties are performed has very serious consequences.

There are numerous scholarly research studies on transformational and transactional leadership styles in the context of the Army. However, there is no existing literature focusing on differences in leadership styles preferred by the Army's parachute riggers and NCOs and how this affects group attainment of shared goals and levels of job satisfaction. This research has the potential to show NCOs how to better lead and train parachute riggers.

The parachute is a thin canopy fabric that protects soldiers from falling hundreds of feet to the ground at a speed which would injure or kill them. Without the parachute, paratroopers would die; with the parachute, they can perform their tactical roles and be dropped in at any location on the battlefield.

It takes expertise to ensure that a parachute functions properly, and it takes leadership to train parachute riggers well enough to ensure that parachutes they pack will deploy every time they are used. It is the NCOs' job to ensure that every parachute rigger meticulously performs his or her duties, because if they allow unsatisfactorily packed parachutes to leave the shop, there is the possibility of a jumper losing their life (Lockhart, 2013). It is the job of NCOs to make sure that every parachute rigger follows the rigger code, which emphasizes that they always follow every guideline to ensure the mission is executed without any incidents whether it is cargo or a person's life (Lockhart, 2013).

By addressing the merits of transformational and transactional leadership styles, this research provides an opportunity for NCOs to become better prepared to lead their subordinates. This research also has the potential to change how parachute riggers are taught in the field by NCOs and increase leaders' understanding of which leadership styles would be most appropriate for training of parachute riggers.

Problem Statement

The intent of this research is to assist military leaders to understand the leadership behavior of those they lead. Leaders dedicate concerted time and effort to understanding all aspects of their jobs. However, in order to lead their subordinates and establish trust and create job satisfaction, they need to understand and become attentive to those that they lead. The highest levels of workplace satisfaction result when leaders' styles match those that are preferred by their subordinates. Therefore, if subordinates understand and can relate positively to leaders' leadership styles, and if leaders have a better understanding of their subordinates' leadership styles, leaders are in a position to choose styles that provide the most consistency and

satisfaction, as well as the most favorable outcomes (Moin, 2018; Surujlal & Dhurup, 2012). Transformational and transactional leadership styles have consistently positive impacts on relationships and job satisfaction in the workplace (Ali et al., 2013; Nazim & Manmood, 2018).

While parachute riggers and other soldiers in various military occupational specialties (MOSs) are challenged daily, training is a key factor in terms of ensuring that they can execute their tasks competently when called upon, and leadership styles that are used in their training has a direct bearing on how well they are trained. Leadership plays an important role in terms of the performance of teams. Those who lead are faced with obstacles related to environmental complexities, constant changes in organizational structures, and challenges involved with effectively leading members of different generations and age demographics (Saber and Mostofa, 2016). Understanding needs of subordinates and their responsiveness to their leaders' leadership styles is crucial to the success of leaders and subordinates working together.

Bleda (1978) found soldiers' overall satisfaction in the military was determined in large part by leadership styles by which they were led. Leadership style is the single most effective factor in terms of increasing levels of job satisfaction among enlisted soldiers and officers in the Army (Breevaart et al., 2014; Ivey & Kline, 2010). The particular leadership style identified as being the most likely to engender job satisfaction was the transformational leadership style. This suggests that implementation of transformational leadership within the army would increase levels of job satisfaction among soldiers.

The general problem that I am addressing is that use of uninformed leadership styles in the U.S. Army parachute rigger community may lead to less job satisfaction in measured areas. Understanding transformational and transactional leadership styles can enable an awareness of

how they impact performance, levels of success, and accomplishments (Wren, 2018). This study includes an analysis to understand how use of transformational and transactional leadership styles correlates with job satisfaction among soldiers.

The core problem being investigated revolves leadership style, specifically whether transformational or transactional leadership is more beneficial within the U.S. Army's parachute rigger community. Additionally, the research aims to assess the impact of leadership styles employed by leaders on the effectiveness and job satisfaction of parachute riggers. This issue is crucial for optimizing leadership practices within the military context, as the chosen leadership approach has the potential to significantly influence the overall job satisfaction, performance, and cohesion of individuals within the parachute rigger community. By exploring the relationship between leadership styles and outcomes such as job satisfaction and effectiveness, the study seeks to provide insights that can inform leadership strategies for the betterment of the parachute rigger community in the U.S. Army. While studies have been conducted on many aspects on leadership within the army, none have focused on the Army paratrooper rigger community specifically.

The parachute rigger community is one of the most important groups of soldiers for security in the U.S. Their ability to respond in a matter of hours to deliver troops and supplies to any trouble spot in the world depends on their skilled hands and alert minds. Attention to detail and training is paramount. Instructor-rigger relationships are a key factor for parachute riggers. These relationships and understanding provided by the senior airdrop advisor to NCO parachute rigger instructors are critical to the mission and safety of all involved in the mission from beginning to end. The Senior Airdrop Advisor/Supervisors sets the tone for those that they lead.

If NCOs are not able to connect, learn, trust, or be mentored in a positive manner by their superiors, there is the chance that there will be a decrease in job satisfaction and issues with leading soldiers in this crucial environment.

Purpose of the Study

The purpose of this quantitative research was to examine relationships, if any, between followers' MLQ leadership ratings for supervisors and their JDI satisfaction ratings within the Army parachute rigger community. I sought to understand the presence of transformational and transactional leadership styles during training of parachute riggers, as well as investigate how parachute riggers instructors responded based on the leadership style of the senior airdrop advisor/parachute rigger supervisors they have had in the rigger community and if leadership styles affected six job satisfaction ratings of parachute rigger instructors. There is an opportunity for leadership development and creating a more effective knowledge base in terms of what supports and encourages better work satisfaction. Effective leadership styles are needed to ensure that subordinate soldiers, such as the parachute riggers in this study, are satisfied and effectively carrying out tasks with which they are charged, in this case, proper packing of parachutes, which could result in life or death of soldiers.

The aim of quantitative research is to confirm or deny a proposed hypothesis (Anvari et al., 2017; Crohonholm & Hjalmarsson, 2011). Quantitative research involves testing objective theories by analyzing data using numbers and statistical procedures. This was accomplished by investigating leaders of parachute riggers' perceptions of their own leadership styles in tandem with their soldiers' perceptions of their leadership styles, as measured by the MLQ 5X and the full range leadership model (FRLM) of transformational and transactional leadership.

The "MLQ 5X" refers to the Multifactor Leadership Questionnaire 5X, which is a survey instrument designed to assess and measure leadership behaviors and styles. The MLQ 5X is an updated version of the original Multifactor Leadership Questionnaire (MLQ), which was developed by Bernard M. Bass and Bruce J. Avolio. It is widely used in research and organizational settings to evaluate leadership effectiveness and understand the leadership styles of individuals.

The Job Descriptive Index (JDI) is a widely used tool in organizational psychology designed to assess employees' job satisfaction based on various facets of their work. Developed by Smith, Kendall, and Hulin in the 1960s, the JDI consists of specific dimensions related to the work environment, including the nature of the work itself, opportunities for promotion, supervision, coworkers, and overall satisfaction. Respondents typically rate their level of satisfaction with each facet on a scale, providing valuable insights into the different aspects of their job that contribute to their overall satisfaction. The JDI serves as a comprehensive measure, aiding organizations in identifying areas of strength and weakness in the work environment and guiding interventions to enhance job satisfaction and employee well-being.

The full range leadership model (FRLM) is a leadership framework developed by Bernard M. Bass and Bruce J. Avolio in the 1980s and further refined in the subsequent years. This model is often used to analyze and understand the different leadership styles and behaviors that leaders can exhibit. The FRLM is based on the concept of transformational leadership, which is contrasted with transactional and laissez-faire leadership.

The FRLM consists of three main types of leadership styles:

1. Transformational Leadership: Transformational leaders are those who inspire and motivate their followers to achieve their full potential and exceed their own expectations. They encourage creativity, innovation, and personal growth. Transformational leaders are seen as role models and often lead by example. They exhibit charisma, provide intellectual stimulation, offer individualized consideration, and foster a shared vision to drive their teams toward success.
2. Transactional Leadership: Transactional leaders focus on the exchange of rewards and punishments in return for performance. They set clear expectations and use contingent rewards, such as recognition, bonuses, or promotions, to motivate their followers. Transactional leaders also use management-by-exception, which means intervening when deviations from the plan occur and correcting performance issues. This style is more concerned with maintaining the status quo and ensuring that tasks are completed efficiently.
3. Laissez-Faire Leadership: laissez-faire leaders take a hands-off approach and provide minimal guidance and supervision. They allow their followers a high degree of autonomy in decision-making and task execution. While this can be beneficial in certain situations, it can also lead to lack of direction, low accountability, and confusion if not managed properly. Laissez-faire leadership is most effective when working with highly skilled and self-motivated individuals.

The full range leadership model suggests that transformational leadership is the most effective and desirable leadership style, as it is associated with higher levels of follower satisfaction, motivation, and overall organizational performance. However, transactional and

laissez-faire leadership styles may have their place in specific situations or with certain types of tasks or followers.

Leaders using the FRLM are encouraged to engage in self-awareness and adapt their leadership style to different situations and the needs of their team members. In practice, many leaders may exhibit a combination of these leadership styles depending on the circumstances and the individuals they are leading.

The FRLM has been widely adopted and researched in the field of leadership and organizational psychology, and it has contributed to a better understanding of the different dimensions of leadership behavior. Avolio and Bass developed the FRLM to provide a conceptual view of leadership behaviors based on the conjunction of transformational and transactional leadership. This study focused on transformational and transactional leadership styles because these leadership styles are the most common in research involving soldiers in the military. Results of this study have the potential to engender positive social change by expanding the existing body of knowledge concerning leadership styles, especially within the military context. The findings have the capacity to enhance our understanding of effective leadership strategies in military settings, offering valuable insights that can inform leadership development programs and foster improved organizational dynamics within military structures.-In this research, the end results will lead to improvements in the U.S. Army parachute rigger community, as well as within the larger culture of the Army.

Research Questions and Hypotheses

This quantitative research sheds light on an area of leadership that has received little attention in the existing literature. Examining leadership styles within the Army parachute rigger

community may assist Army leaders in incorporating and institutionalizing changes that have the potential to improve superior-subordinate relationship dynamics, and to promote an awareness of the impact that their leadership styles have on their subordinates' satisfaction and job performance. The following research question guided this quantitative research.

My research question is:

What is the relationship, if any, between the follower's MLQ leadership rating for their supervisor (e.g., transformational or transactional) and the follower's JDI supervision satisfaction ratings, People on Your Present Job, Job in General, Work on Present Job, Pay, Opportunities for Promotion, and Supervision, for their supervisor?

To answer the questions, the following hypotheses will be tested:

H_o1. Neither of the MLQ leadership scores will be related to any of the six job satisfaction ratings.

H_a1. At least one of the two MLQ leadership scores will be related to at least one of the six JDI ratings.

Theoretical Framework

The study examined the relationships between leadership styles, specifically transformational and transactional leadership, and job satisfaction within the rigger community in the U.S. Army. The data was collected using the multifactor leadership questionnaire (MLQ) and the job descriptive index (JDI) surveys. The research sought to understand how leadership styles impact job satisfaction and utilized Spearman and Pearson correlations for analysis. Let's analyze and interpret the findings within the context of the theoretical framework:

1. **Confirmation of Theoretical Framework:** The findings appear to confirm the theoretical framework that posits a relationship between leadership styles and job satisfaction. Both transformational and transactional leadership styles have been established in the literature as factors that can influence job satisfaction.
2. **Confirmation of Literature:** The positive correlations identified through the Spearman and Pearson correlations suggest that there is a statistical relationship between leadership styles and job satisfaction. This is consistent with the existing body of research that highlights the positive impact of transformational leadership on job satisfaction.
3. **Differentiated Impact:** It's noteworthy that the study considered both transformational and transactional leadership styles. While transformational leadership is often associated with a more significant positive impact on job satisfaction, transactional leadership, which involves rewards and punishments for performance, can also play a role in job satisfaction. The presence of positive correlations in both cases indicates that both styles have some influence on job satisfaction within the Rigger community.
4. **Scope of Findings:** The findings should be interpreted within the specific scope of the Rigger Community in the U.S. Army. The context, mission, and tasks of this community can be unique, and the study's results apply directly to this setting.
5. **Interpretation Limitations:** It is essential to acknowledge the limitations of the study and avoid overinterpreting the findings. While correlations were found, it does not imply causation. The results demonstrate a statistical relationship but do not explain the underlying mechanisms or factors that might mediate or moderate this relationship.

6. **Practical Implications:** These findings have practical implications for leaders and decision-makers within the Rigger Community. They suggest that by adopting both transformational and transactional leadership approaches, leaders may enhance job satisfaction among their team members. Leaders should consider the unique context of the rigger community when applying these leadership styles.

In conclusion, the findings align with the theoretical framework and existing literature, confirming that leadership styles, including both transformational and transactional, have a positive relationship with job satisfaction in the rigger community. These results provide valuable insights for leaders in the field, but it's important to recognize the specific context and limitations of the study and refrain from making causal claims beyond the scope of the data and findings.

Transformational leadership is characterized by leaders who inspire and motivate their followers to reach their full potential. In the context of job satisfaction, transformational leadership has consistently shown a positive impact. Leaders employing transformational leadership behaviors tend to foster a work environment that encourages personal growth, creativity, and a shared vision. They inspire a sense of purpose and engagement among their followers, leading to higher levels of job satisfaction. Employees working under transformational leaders often feel a stronger connection to their work, a sense of achievement, and a belief that their contributions matter. Overall, the positive impact of transformational leadership on job satisfaction is a result of the leader's ability to create a supportive and empowering work culture that goes beyond mere transactional exchanges.

Nature of the Study

I used quantitative methodology for this research with a survey design through use of the Multifactor Leadership Questionnaire (MLQ) and Job Descriptive Index (JDI). This research involved analyzing transformational and transactional leadership styles in the context of the U.S. Army's parachute rigger community and investigating soldiers' preferred styles of leadership and how this impacts job satisfaction, the dependent variable.

The MLQ emphasizes development. The survey includes items that measure leaders' effects on both personal and intellectual development of themselves and their subordinates. Leaders must develop themselves in order to effectively develop others. The MLQ is used to address leader performance in terms of a range of leadership styles (transformational, transactional and Laissez-Faire) and directions they may pursue to be more effective leaders as well as assess how subordinates or others perceive their leaders' leadership behaviors and styles.

The MLQ has potential to help leaders in the paratrooper community effectively develop and adapt their leadership skills based on preferences of their followers. The MLQ is used to identify characteristics of transformational and transactional leaders and help military leaders discover how they measure up to their own ideals as well as of their subordinates. The MLQ involves questions that are measured using a scale from 0 (not at all) to 4 (frequently, if not always). There are two versions of the MLQ: self and rater, which is useful because it also provides an opportunity for leaders' subordinates to voice their opinions and researchers to see discrepancies in terms of how leaders view themselves and how they are perceived by their subordinates.

The JDI consists of 72 questions related to work fulfillment, such as pay, colleagues, current work, promotion prospects, and leader perceptions. The JDI is composed of a list of descriptive phrases or terms, and participants choose which terms or phrases accurately describes a particular work aspect by writing Y, N, or ? next to items signifying yes, no, or unsure, respectively (Smith et al., 1969).

Participants in this study included the Senior Airdrop Advisor of the U.S Army paratrooper riggers and 64 NCO rigger instructors from the Quartermaster Schoolhouse at Fort Lee, Virginia. This is where NCOs train and lead parachute riggers in developing the necessary skills to be Army paratrooper riggers.

Definitions of Terms

Leadership: Leadership is the art and skill of guiding, inspiring, and influencing individuals or groups toward the achievement of shared goals, fostering positive change, and maximizing collective potential. It involves exhibiting a compelling vision, motivating others to contribute their best efforts, and demonstrating effective decision-making and communication. Leadership transcends formal authority, encompassing qualities such as integrity, empathy, adaptability, and a commitment to fostering an environment that nurtures growth and collaboration. Successful leadership entails navigating challenges, fostering innovation, and cultivating a sense of purpose and unity among those being led.

Military Occupational Specialty (MOS): Specialties in the military which require advanced individual training and specialization. Army careers can be divided into two basic categories: those that involve participating in combat missions, and those that involve supporting soldiers who are in combat roles.

Noncommissioned Officer (NCO): NCOs are enlisted soldiers with specific skills and duties involving training, recruiting, tech, and military policing.

Parachute Rigger (92R): The Parachute Rigger (92R) is a military occupational specialty (MOS) in the United States Army. Parachute riggers are responsible for the rigging, packing, and maintenance of various types of parachutes and other airdrop equipment. Their primary mission is to ensure that parachutes and related equipment are in proper working order to support airborne and airdrop operations. The work that Parachute Riggers perform can make a difference of life or death if their processes and procedures are not accurately executed.

The duties of a Parachute Rigger (92R) may include:

1. **Rigging Parachutes**: Parachute riggers are trained to properly rig and pack various types of parachutes, such as personnel parachutes, cargo parachutes, and extraction parachutes, to ensure they deploy correctly during airdrop operations.
2. **Inspection and Maintenance**: Riggers are responsible for inspecting and maintaining parachutes and airdrop equipment to identify and repair any defects or damage. This includes sewing and making necessary repairs.
3. **Inventory Management**: They maintain records and an inventory of all parachutes and airdrop equipment, tracking their condition, serviceability, and scheduled maintenance.
4. **Quality Assurance**: Riggers conduct quality assurance checks to ensure that parachutes meet the highest safety and operational standards.
5. **Airdrop Operations**: They support airdrop operations by ensuring that parachutes are properly rigged and packed for use in a variety of missions, including personnel drops and cargo drops.

6. Training: Parachute riggers may be involved in training personnel on the proper use, care, and handling of parachutes and airdrop equipment.

Senior Airdrop Advisor: Position in charge of all NCO parachute rigger instructors who is the highest-ranking expert in the Army's Aerial Delivery and Field Services Department (ADFSD) for the Rigger community.

Transformational Leadership: Transformational leadership is a leadership style and approach that focuses on inspiring and motivating followers to achieve their full potential and exceed their own expectations. It was first introduced by James MacGregor Burns and later developed by Bernard M. Bass. Transformational leadership is often contrasted with transactional leadership and is characterized by several key elements:

1. Vision and Inspiration: Transformational leaders provide a compelling vision of the future that inspires and excites their followers. They communicate a shared sense of purpose and a common goal, encouraging individuals to work toward a higher cause.
2. Charisma: Transformational leaders often possess charisma, which enables them to build strong emotional connections with their followers. Their presence, communication, and actions make them role models that others admire and want to follow.
3. Intellectual Stimulation: Transformational leaders encourage creativity and innovation among their followers. They challenge the status quo, promote critical thinking, and provide opportunities for learning and growth.
4. Individualized Consideration: They demonstrate a genuine concern for the well-being and development of each follower. Transformational leaders take the time to understand the individual needs and aspirations of their team members and provide support accordingly.

5. **High Expectations:** Transformational leaders set high standards for performance and encourage their followers to reach these standards. They believe in their followers' abilities and help them believe in themselves as well.

Transformational leadership has been associated with various benefits, including:

- Increased motivation and commitment among followers.
- Improved job satisfaction and morale.
- Higher levels of individual and team performance.
- Greater innovation and problem-solving capabilities.
- Enhanced organizational adaptability and agility.

Transactional Leadership: Type of leadership which involves maintaining organizational stability through regular social exchanges leading to goal achievement for both leaders and followers (Arenas et al., 2017). This form of leadership centers around sustaining organizational stability by engaging in routine social interactions, ultimately working toward achieving goals that benefit both leaders and followers.

Assumptions

In this study, I assumed that transformational leadership was the leadership style that most leaders feel they emulate and is the preferred style of those they lead. I assumed participants honestly and truthfully answered the MLQ and JDI regarding perceptions of their leaders' leadership styles and how they felt it affected their effectiveness as parachute rigger instructors. I assumed senior leadership in the airborne community will find this research beneficial in terms of providing training and development of all NCOs.

I anticipated that senior leadership within the airborne community would derive value from this research in terms of enhancing the training and development opportunities for all non-commissioned officers (NCOs).

Scope and Delimitations

This study was delimited to senior NCO parachute riggers instructors at the ADFSD of the U.S. Army Quartermaster School in Fort Lee, Virginia. I used the MLQ by Bass and Avolio and JDI developed by Smith in this research to examine leadership styles of U.S. Army parachute riggers and job satisfaction. The Quartermaster School in Ft. Lee, Virginia has a designated training facility for all new parachute riggers who are trained, mentored, and taught all aspects of the parachute rigger field. The Senior Airdrop Advisor oversees all NCO parachute rigger instructors and is the highest-ranking expert in the ADFSD. This research focused on assessing the impact of transformational and transactional leadership styles on the job satisfaction of parachute riggers within the parachute rigger community. The aim was to gain a deeper understanding of how the utilization of distinct leadership approaches by leaders influences the overall job satisfaction of individuals in this community.

This group was chosen for evaluation due to their training location being centralized and focused on parachute riggers. Training is executed by senior NCO instructors to inspect, pack, rig, recover, store, and maintain aerial delivery equipment. Their students become proficient in understanding technical manuals for rigging airdrop loads and receive concentrated instructions on personnel parachute packing and operations in order to fulfill requirements during the examination phase.

Parachute riggers are responsible for soldiers' lives, so they must be trained to pay attention to the fundamental skills they will later apply in their unit. This training process can be very stressful, and it is important that this group is trained and understands that the mission is paramount, and they provide safe parachutes to the warfighter on the ground; and if they have not done their jobs correctly, the mission could easily fail and impact those on the ground.

It is very challenging to pass the parachute rigger course. Training is not for the mind but the body when jumping out of an aircraft. Attention to detail breeds confidence in that the better they know their equipment and the better they are trained can lead to saving lives. There is no room for mistakes in this field because these parachute riggers handle life support systems and lives depend on them.

This group was chosen for this study due to the complexity of their jobs, the small number of persons who qualify for this MOS, and the importance of the trust that needs to be formed between leaders and their subordinates. The significance of establishing trust relationships and bonds that must be cultivated between leaders and their subordinates. Understanding leader and subordinate interactions and dynamics is key to ensure effective leadership styles are used to promote significant and positive effects in terms of subordinate relationships that can impact job satisfaction. The Senior Airdrop Advisor leads from the top down. As the highest-ranking subject matter expert in the field of parachute rigging, their leadership styles and demonstration of principles and ethics of the Army impacts those they are leading in terms of development of training and leading their subordinate soldiers in the field to become future leaders.

Outcomes of this study will lead to leadership understanding the dynamics of leadership styles and recognizing the skills needed to improve the communication skills and job satisfaction of those under their command. This could lead to more positive and effective leaders and followers.

Significance of the Study

It is important to look at the role of leadership at the senior level of the military. NCO responsibilities include, first and foremost, the duty of caring for soldiers. As leaders, they must know and understand their soldiers well enough to train them as individuals who can competently execute their duties and teams that function efficiently. In addition to daily requirements of NCOs, the roles of NCOs for parachute riggers involve technical skills that are needed to pack a parachute as well the ability to organize complicated plans for the delivery a full division into battle by airdrop.

Therefore, leadership in the military must be viewed as a continuous process that extends beyond wartime. Leadership is of equal importance during peacetime to sustain those who lead and those who are being led. To develop and train soldiers who lead, it is imperative that NCOs are aware of their leadership styles and those leadership styles that work best for those of whom they are in charge. By understanding the workforce and their needs, leaders can better serve their followers.

Summary

This chapter includes a comprehensive overview of the importance of leadership. In Chapter 2, I review existing literature involving leadership styles and transformational leadership

in different environments. Chapter 3 includes a detailed discussion of the methodology of the study.

Chapter 2: Literature Review

Chapter 2 includes an examination of existing research regarding leadership styles, preferred leadership styles, and job satisfaction. I focused on leadership theories as well as how the Army's leadership structure relates to the research question and hypotheses of the study. I also examined transformational leadership as a source of positive impact that is more effective at promoting group goals and increasing subordinate job satisfaction when compared to other leadership styles, including transactional leadership.

I used current literature on leadership, leadership styles, job satisfaction and leader/subordinate relationships in corporate, private, government and military entities. To achieve this, I used the following databases: Google Scholar, EBSCOHost, ProQuest, and Emerald. I used the following search terms: *leadership style, leadership behavioral styles, job satisfaction, military, parachute rigger, NCO, organizational change, MLQ, JDI, and military leadership*. I used peer-reviewed journal articles that were published between 2014 and 2019.

Models and Theories of Transactional and Transformational Leadership

To assess leadership effectiveness, an in-depth analysis of various leadership models, theories, and their distinctive characteristics is crucial. Leadership theories and models serve as invaluable tools for shedding light on diverse perspectives. They delve into the nature of leadership, the identity of leaders, their actions, the dynamics of leadership, and the underlying processes that lead to successful leadership.

Two prominent leadership models, transactional leadership and transformational leadership have been extensively studied for this research.

Transactional Leadership: This model emphasizes the exchange between leaders and their followers. It is transactional in the sense that it focuses on the give-and-take relationship between leaders and subordinates. In a transactional leadership framework, leaders establish clear expectations and set up systems of rewards and punishments to motivate their team. This model is based on the premise that people are primarily motivated by self-interest and will perform well when they believe that their efforts will be rewarded and that poor performance will be penalized. Transactional leaders monitor performance closely, intervene when deviations from the expected performance occur, and provide constructive feedback.

Transformational Leadership: In contrast, Transformational Leadership is focused on inspiring and motivating individuals to reach their full potential. Transformational leaders are known for their ability to create a compelling vision of the future and inspire their followers to pursue this vision. They exhibit charisma, provide intellectual stimulation, offer individualized consideration, and encourage innovation and creativity. Transformational leadership encourages followers to exceed their own expectations and achieve more than they initially thought possible. This approach fosters a sense of purpose and shared values, which can lead to higher levels of performance, job satisfaction, and motivation.

Both transactional and transformational leadership models have their place in different contexts and situations. Transactional leadership is often more suitable for routine tasks and when there is a need for clear rules and standards, while transformational leadership is particularly effective when fostering innovation, change, and personal growth within an organization. Leaders often use a combination of these models based on the specific needs of their team and the goals of their organization.

Leadership Research

Transformational leadership has become an important starting point for new theories that have captured the attention of those researching leadership. According to Bass and Avolio (1990), “Follower development and follower performance are the targeted outcomes from [transformational] leadership” (Bass & Avolio, 1990, p. 231. Transformational leadership has a positive correlation with increased performance and attainment of organizational goals (Lowe et al., 1996; Siren et al., 2016). Multiple studies, including a comprehensive meta-analysis of over 100 research papers utilizing the Multifactor Leadership Questionnaire (MLQ), have consistently shown the scale to be reliable and valid (Lowe et al., 1996).

Furthermore, a thorough examination of the available evidence underscores the validity and reliability of the MLQ scale. In support of this, a separate meta-analysis, which encompassed 22 peer-reviewed studies and 17 unpublished works, established that MLQ scales exhibit both reliability and a significant capacity to predict work performance (Lowe et al., 1996).

Through a meta-analysis of scholars, Lowe et al. (1996) and Siren et al. (2016) both concluded that transformational leadership had the strongest and most positive impacts as compared to other leadership styles, whether outcomes were measured subjectively or objectively. Therefore, Lowe et al. (1996) and Siren et al. (2016) both supported the hypotheses that the transformational leadership style has a more positive impact on followers’ effectiveness and satisfaction when compared with the outcomes of transactional leadership. To ensure the validity of their findings, another meta-analysis of this literature was conducted by Lowe and Avolio (2002):-

Wang et al. (2016) found technological advancements and globalization have caused

systems of government, public and private corporate along with various fields of industry to rely heavily on creativity to continue and flourish. In the workplace, creativity finds expression through the formation of teams, a widely adopted strategy in organizations to foster innovation and idea generation. According to Shin and Zhou (2007), team creativity is defined as "the production of novel and useful ideas concerning products, services, processes, and procedures by a team of employees working together" (p. 1715). Teams, comprised of individuals with diverse perspectives, collaborate towards a shared objective. The potential for team creativity is particularly high when team members exhibit a significant level of cognitive diversity (Kilduff et al., 2000). Research indicates that teams consisting of employees with varied backgrounds tend to be more creative than less diverse counterparts (Lu et al., 2018). While assembling diverse teams can be challenging in workplaces with predominantly homogenous employee pools, the imperative to generate creative solutions persists. Even in environments where employees share similar educational backgrounds, they may possess distinct knowledge and skill sets. The presence of diversity enables team members to pool their ideas and perspectives, facilitating the generation of innovative solutions to work-related problems. Consequently, cognitive diversity exerts a positive influence on team creativity.

Recognized as a fundamental element of human resources management, team building encompasses various approaches. Existing literature points to four key strategies: goal setting, cultivating interpersonal relationships, clarifying roles, and employing problem-solving techniques. Each of these approaches contributes to creating an environment conducive to team collaboration and creativity within organizations.

Kurtzberg (2005) conducted a study demonstrating that teams characterized by high

cognitive diversity, reflecting different problem-solving approaches, generated more creative ideas compared to homogeneous teams. The positive influence of diversity on team creativity is particularly pronounced when team members need to consider varied perspectives. To gain a comprehensive understanding of this influence, I assessed team members' perceived differences in thinking styles, knowledge, values, skills, and beliefs, aligning with Kurtzberg's (2005) and Wang et al.'s (2016) frameworks.

Kurtzberg (2005) focused on two critical dimensions: team intrinsic motivation and transformational leadership. The exploration of team intrinsic motivation is encapsulated in hypotheses 1, 2, and 3—hypothesis 1 posits a positive relationship between cognitive diversity and team creativity, hypothesis 2 proposes a positive association between cognitive diversity and team intrinsic motivation, and hypothesis 3 delves into the relationship between team intrinsic motivation and transformational leadership.

Team motivation is crucial for diverse teams to begin and complete successful team processes (Chen & Kanfer, 2006; Wang et al., 2016). Cognitive diversity increases team skillsets, which in turn enhances their ability to view problems and create solutions (Wang et al., 2016). While this process is going on, team members feel more empowered and work better together.

Kurtzberg (2005) found that leadership influences team creativity. Leaders have different styles, and managing diverse teams can be difficult. Leaders play an important role in harnessing team members' cognitive diversity to further a shared team goal (Guillaume et al., 2017), and Kurtzberg examines the effect that transformational leadership has on the relationship between cognitive diversity and team creativity. According to Bass and Riggio (2006), transformational

leadership encourages employees not to think about their own self-interests, but to think instead about the good of the team and of the organization, which enables them to achieve beyond expectations. Leaders who use transformational leadership give inspiration and stimulation to their subordinates, in addition to being role models (Asrar-ul-Haq & Kuchinke, 2016; Wang & Howell, 2010). Accordingly, leaders who support employees and focus on what is best for the team are more likely to have employees who enjoy working and who deliver better creative ideas. There is plenty of research that shows transformational leadership positively influences projects and results in more frequent successes. However, there is little research that focuses on the mechanisms of how they relate in the project management literature.

The framework for this study, as outlined by Kurtzberg (2005), revolves around project success, project leadership, and team-building practices. Project success, as per the Project Management Institute's (PMI) definition, as referenced in the article, involves striking a balance among competing demands for project quality, scope, time, and cost. Criteria utilized by Ika et al. (2012) and Khang & Moe (2008) to assess project success encompass relevance, efficiency, effectiveness, impact, and sustainability. The literature emphasizes the significant role played by project managers' behavior in achieving project successes (Scott et al., Young & Spanson, 2008). Transformational leaders, as highlighted in the research, inspire subordinates to surpass their own expectations, fostering team cohesion and facilitating open exchange, thereby contributing to a more inclusive and welcoming atmosphere.

In contrast to the examination of transformational and transactional leadership styles in the previous paragraph, the subsequent discussion delves into the pervasive presence of transformational leadership across various organizational levels and settings. Transformational

leadership has been observed in industrial, educational, government, and military contexts, with its appropriateness emphasized in project-based organizations (Gunderson et al., 2012). Avolio and Bass (1988, 1993, 1994), Avolio et al. (1996), Avolio and Yammarino (2003), and other researchers have identified four dimensions of transformational leadership: idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. Moreover, it is noteworthy that both transactional and transformational leadership styles coexist in diverse profit, nonprofit, and military organizations, with leaders often exhibiting varying degrees of both styles over time.

Building on this understanding, Dvir et al.'s (2002) field study, which employed the Multifactor Leadership Questionnaire (MLQ) and Full Range Leadership Model (FRLM), found that cadets trained under transformational leadership outperformed their counterparts in various performance categories. The impact extended beyond performance metrics, as transformational leadership training positively influenced cadets' enthusiasm, dedication, loyalty to organizational values, ethical conduct, and critical-thinking skills. This thematic shift underscores the multifaceted exploration of leadership dynamics and their consequences on organizational outcomes.

The study by Bass and Avolio (2003) provides valuable insights into the impact of transactional and transformational leadership styles on the effectiveness, unity, and performance of U.S. Army light infantry rifle platoon leaders and sergeants. Through a detailed examination of leadership behaviors and their effects on combat simulation outcomes, the research distinguishes between transactional and transformational approaches. Transactional leadership, exemplified by contingent-reward strategies, establishes clear standards and expectations,

fostering trust in a leader. In contrast, transformational leadership builds on this trust by deepening followers' identification with the unit's values, mission, and vision. The study suggests that both leadership styles are essential in the Army context, especially when facing better trained and more experienced opposition forces.

Expanding on the theme of transformational leadership, Walumbwa and Hartnell (2011) investigate its influence on employee performance in an organizational context. By exploring relational identification and self-efficacy among employees and supervisors in an automobile dealership, the study highlights a positive relationship between transformational leadership and self-efficacy. The findings emphasize the motivational and performance-enhancing aspects of transformational leadership, reinforcing the notion that followers of transformational leaders often exceed expectations.

In the context of the U.S. Army's leadership model, as explored by Campbell and Dardis (2004), the BKD model introduces a cohesive framework for leadership development. This model distinguishes between direct leaders, mid-organizational leaders, and strategic leaders, each requiring specific capacities and skills. The BKD model provides a comprehensive framework for identifying and understanding leadership traits, characteristics, and theories relevant to officers and NCOs within the Army.

Lozano's (2017) research further contributes to the understanding of leadership by exploring the nature of transformational and transactional leadership among corporate executives. The study reveals that executives acknowledge the strengths and weaknesses inherent in each leadership style, emphasizing role modeling, coaching, and behavior consideration as major strengths. The research aligns with the frameworks proposed by Bass and Avolio (2003)

and Burns (1978), offering a nuanced understanding of leadership characteristics and behaviors essential for effective leadership.

Together, these studies paint a comprehensive picture of leadership dynamics, from the military context with Bass and Avolio's (2003) exploration to organizational settings and corporate executive perspectives, demonstrating the multifaceted nature of leadership and its implications for organizational success.

The transactional framework elaborates on another behavior that is often not talked about but is present in some environments: laissez-faire leadership behavior, which is considered a non-leadership behavior. This behavior is not considered to be a productive leadership style for those being led. In an examination of the validity of the meta-analysis of transformational and transactional leadership, Judge and Piccolo (2004) comprehensively evaluated the full range of transformational, transactional, and laissez-faire leadership comprised of the works of Avolio et al. (1996) and Judge and Piccolo (2004). The results from the meta-analytic study provided important support for the validity of transformational leadership and revealed the close relationship of transformational and transactional leadership, making it somewhat difficult to separate their uniqueness (Judge & Piccolo, 2004).

Transformational and Transactional Leadership Styles

Writers on ethical leadership suggest that authentic transformational leadership must be based on some moral foundation (Bass & Steidlmeier, 1999; Kanungo & Mendonca, 1996). Transformational and transactional leadership behaviors are ethical, based on two different sets of values, motives, and assumptions. These values, motives, and assumptions are grounded in two types of ethical perceptions for understanding the behavior of the two types of leaders.

Transformational leaders tend to have a holistic worldview and philanthropic intention, with a deontological perspective (Haar et al., 2018). Transactional leaders, in contrast, have an “atomistic worldview and share altruistic motives grounded in a teleological perspective” (Kanungo & Mendonca, 1996).

Cavazotte et al. (2011) conducted a study to explore the impact of intelligence, personality traits, and emotional intelligence on the transformational leadership and overall performance of leaders within an organization. The research involved collecting data from 134 mid-level managers employed in a large Brazilian company within the energy sector. The leadership traits of these managers were assessed using the 20 questions comprising the transformational dimension of the Multifactor Leadership Questionnaire (MLQ), as conceptualized by Bass and Avolio (1997), and validated by Antonakis et al. (2003) and Ghaus et al. (2017). This transformational dimension encompasses five sub-dimensions: (1) idealized influence—attributes; (2) idealized influence—behaviors; (3) motivational inspiration; (4) intellectual stimulation; and (5) individualized consideration. The survey items related to transformational leadership were rated on a five-point Likert scale, and the measurement of transformational leadership was aggregated based on responses from subordinates of the 134 participating managers.

The findings support that leadership effectiveness, as measured by the achievement of organizational outcomes, is a direct function of a leader's transformational behavior, and is an unplanned function of individual differences working through transformational behaviors. When all the control and substantive factors were considered, intelligence and conscientiousness were the individual differences that mattered the most for transformational leadership, and which also

had indirect effects on leadership effectiveness. Managerial experience also had positive effects on both transformational leadership and leadership effectiveness in managerial roles.

Kane and Tremble (2000) delved into the analysis of transformational leadership effects across different levels of the U.S. Army, focusing on subordinate outcomes. They found that higher-ranking officers were perceived as more transformational and less passive than their lower-ranking counterparts. In a similar vein, Lepine et al. (2016) explored the impact of transformational leaders in stressful environments, revealing that transformational leaders enhanced positive effects between challenge stressors and job performance. The positive correlation between transformational leadership and performance was reinforced by Paparone (2004) and Romaine (2004), who highlighted the significance of transformational leadership at the platoon level, emphasizing the development of positive relationships and the importance of leadership traits during wartime and peacetime.

Contrastingly, St. Denis (2005) argued that transformational leadership faces challenges in cultures dominated by the warrior ethic, where conformity to the group is prioritized over individuality. Sanders et al. (2003) expanded on traditional leadership theories by proposing the transcendental theory, integrating spirituality into leadership dimensions. In police services, Singer and Singer (1990) found that transformational leadership was more prevalent than transactional leadership, challenging the expectation that mechanistic organizations, like the police service, would exhibit higher transactional leadership.

Wright et al. (2011) contributed to the conversation by investigating the role of leadership strategies and their impact on employee motivation and goal clarity. They highlighted the positive constructs of transformational leadership, emphasizing its ability to motivate purposeful

action and enhance mission valence. Collectively, these studies underscore the nuanced interplay of leadership styles and their varying impacts on organizational performance, shedding light on the multifaceted nature of effective leadership in different contexts.

Organizational changes are widespread in both public and private sectors, with the common challenge of these changes being how to have employees embrace and adapt to the change, as well as to be successful contributors to the organization during and after the change and excel in their professional role. Oreg and Berson (2011) examined the role that leaders' personal attributes and transformational leadership behaviors have in explaining employees' intentions to resist large-scale organizational changes. Leaders' personal attributes and employee reactions were evaluated in order to compare employee reactions to this organizational change. Attributes of the leaders were directly linked to the kinds of reactions exhibited by employees in response to the changes being made. The findings of this study revealed that leaders' personal characteristics have meaningful impacts on followers' reactions to change. It was found that it is helpful for leaders to identify followers who are willing and ready to embrace change, and to encourage them to support others in the organization who find change difficult by assisting them with emotional support and personal guidance. The study defined the transformational leader as one who is able to help followers transition to organizational change in a positive and non-threatening manner, and who resultantly creates a healthy environment and successful workforce.

Tucker and Russell (2004) evaluated leadership effectiveness. They determined that transformational leaders provide change and movement within their organizations. Such leaders seek to modify the existing structure and influence people to embrace a new vision and new

possibilities. Excellent transformational leaders use influence and power to inspire and motivate individuals to trust and follow their example. However, there are also potential dangers resulting from the powerful influence of transformational leaders, and leaders and organizations must maintain accountability to ensure that leaders stay within boundaries. Overall, transformational leaders offer new direction, new inspiration, and new behaviors within their organizations.

Yeakey (2002) reviewed the development of adaptive leadership models and considers how refinements in situational-leadership theory might affect combat leaders in today's operating environment. This evaluation supports the idea that appropriate leadership style is determined by a leader's assessment of an individual's maturity level relative to the task at hand. Once this is assessed, the leader can identify which leadership style would be most effective. Fundamental to this theory is the leader's ability to adjust his or her leadership style to meet the maturity of his or her followers.

In situational leadership, the follower determines the appropriate leader behavior. Situational leaders attempt to improve the likelihood that managers will be effective and successful leaders. By incorporating transformational and transactional leadership styles to coincide with the three styles—directing, participating, and delegating—situational leadership in the Army focuses on inspiration and change that allows leaders to take advantage of the skills, knowledge, and experience of subordinates (Yeakey, 2002). Transformational leadership is the long-term state of leadership in Army units in which the leaders delegate; followers are expected to be ready, able, and willing to respond; and a style/readiness match is present, whereas transactional leadership is used only in short-duration situations when there is no time to react to any form of leadership other than directive leadership.

Public accountants in the United Kingdom participated in a study investigating the impact that supervisor leadership styles have on their subordinates (Coad & Berry, 1998; Sattayaraksa, & Boon-itt, 2018). The study found that accountants whose supervisors displayed transformational leadership traits were more likely to experience a positive learning experience than accountants who worked for supervisors who practiced the transactional style of management by exception. Management by exception is the name given to the process of focusing on activities that require attention and ignoring those that appear to be running smoothly. The accountants who exhibited a desire to learn were more concerned with increasing their competence than they were with simply getting good performance evaluations from their supervisors. They exhibited a fundamental interest in their work; chose challenging tasks that provided learning opportunities; treated mistakes as part of the learning process; attributed success or failure to the level of effort expended; and held the inherent belief that they could expand, change, and develop their personal qualities and abilities if they chose to do so. The researchers concluded that companies that wish to become learning organizations with a successful workforce would be wise to have their managers and supervisors practice transformational leadership in order to engender more positive outcomes.

Yin and Lee (2001) analyzed Senge's model of personal mastery as a leadership style that mirrors transformational leadership. Studying the U.S. Army field manual definition of leadership, in conjunction with research of leadership theorists, military officers, and leaders, the authors addressed the fundamental differences and similarities of leadership styles. The researchers found that transformational leadership behaviors are more suitable than transactional leadership behaviors in learning organizations where personal mastery of all persons is valued.

The positive effects of transformational leadership proposed by Bass (1985) have also been confirmed across several independent studies (Hater & Bass, 1988; Howell & Avolio, 1993; Yammarino et al., 1993). Bass (1985) argued that transformational leadership raises individual needs and desires to achieve more, to work harder, and to strive for the highest levels of performance. The “augmentation effect” was conceptualized by Bass (1985) as a challenge to Burns’ (1978) original assumptions that transformational and transactional leadership were at opposite ends of the same continuum: a leader was either one or the other. In contrast to Burns’ original assumption, several studies have confirmed the augmentation effect, reporting that transformational leaders motivate followers to perform beyond their own expectations based on the leaders’ idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Buil et al., (2018). These transformational leadership styles build on a transactional base in contributing to the extra effort and performance of those being led.

Hur et al. (2011) reported, in a meta-analysis of emotional intelligence, the positive effects of transformational leadership on leader effectiveness and performance at the individual, group, and organizational levels. They indicated that high levels of transformational leadership created high levels of satisfaction in followers. Transformational leaders—who show individual consideration towards individual followers’ growth and development by spending time to teach and coach them—raised followers’ awareness of the significance and worth of specified work outcomes and how their job affected organizational performance (Epitropaki & Martin, 2005).

Balwant (2016) took a multi-disciplinary approach in contributing the initial integrative review on transformational instructor-leadership. For this study, transformational instructor-leadership was reviewed for several results. Motivation was examined, because a key

characteristic of transformational leadership is the motivation of others (Avolio, 1999). Perceived instructor credibility was examined, because the positive effects of transformational leaders should translate into followers rating the leader more favorably (Judge & Piccolo, 2004). Satisfaction was examined, because the level of autonomy and challenge provided by a transformational leader is expected to promote follower satisfaction (Bass, 1999). Students' performance was examined, because, by definition, transformational leadership behaviors are expected to push followers' performance beyond expectations (Bass, 1985). And lastly, affective and cognitive learning were examined, because both are course-specific student outcomes that are important in understanding the degree to which learning is taking place in a higher education information (HEI) course.

Balwant's (2016) meta-analytic review found that transformational leadership theory can be useful in HEI course teaching. Transformational instructor-leadership was associated positively with students' motivation, perceptions of instructor credibility, satisfaction, academic performance, affective learning, and cognitive learning. This study extended previous transformational leadership research by: (a) uncovering the importance of novel moderators, and (b) showing that a single construct of transformational leadership masks differences between each leadership dimension and specific outcomes (Balwant, 2016). Upon completion of the research, it was found that transformational instructor-leaders may indeed turn ordinary students into extraordinary students (Anding, 2005; Zbierowski, 2017).

The leader-follower relationship played a large role in determining the success and outcomes of the group. The leadership styles of the principals played a significant role in determining the teachers' job satisfaction (Nichols, 2018). The study demonstrated that higher

levels of teacher job satisfaction produced higher levels of success in the students that they taught. This study utilized the MLQ5X, which was developed by Bass and Avolio in 1985 (Northouse, 2007).

Grossman and Sharf (2018) explored undergraduate leadership development. This study—like many others addressing the preferred and most effective leadership styles and/or perceptions of leadership—utilized the MLQ. Leadership styles and their effectiveness is an enduring area of research. Grossman and Sharf added a new component to their study, the situational judgment test, which evaluated a leadership development program in conjunction with the leadership styles of students in the program. The study utilized the transformational leadership theory combined with the situational judgment test to determine the quality of decisions being made by those participating. According to Grossman and Sharf (2018) instructors of the leadership development program could:

Improve training and training outcomes before students assume actual leadership roles if the instructors can acquire a deeper understanding of the effects of leadership style and student experience on decision quality during critical and formative periods of student' leadership development" (p. 115).

The idea of enhancing leadership performance and decision quality is more effective when it features evaluations that allow instructors to adapt to individual student differences and to use tools to understand and examine behavioral aspects—this results in increased effectiveness and the achievement of more positive outcomes (Smy et al., 2016). According to Kozlowski et al. (2016), “studies of transformational leadership have shown it to be a highly effective leadership style, and decisions based on transformational leadership style should be considered

in context.” A key factor of training is to enhance the performance of the participants in the leadership development program, and an emphasis on training leader behaviors is recommended, whether the leadership style is transformational or transactional.

Additional research in this area could help analyze transformational leadership styles and how they relate to followers’ experiences. Grossman and Sharf (2018) found that the use of a more transformational leadership style resulted in higher decision scores.

Various models of research demonstrated how leadership styles can and should be understood and used in conjunction with one another, and how doing so results in more effective leadership and organizational development. The theories of leadership and studies evaluated in this chapter suggested several important, common aspects of leadership. One is that leaders can have a positive or negative influence on their followers. Another is that leaders can influence followers’ effectiveness by considering individuals’ emotional and psychological needs. Leaders can influence performance by being aware of the situation-follower interaction, the followers’ expectations, and the followers’ needs. These needs can be mission-related or people-related. Leaders can persuade by providing mission direction, by the impressions they make, by inspiring followers, and by interacting with those whom they are leading in an informed manner. Trust, confidence, and legitimacy are indicators of the leader-follower relationship.

Theorists on Leadership

The theorists of the past and present drew from their experiences and the time during which they focused on the importance of leadership. A common thread in these theories on leadership was the outcomes of those being led. These theorists used experiences employing leadership styles that they personally preferred and adhered to when leading others, or that they

taught their students a leader should execute. The theorists noted in this research were instrumental in the understanding of the ideals of transformational and transactional leaders.

Leadership methods are distinct, unique, and universal in their application. Although each theorist addressed a distinct leadership methodology, they agreed that leadership is executed in order to accomplish the desired goals through which success is measured. Each theorist examined directly impacted the development and training of military leaders. The theories and methodologies used by these leaders are transferable to other industries and have been used with great popularity by developing leaders who identify leadership characteristics and apply the leadership methods to politics, entrepreneurial endeavors, military belligerencies, and other facets of organizational structure.

Theorist Philosophies—Lao-tzu and Machiavelli.

Two of the most widely discussed theorists of leadership strategy are Lao-tzu and Machiavelli. Lao-tzu detailed events over two millennia in China; Machiavelli focused on events in Italy around 1500 C.E. Both theorists are credited for laying the foundation for leadership strategy. Psychology was used by both philosophers as they engaged in conflict. However, one also sees contrasting styles. Lao-tzu was the friendly opponent who defined a successful leader as one with insight, authority, trustworthiness, and compassion. Possession of these traits allows a skilled leader, in the throes of conflict, to access and evaluate their courses of action in a way that would not bring dishonor to his victory. In contrast, Machiavelli (1537, 1952) was characterized as ruthless (Machiavelli, 1537, 1952). Machiavelli made the argument that it is better for a leader to be feared than loved, because men react more strongly to fear than to love—the love of the people can easily change, but fear is unvarying (Machiavelli, 1537/1952).

Machiavelli's Prince has control over his people's fear of him, but he cannot make people love him.

Theorist Philosophies of the Present: Burns and Bass

Burns (1978) is known as a historian of leadership who strengthened leadership research and influenced the materialization of leadership studies as an academic discipline (Rowland, 2018). Described by Mangan (2002) as being to leadership studies as Peter Drucker is to management and Sigmund Freud is to Psychology" (p. 10), Burns (1978) noted that leadership must be implemented in a special relationship, and that this relationship/process is transformational. Therefore, "transformational leaders interact with others in a way that both leaders and followers are raised to higher levels of motivation and morality: this is, each brings out the best in the other" (Barbour, 2006, p. 92).

Burns' (1978) theory of leadership brought into focus two major dimensions: leadership is relational and motivations of leaders and followers is key to understanding leadership and change. Burns (1978) wrote about the absence of leadership, and the search for "moral leadership," questioning the fundamentals of power juxtaposed with leadership studies. In practice, leaders have been defined as those who hold power, which has allowed presidents, prime ministers, and military generals, regardless of their accomplishments, to be considered leaders. Leadership studies have been separated from "moral leadership" because of the close relationship that leadership has with management. Rockefeller, Ford, and Gates are all considered leaders in their respective industries because they influence so many financial investments and economic trends. The mistaken conflation of leadership with power, and of leadership with management, has led to a representation of leadership as it was identified by

Machiavelli: manipulative, hierarchical, authoritative, aloof, restricted, and self-interested (Nazarali-Stranieri, 2005).

Burns defined leadership as “the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers” (1978, p. 425). Burns defined heroic leadership as “not simply a quality or entity possessed by someone, [but] a type of relationship between leader and led” (1978, p. 244). Burns (as cited in Bailey & Axelrod, 2001) explained:

The nature of charismatic leadership—and heroic leadership, which is one form of it—is one of the central problems in the field of leadership studies today. There is a great emphasis on the study and practice of charismatic leadership, both by itself and in relation to transformational or transforming leadership. I feel that it is an unknown and perhaps unknowable area. Here, we are operating in very cloudy areas of hero worship and psychological reactions to leaders, and the leaders’ reaction to the psychological reactions of the followers. While it is obviously an important aspect of leadership, I do not think we have theories of transforming leadership including those elements of charismatic leadership that seems to me to be relevant. Obviously, there is an irrational or emotional or intuitive aspect to leadership that goes beyond rational calculation, but pinning that down has turned out, in my view, to be very difficult. Still, in my current work, I am certainly paying a lot of attention to the systematic and often very brilliant work others have done in the study of charismatic leadership. (, p. 116)

Transformational leaders raise the bar by appealing to higher ideals and values of followers (Watson, 2017). They may mold the values themselves, and then use charismatic methods to make them appeal to followers and other leaders. Burns’ outlook is that transformational leadership is more effective than transactional leadership, where the appeal is more individual and selfish. An appeal to social values encourages people to work in partnership with one another, rather than as individuals potentially competing with one another. Burns viewed

transformational leadership as an ongoing process rather than the discrete exchanges of the transactional approach (Burns, 1978).

Burns (1978) stated that leadership encompasses more than domination and that it is more complex than mere rulership. He distinguished between two types of leadership: the transactional, which involves mostly brokerage between competing interests, and transforming (transformational) leadership, which questions how events occur, what causes great leaders to come forth, and how and why leaders bring out the best in their followers and change the real world for the better.

Burns's theory of transformational leadership is rooted in human wants and needs. Burns (1978) asserted that the leader understands and relates with other human beings—leaders take followers' wants, validate them as legitimate needs, and then creatively find ways to empower them. However, the process also works in reverse: The transforming leader has also creatively empowered him- or herself, a situation that arises when leaders follow. The theory, called "hierarchy of need," begins with bare physical necessities, and ends in what Maslow called "self-actualization" (Maslow, 1970; Krems et al., 2017).

Burns (1978) believed that by engaging followers' higher needs, transformational leaders moved followers beyond their self-interests to work for the greater good. Followers do so by self-actualizing and developing into leaders themselves. Burns explicated the distinction between transactional and transformational leadership behaviors: He depicted transactional leaders as those who focus on reward contingencies and who "approach followers with an eye to exchanging one thing for another" (p. 3); in contrast, transformational leaders are those who

focus on transforming followers' motivations to higher levels, such as self-actualization (Maslow, 1954; Krems et al., 2017).

Burns (1978) analyzed transformational leadership and concluded that it is more effective than transactional leadership. As a leader, the standard is raised to attract followers to the values of the leader. Through morality and motivation, one seeks to reach out to others to raise their awareness and to teach them the skills that will keep them involved and motivated.

Bass (1985) expounded on many different theories and insights, and suggested a paradigm shift in leadership analysis. He recommended evolution from a view of a progression of transactional arrangements towards a view of transformation processes designed to move individuals beyond proficient performance and towards advanced achievement and maturity levels. Bass (1985) compared major differences between transactional and transformational leadership. Bass (1985) argued that transformational leadership goes beyond the current focus of human-relations management. For Bass, the key focus was the outline of a basic transformational leadership model in conjunction with the dynamics of the leader-follower dyad (Bass, 1985). It addressed second-order change and observable facts, such as intellectual stimulation, which were typically excluded from social science research.

Bass (1985) elaborated on Burns's (1978) theory and description of transactional and transformational leadership. Bass asserted that the transactional leader focuses on actions and behavior, and that he or she is concerned with reducing resistance and implementing decisions. The transformational leader's first concern is to develop a philosophy and to communicate it to employees. In addition, transformational leaders develop a broader perspective on their organizations' mission. Followers' beliefs are transformed to correspond with the purpose of the

organization. According to Bass (1985), this form of leadership results in greater performance levels than were previously thought possible. Bass speculated that transformational leaders rank high in social boldness, introspection, thoughtfulness, and energy, but not in sociability, cooperativeness, and friendliness. Bass (1990) described a transformational leader as one who transforms followers by increasing their awareness of the need to perform tasks well, by making them aware of their needs for personal growth and accomplishment, and by motivating them to work for the good of the organization instead of for personal gain.

Transformational and Transactional Leadership

Leadership is crucial in the attainment of higher levels of performance, regardless of the evaluated responsibility. Leadership is also key in helping others aspire to higher levels of performance for both themselves and for the organizations to which they belong (Kirchner, 2018; Sanders et al., 2003). Over the last decade, theories of leadership have been crafted with a temporally contingent mindfulness to ensure that they adequately meet newly emerging demands of organizations and society.

Leadership means different things to different people. When looking at the various types of leadership, Burns (1978) stated that “Leadership is one of the most observed and least understood phenomena on the earth” (p. 2). Transformational leadership, as articulated by Burns, stimulated interest in the creation of a new paradigm for understanding leadership processes (Burns, 1978). Bass viewed transformational leadership as a way to consider and initiate structure when a behavioral approach proved to be insufficient. The full range of leadership behaviors was commonly associated with the best and also the worst leaders (Seltzer & Bass, 1990). DePree (2011) called attention to qualities such as intuition/perception,

character/personality, and the fortitude to be successful in every attempted outcome, but notably overlooked moral and ethical values that play significant roles in leadership.

Transactional leadership seeks to motivate followers by appealing to their self-interests. Its principles are to motivate using the exchange process (Burns, 1978). Transactional and transformational styles of leadership used in combination—rewarding performance and building identification for the mission—are good predictors of performance. According to Bass (1997):

Transactional leadership depends on the leader's ability to reinforce subordinates for a mutual agreement between the leader and the subordinates. Reinforcement can be materialistic or symbolic, immediate or delayed, whole or in part, explicit in terms of rewards and resources. (p. 133)

The character of a leader is not necessarily based on the leadership style they employ in directing their followers (Bass, 1985). Actions are influenced by the leader's norms, or values that direct, sustain, and motivate the leader's behavior (Bass, 1997). Bass suggested that moral leaders will make moral decisions.

Transactional leadership is built on reciprocity, the idea that the relationship between the leader and his/her followers develops from the exchange of some reward, such as performance ratings, pay, recognition, and praise (Koeslag-Kreunen et al., 2018; Liao et al., 2017). It involves leaders explaining goals and objectives and communicating to systematize tasks and activities with the cooperation of followers, to in turn ensure that wider organizational goals are accomplished. Such a relationship depends on hierarchy and the ability to work through this type of exchange. It requires leadership skills like the ability to obtain results, to control through

structures and processes, to solve problems, to plan and organize, and to work within the external and internal boundaries of the organization.

Transactional leadership is characterized by an exchange-based relationship between the leader and followers, driven by the goal of meeting each other's needs. This type of leadership entails a transitory relationship, effective only as long as it remains mutually beneficial for both parties involved.

Contingent reward is a prominent feature of transactional leadership, where leaders establish a contract that exchanges rewards for effort. This involves promises of rewards for good performance and recognition of achievements, creating a system of motivation based on tangible incentives.

In the active form of Management by Exception, transactional leaders closely monitor and search for any deviations from established regulations and standards. Upon identifying such discrepancies, corrective action is taken promptly to maintain adherence to the set norms. On the other hand, in the passive form of Management by Exception, leaders only intervene if and when standards are not met, allowing a degree of autonomy until issues arise.

One notable aspect of transactional leadership is Laissez-faire, where leaders relinquish responsibilities and shy away from making decisions. This laissez-faire approach can create an environment where followers have more autonomy but may lack clear guidance and direction, potentially impacting organizational outcomes. These characteristics collectively define transactional leadership, emphasizing the role of exchanges, contingent rewards, and

management approaches within the leader-follower dynamic. emphasizing the role of exchanges, contingent rewards, and management approaches within the leader-follower dynamic.

Transformational leadership, in contrast, is concerned with engaging the hearts and minds of others. It works to help all involved achieve greater inspiration and contentment, as well as a greater sense of accomplishment. It requires trust, concern, and facilitation, rather than direct control. The leader using the required skills is concerned with establishing a long-term vision; empowering, coaching, and developing others, and challenging the environment to change. A transformational leader spells out the vision for the organization and what is expected from each individual in achieving the group's vision and shared goals. He or she leads followers by setting a positive example and by creating trust, respect, and the feeling of empowerment (Madavana, 2018). In transformational leadership, the power of the leader comes from creating understanding and trust (Judge & Piccolo, 2004). Contrastingly, in transactional leadership power rests more firmly on hierarchical positioning.

Transformational leadership offers a purpose that transcends short-term goals and focuses on higher-order intrinsic needs. This transcendence results in followers identifying with the needs of the leader (Burns, 1978). Transformational leaders engender personal and social identification among members with the mission and goals of the leader and organization (Bass & Avolio, 2003). The difference between transformational and transactional leadership styles is “defined by denoting transformational style as a leader of innovation and the transactional style as a manager of planning policy” (King, 1994, p. 7).

Although transformational leadership is popular, creating a high-performance environment requires elements of transactional leadership to ensure a clear focus on

achievements and objective measurement of results (Jasper International, 2006). Based on research, it can be assumed that an effective leader knows how to combine the two styles (transactional and transformational) so that targets, results, and procedures are delivered through shared understanding and commitment (Jasper International, 2006). Transformational leadership behaviors have been shown to powerfully augment most transactional leadership behaviors (Jasper International, 2006).

Figure 1

Combined Transformational and Transactional Leadership Competencies



Note. Retrieved from *Transactional or Transformational Leadership*, by Jasper International, 2006.

FRLM

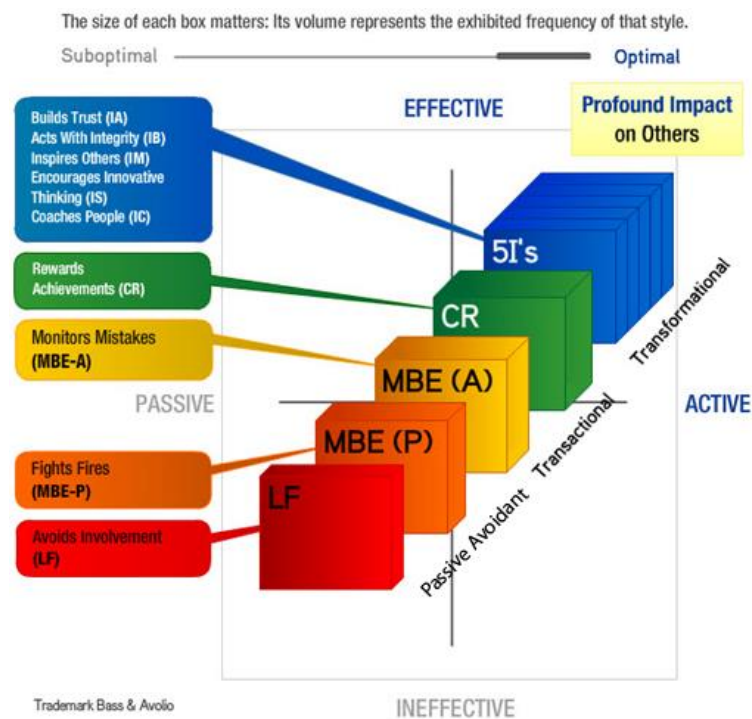
Avolio and Bass (2002) developed the FRLM to provide a conceptual view of leadership behaviors based on the conjunction of transformational and transactional leadership. They contend that this model will assist leaders in instilling a sense of worth and purpose in their followers. Avolio and Bass's idealized model provides the guiding principles and characteristics that every leader should exemplify, based on the FRLM. They used the model to evaluate the balance of characteristic styles that will achieve positive outcomes in different situations.

Components of the FRLM

The FRLM asserts that various types of behavior may be appropriate in different situations, and that leaders will use them to different extents (see Figure 3). Seven behavior characteristics of leaders are elements of transactional and transformational concepts. A leader must augment transactional leadership behaviors with transformational behaviors to most effectively impact followers (Bass, 1985). In addition, there is a non-leadership style evaluated in the FRLM, identified as laissez-faire behavior and characteristics (see Figure 3).

Figure 2

FRLM



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Note. Source: *Full Range Leadership Model*, by Michael Murray and Associates, 2007.

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The concepts of transformational theory are expansive, and they can be difficult to characterize and evaluate. The MLQ is a method used to measure transformational leadership. The MLQ involves using transformational characteristics as well as factors that are connected with one another and with transactional and laissez-faire types of leadership. Like many other theories, transformational leadership theory does not provide specific guidance on how it should be implemented in the face of different situational issues. Its performance tends to rely on

general transformational qualities, in the present case, from a military perspective. The MLQ measures elements of transformational and transactional leadership by examining leaders' behaviors. The MLQ measures these leadership styles in relation to certain organizational outcomes, the enthusiasm of followers to extend themselves, unit effectiveness, job effectiveness, organizational effectiveness, and job satisfaction (Sarros & Santora, 2001). The survey instrument that was used to collect data on leadership styles was the MLQ.

Summary

The success of any endeavor hinges on leaders guiding their followers toward achieving their goals using transformational leadership. This research was conducted to investigate potential connections between leadership ratings as measured by the Multifactor Leadership Questionnaire (MLQ) for supervisors and job satisfaction ratings assessed through the Job Descriptive Index (JDI) within the parachute rigger community in the Army.

A review of existing literature analyzed transformational and transactional leadership styles, ultimately suggesting that transformational leaders tend to achieve higher levels of performance compared to other leadership styles. Such leaders are typically preferred by their followers and have a track record of generating positive outcomes in both group and individual settings. However, the literature did not provide a conclusive answer regarding which leadership style might be the most effective. Chapter 3 of this research explores the examination of the research question and hypotheses to provide additional insights into these relationships.

Chapter 3: Research Method

This chapter includes information about the research methodology and design, research question, and instrumentation as well as data collection and analysis. The purpose of this research was to examine relationships, if any, between MLQ leadership ratings for Army supervisors and their subordinates' JDI satisfaction ratings within the Army parachute rigger community. The design and methodology of this research are described in this chapter along with an overview of the research design and methodology, participants, instruments, validity, and reliability.

Research Design

I used a quantitative research method. According to Merriam (1988), quantitative data and analysis is presented in numerical form. Quantitative research is a method used to answer questions about or explain a phenomenon of interest by collecting and analyzing objective numerical data, as opposed to subjective narrative data via a qualitative study (Ingham-Broomfield, 2014). Quantitative analysis involves measuring what is being investigated. The main tools were the MLQ for evaluating leadership styles (e.g., transactional and transformational) and the JDI for measuring job satisfaction levels (people on the present job, job in general, work on present job, pay, opportunities for promotion, and supervision). Also, a Pearson correlation analysis test was used to evaluate the relationship between leadership style and job satisfaction using G* Power.

Study Participants and Data Collection

The target population for this study was active-duty U.S. Army parachute riggers, including one Senior Airdrop Advisor and 64 NCO Paratrooper rigger instructors. Surveys were

distributed by the Sustainment Center of Excellence (SCOE) using Verint's Enterprise Feedback Management (EFM), an enterprise survey and feedback response management solution for actively managing customer and employee feedback programs. There are several versions of this instrument; the first is the short Form 5X of the MLQ. The JDI is designed to measure satisfaction in terms of five aspects of the job: the work itself, pay, promotion, supervision, and coworkers (Ramayah et al., 2001). Surveys were distributed to determine how frequently transactional and transformational styles were used, and whether there were differences between leadership style preferences among those who are trained and those doing the training within the Army's parachute rigger community which resulted in lower job satisfaction and when compared to fewer-successful group outcomes.

A Pearson correlation analysis test was used to evaluate the relationship between leadership style and job satisfaction. The participants or observers included in the research are referred to as the sample size notated by n . The size of the sample influences two statistical properties that are crucial to the determination of power used to draw conclusions and the precision of making estimates. The Pearson correlation coefficient, commonly denoted as " r ," exhibits two essential statistical properties. First, the direction of the relationship is elucidated by the sign of the correlation coefficient. A positive " r " implies a positive correlation, indicating that as one variable increases, the other tends to increase as well. Conversely, a negative " r " denotes a negative correlation, signifying that as one variable increases, the other tends to decrease.

Second, the strength of the relationship is assessed through the magnitude or absolute value of the correlation coefficient. The " r " value spans from -1 to 1, with 1 denoting a perfect positive linear relationship, -1 indicating a perfect negative linear relationship, and 0 representing

no linear relationship. The proximity of the absolute value of "r" to 1 signifies the robustness of the linear relationship between the two variables.

These statistical properties provide a framework for interpreting the nature and intensity of the association between two variables within a bivariate dataset.

The study will rate any leader (Senior Army Airdrop Advisor/Supervisor) that the NCO Parachute Rigger Instructors has been supervised by at any point in their time in the rigger community (subordinates = 64).

To obtain the G*power assessment, the Pearson correlation was utilized (Ly et al. 2018) With one predictor variable (MLQ leadership score) based on a medium effect size ($f^2 = .15$), an alpha level of $\alpha = .05$, the needed sample size to achieve sufficient power (.80) was 55.

Research Methodology

The MLQ is the most frequently used assessor of transformational and transactional leadership styles and has demonstrated proven reliability and construct validity. This questionnaire measures transactional, transformational, and passive/avoidant leadership styles. Since transformational and transactional leadership styles are prominent in military settings, the MLQ is appropriate for this research. The questionnaire has participants answer questions on a scale from 0 (not at all) to 4 (frequently, if not always). This scale includes a self-version as well as a rater version, which is useful for subordinates in the parachute rigging community to voice their opinions and researchers to see any discrepancies in terms of how Army leaders view themselves and how they are perceived by their subordinates.

Understanding relationships between variables will enable senior Army leaders to make more informed decisions when it comes to training and development of soldiers. It will help

superiors and supervisors in the parachute rigging community successfully lead subordinates and better understand how leadership styles can impact those who are led.

Operational Design

The operational design of this study revolves around the dependent variable, which is the impact of leadership styles employed in leading U.S. Army parachute riggers on six job satisfaction ratings. The job satisfaction ratings encompass various facets, including individuals' satisfaction with people on their present job, their overall job, the work on their present job, their pay, opportunities for promotion, and the supervision they receive. These specific dimensions were chosen to comprehensively assess the influence of leadership styles on the overall job satisfaction of U.S. Army parachute riggers across multiple aspects of their work experience.

To answer the research question and test hypotheses, I addressed leadership styles in the U.S. Army parachute rigger community. This research has the potential to lead to the development of better training, increased leadership abilities, and a heightened awareness for soldiers and Army leadership of various forms of leadership and the impact they have on those being led. In wartime and peacetime, soldiers have to respond to situations that only require them to follow, and which force their senior leaders to train them into leadership roles through completing their tasks without making individual assessments of those they lead. As ranks in leadership move towards retirement, many soldiers with less experience will be required to step into leadership roles. It is important to recognize that younger generations of soldiers' process, value, and respond differently to orders, commands, teachings, values, and development compared to older generations of soldiers. Therefore, this study has the potential to be beneficial in terms of assisting those who hold leadership roles within the airborne community to better

understand the needs of up-and-coming leaders, how they perceive leadership, and what leadership styles they are most responsive to. Through mandatory leadership and training courses that teach soldiers how to be better leaders, findings of this study have the potential to guide current leaders and those becoming leaders within the U. S. Army parachute rigger community.

My research question is:

What is the relationship, if any, between the follower's MLQ leadership rating for their supervisor (e.g., transformational or transactional) and the follower's JDI supervision satisfaction ratings, People on Your Present Job, Job in General, Work on Present Job, Pay, Opportunities for Promotion, and Supervision, for their supervisor?

To answer the questions, the following hypotheses will be tested:

H_o1. Neither of the MLQ leadership scores will be related to any of the six job satisfaction ratings.

H_a1. At least one of the two MLQ leadership scores will be related to at least one of the six JDI ratings.

Instrument

Data collection and data analysis require careful consideration of the survey instrument design. The leadership instrument used to identify leadership was the MLQ 5X (Avolio & Bass, 2002). Its Likert-type scale characterizes the MLQ, where 0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly often, and 4 = frequently/if not always. It is a questionnaire where participants answer closed-ended questions from a fixed set of alternative responses, selecting the most appropriate one. The MLQ profile is a vital instrument in transformational leadership development and provides researchers with a relatively unbiased assessment of leadership

behaviors (Lievens et al., 1997). The MLQ will measure seven constructs: four constructs of transformational leadership styles, two constructs of transactional-leadership styles, and a construct of the laissez-faire leadership style. The FRLM will be used in conjunction with the MLQ to determine the success rate of those being led.

The analysis of results from the Multifactor Leadership Questionnaire (MLQ) is a comprehensive process that encompasses several critical functions. It involves measuring, explaining, and demonstrating to individuals the key factors that distinguish exceptional leaders from marginal ones. Additionally, the MLQ serves as a tool for differentiating between effective and ineffective leaders across all organizational levels. It extends its utility to assessing the overall effectiveness of leadership within an entire organization and is applicable across various cultures and types of organizations. With a foundation in extensive research and validation, the MLQ establishes a robust and reliable connection between survey data and organizational outcomes. Significantly, it stands as the benchmark measure for evaluating transformational leadership, providing valuable insights into this pivotal leadership style.

Research plays a pivotal role in informing various aspects, including the design of curriculums aimed at training future leaders for more successful outcomes. In the context of U.S. Army personnel, research is instrumental in identifying crucial leadership characteristics and skill sets, particularly when training troops in the MOS 92R. Moreover, research contributes to the development of students and peers, facilitating higher achievement rates based on the leadership styles provided. Ultimately, the application of research findings contributes to the creation of a better-trained workforce across diverse domains and disciplines.

The MLQ is a valuable tool in field and laboratory research to study transformational, transactional, and laissez-faire leadership styles. For this study, the MLQ instrument helped support and account for the independent variable—leadership style—and the dependent variable—impact leadership styles have on followers in the MOS 92R airborne community.

Data Analysis

The purpose of the quantitative assessment of the MLQ was to identify any correlations between the information gathered to assist in the development of soldiers, as well as to make the training of soldiers more effective through use of leadership styles. It was also to implement the findings from the MLQ into training, whether in brick and mortar or in the field to better relate to the leadership styles that the participants of the survey provided along with the Job Description Index. This assessment was designed to be used to create an opportunity for instructors and leaders to use the data provided and incorporate it in the training environment, counseling sessions and role play scenarios in training sessions to offer insight to the leaders and to the development of those in all ranks.

To assist in this analysis, the Pearson and Spearman correlation coefficients were used to measure the relationship between the independent variables' transformation and transactional leadership and the dependent variables of the six Job Satisfaction stages. Both Pearson and Spearman correlations have been used to study the relationships between transformational and transactional leadership behaviors and various outcomes. The Pearson correlation is appropriate when the relationship is approximately linear and the data is continuous, while the Spearman correlation is more suitable for capturing non-linear relationships or when the data is ordinal or

ranked. Researchers often use both types of correlations to gain a comprehensive understanding of how different leadership styles impact various outcomes in organizational settings.

The Mind Garden Transform System - Survey Hosting was used to analyze the MLQ Data collection. The Transform™ system allows researchers the use this license to administer the MLQ Multi-rater online via the Transform™ system. The use of this system includes data collection with raw scale scores by participants and allows the researcher to monitor activity, send reminders, and customize and add additional questions to be evaluated in the study. Transform Survey Hosting is a data license for research purposes only. This license obtained grants the researcher permission to collect and disclose (a) item scores and scale scores, (b) statistical analyses of those scores (such as group average, group standard deviation, T-scores, etc.) and (c) pre-authorized sample items only, as provided by Mind Garden, for results write-up and publication (Bass and Avolio, 1997).

This process allows the researcher to have complete control over who they invite and only those invited would have access to the survey. Within the Mind Garden Transform Account, the researcher creates a campaign and adds the participants to the campaign by entering each participant's name and email address. Once the participant receives the invitation LOGIN link to the survey the participant would be required to create their User ID LOGIN (using their email address that the researcher used to add them to the campaign) and would be required to create their password. Once the participant successfully creates their User ID LOGIN and password (and if a match is made between the participant's email and the email address the researcher used to add the participant), the participant would be given access to the survey. A license is used when the researcher adds a participant to the campaign (Bass and Avolio, 2000).

This allowed privacy of individuals participating in the survey. The initial questions were designed for submission for NCO parachute army rigger instructors to address the research question in relation to their roles as leaders to determine how leadership style could potentially impact job satisfaction in the rigger community by increasing knowledge and success in the field when taking leadership styles and job satisfaction into account and help create better soldiers in the MOS 92R.

Summary

In Chapter 3, I provided an overview of the methodology to gather and analyze data in sufficient detail and suggest recommendations to answer the research question. Chapter 3 also contained the rationale for the appropriateness of the quantitative approach for this study. A description of the target population (U.S Army parachute rigger instructors), geographic location, demographics of participants (Quartermaster Schoolhouse in Fort Lee, Virginia, Aerial Delivery & Field Services Department (ADFSD), and sampling frame was provided. A review of data collection and data analysis processes was executed to ensure validity and reliability of this research.

Chapter 4: Results

The purpose of this quantitative research was to examine relationships, if any, between parachute rigger community's MLQ leadership ratings for their supervisor and soldiers' JDI satisfaction ratings within the parachute rigger community of the Army. Survey responses from 37 riggers were used.

Table 2 includes psychometric characteristics of study variables. Table 3 displays the normality statistics for the scale scores. To answer the research question, Table 4 and Table 5 display relevant Pearson and Spearman correlations. Specifically, Table 4 displays correlations between transformational leadership and job satisfaction six variables of the JDI, while Table 5 displays correlations between transactional leadership and job satisfaction variables.

Table 1

Psychometric Characteristics for the Sample

Scale	Items	<i>M</i>	<i>SD</i>	Low	High	α
Transformational Leadership	20	3.18	1.19	1.00	4.85	.98
Transactional Leadership	8	2.91	0.98	1.00	4.88	.87
People on Your Present Job	18	2.58	0.39	1.28	3.00	.87
Job in General	18	2.61	0.46	1.28	3.00	.91
Work on Present Job	18	2.47	0.46	1.22	2.89	.90
Pay	9	2.19	0.63	1.00	3.00	.87
Opportunities for Promotion	9	1.87	0.76	1.00	3.00	.93
Supervision	18	2.49	0.54	1.00	3.00	.92

Note. $N = 37$.

Table 2

Normality Tests for the Scale Scores

Scale Scores	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	<i>p</i>	Statistic	df	<i>p</i>
Transformational Leadership	0.13	37	.09	0.91	37	.006
Transactional Leadership	0.10	37	.20	0.95	37	.11
People on Your Present Job	0.21	37	.001	0.88	37	.001
Job in General	0.20	37	.001	0.82	37	.001
Work on Present Job	0.19	37	.002	0.84	37	.001
Pay	0.13	37	.15	0.93	37	.02
Opportunities for Promotion	0.17	37	.008	0.87	37	.001
Supervision	0.17	37	.008	0.87	37	.001

Note. $N = 37$.

Table 3

*Pearson and Spearman Correlations for Transformational Leadership with Job Satisfaction**Scales*

Job Satisfaction Scale	Transformational Leadership	
	Pearson	Spearman
People on Your Present Job	.29 *	.27 *
Job in General	.44 ***	.45 ****
Work on Present Job	.49 ****	.37 **
Pay	.30 *	.34 **
Opportunities for Promotion	.18	.19
Supervision	.66 *****	.68 *****

Note. $N = 37$.

* $p < .10$. ** $p < .05$. *** $p < .01$. **** $p < .005$. ***** $p < .001$.

Table 4

Pearson and Spearman Correlations for Transactional Leadership with Job Satisfaction Scales

Job Satisfaction Scale	Transactional Leadership	
	Pearson	Spearman
People on Your Present Job	.31 *	.31 *
Job in General	.41 ***	.44 ***
Work on Present Job	.47 ****	.32 **
Pay	.22	.28 *
Opportunities for Promotion	.13	.19
Supervision	.53 *****	.54 *****

Note. $N = 37$.

* $p < .10$. ** $p < .05$. *** $p < .01$. **** $p < .005$. ***** $p < .001$.

To effectively and efficiently complete the study, I made three changes to plans that were outlined in Chapter 3 involving the target population, distribution method of surveys, and method for data analysis. Chapter 3 indicated that the target population taking the survey was active-duty U.S. Army parachute riggers, including one Senior Airdrop Advisor and 64 NCO paratrooper rigger instructors. The AHRPO said having all NCO paratrooper rigger instructors rate the current Senior Airdrop Advisor at the Quartermaster Schoolhouse raised concerns involving creating an unhealthy, hostile, or biased environment. I obtained permission to distribute the survey, and the NCO paratrooper parachute rigger instructors were provided guidance in the invitation letter. They explicitly confirmed their consent to evaluate any supervisor they had had within the rigger community, excluding their senior leadership at the Quartermaster Schoolhouse.

at Ft. Lee. This approach was adopted to ensure the anonymity of individuals undergoing evaluation, preventing the identification of specific survey participants.

The second change was the distribution of the survey. Originally, the surveys were to be distributed by the Sustainment Center of Excellence (SCOE) headquarters utilizing Verint's Enterprise Feedback Management (EFM), an enterprise survey and feedback response management solution for managing customer and employee feedback programs. After review of the process with IT and AHRPO, it was deemed the process was too cumbersome for the IT process to be done at the time for this research and it was not necessary to go through the Verint's EFM process. Therefore, permission was given to utilize Survey Monkey to distribute the surveys to the target audience.

The third change was part of data analysis. The Mind Garden Transform System - Survey Hosting analyzed the MLQ Data collection. The Transform™ system allowed me the use this license to administer the MLQ Multi-rater online via the Transform™ system. The use of this system included data collection with raw scale scores by participants and allowed me to monitor activity, send reminders, and customize and add additional questions to be evaluated in the study. Transform Survey Hosting is a data license for research purposes only. This license granted me permission to collect and disclose (a) item scores and scale scores, (b) statistical analyses of those scores (such as group average, group standard deviation, T-scores, etc.), and (c) pre-authorized sample items only, as provided by Mind Garden, for results write-up and publication. Through SurveyMonkey, I collected the information for the analysis and forwent the services of Mind Garden to execute analysis which reduced cost and the data was able to be pulled from Survey Monkey at no additional cost.

Data Collection

After approval from Walden University Institutional Review Board (IRB), (approval number for this study is 06-14-21-0095988), U.S. Army's Army Human Research Protections Office (AHRPO) and Commander, permissions were granted to begin the data collection. There were two instruments used to collect data for this study. Multifactor Leadership Questionnaire (Avolio & Bass, 2004) and The Job Descriptive Index (Smith et al., 1969) were used to collect a sample of the aerial delivery parachute rigger instructors to determine if there is any correlation in leadership styles to job satisfaction in the U.S. Army's parachute rigger community.

The U.S. Army parachute rigger instructors were solicited from the Aerial Delivery & Field Services Department and Aerial Delivery Division at Quartermaster Schoolhouse in Fort Lee, Virginia. Data collection began on 30 March 2022 and ended 16 June 2022. Due to the COVID pandemic, additional time was allotted to ensure maximum participation. Invitations for volunteer participation were distributed to the parachute rigger instructors. Within the letter of invite a consent tab was inserted. If parachute rigger instructors consented to participate in this study, they clicked the consent button giving their consent to participate. Once consent was given the link directed them to the survey portal. If consent was not given by the volunteer the survey was closed and the volunteer was exited from the survey. AHRPO granted permission for Survey Monkey to be utilized for this study, which contained the MLQ and the JDI. The use of Survey Monkey met the requirements to ensure that the data was collected anonymously with no identifiers of the people completing the survey. Upon the close of the survey, data was collected to begin the analysis portion of the research.

Discrepancies in Data Collection

There were no discrepancies identified in the data collection. There were a few modifications that were utilized to comply with the Army's AHRPO guidelines. A slight change was made to ensure the autonomy of anyone being evaluated was protected. Thus, the parachute rigger instructors were giving the guidance in the invitation letter and consent to rate any supervisor that they had in the rigger community, as opposed to their senior leadership they reported to at the Quartermaster Schoolhouse at Ft. Lee. This protected anonymity and no seniors/supervisors could be identified if the volunteers based their responses on the supervisors they were directly reporting to at the Quartermaster Schoolhouse in Ft. Lee.

As stated previously, only 37 of the volunteers out of the 60 completed the survey to the end. With that, the correlation analysis was based on the ranked value for each variable rather than the raw data, utilizing the Spearman correlation instead of the Pearson correlation for my analysis. The request was approved by the dissertation chair and a committee member to proceed with the Spearman correlation for my analysis.

After receiving the data back from the surveys, the decision was made not to utilize the Mind Garden Transform System to analyze the MLQ Data collection. This also eliminated the need to conduct interviews with any of the volunteers. The data analysis was completed based on the data collected and tables were constructed to show a relationship between Spearman and Pearson correlations of the analysis.

Baseline Descriptive and Demographic Characteristics

There were no demographic variables gathered in this study; however, the representation of the sample can be compared to the population. Based on the data presented, over 50% of the

total population provided responses to the survey, which would resemble the representation of a larger population. Based on the military manning structure there are 1500 slots designated for the army parachute riggers, MOS 92R, worldwide. It would be fair to say the majority of the responses were from males versus females, based on the characteristics of the U.S. Army population. The parachute rigger MOS is one of the smaller MOS's in the military.

Results

The results analysis adhered to the requirements outlined by Laerd (2022) for Pearson correlations. These entail ensuring that there are two continuous variables, that the variables are paired, that a linear relationship exists between the two variables, and that there are no significant outliers. These criteria were meticulously considered to maintain the robustness and validity of the correlation analysis.

The study's design satisfied Assumptions 1 (involving two continuous variables) and 2 (with variables being paired). Assumption 3, which pertains to a linear relationship, was generally met across the 12 scatterplots assessing transformational and transactional leadership with six job satisfaction scales, revealing no discernible nonlinear patterns. However, Assumption 4, concerning the absence of significant outliers, was not met, as inspection of the scatterplots indicated several points falling outside the linear relationship. Furthermore, Assumption 5, related to normality, was not satisfied, evident in seven of the eight Shapiro-Wilk tests being significant. To address these deviations, Spearman correlations were incorporated as a supplemental analysis to examine the hypothesis. According to the Laerd (2022) statistics website, three assumptions must be fulfilled for Spearman correlations: the variables must be continuous, paired, and exhibit a monotonic relationship.

Based on the design of the study, the first two assumptions were met. Assumption 3 was met based on the inspection of the 12 scatterplots. With that, the assumptions for Spearman correlations were met.

To answer the primary research question, Tables 3 and 4 display the Pearson and Spearman correlations for transformational leadership and transactional leadership, respectively. Because of the sample size ($N = 37$), findings significant at the $p < .10$ level were noted to suggest possible avenues for future research. Inspection of Table 3 found five of six Pearson and Spearman correlations to be significant at the $p < .10$ level between transformational leadership and the six job satisfaction scales (people on the present job, job in general, work on present job, pay, opportunities for promotion, and supervision). The largest correlations were for transformational leadership with supervision satisfaction ($r = .66, p < .001; r_s = .68, p < .001$) and job in general satisfaction ($r = .44, p < .01; r_s = .45, p < .005$) (see Table 3). Inspection of Table 4 found four of six Pearson correlations and five of six Spearman correlations to be significant at the $p < .10$ level between transactional leadership and the six job satisfaction scales. The largest correlations were for transactional leadership with supervision satisfaction ($r = .53, p < .001; r_s = .54, p < .001$) and job in general satisfaction ($r = .41, p < .01; r_s = .44, p < .01$) (see Table 4). This combination of findings provided support to reject the null hypothesis.

Summary

I used survey results from 37 parachute riggers to investigate the presence of transformational and transactional leadership styles in the training of riggers, as well as investigate whether differences between preferred leadership styles of leading NCOs and

following parachute riggers affects job satisfaction within this community. In Chapter 5, these findings are compared with literature, conclusions and implications are drawn, and recommendations are suggested.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this research was to examine relationships, if any, between MLQ leadership ratings and JDI satisfaction ratings within the parachute rigger community of the Army. This chapter includes comparisons of my results to the literature in Chapter 2, as well as conclusions, inferences, and recommendations for future research.

In this chapter, I address the research question:

My research question is:

What is the relationship, if any, between the follower's MLQ leadership rating for their supervisor (e.g., transformational or transactional) and the follower's JDI supervision satisfaction ratings, People on Your Present Job, Job in General, Work on Present Job, Pay, Opportunities for Promotion, and Supervision, for their supervisor?

To answer the questions, the following hypotheses will be tested:

H_o1. Neither of the MLQ leadership scores will be related to any of the six job satisfaction ratings.

H_a1. At least one of the two MLQ leadership scores will be related to at least one of the six JDI ratings.

Findings illustrate the relationship between quality of supervisor leadership practices and employee satisfaction.

Interpretation of the Findings

This section includes a summary of results and findings. My goal was to determine if there was a relationship between the parachute rigger community's MLQ Leadership rating for their supervisors and the JDI supervision satisfaction rating for their supervisors.

I looked at the psychometric characteristic of measurement, which has eight scales, all of which were analyzed with the MLQ and the JDI. Transformational and transactional leadership styles were measured using the MLQ and JDI. It was imperative these scales are reliable and showed the data required an Alpha level of at least .7. Based on this analysis, it was feasible for data to be evaluated for further analysis.

Chapter 1 included information about leadership styles and job satisfaction. Leadership behavior can be demonstrated formally or informally. I examined that the correlation between leadership and job satisfaction contributes to the understanding of how job satisfaction is perceived. Bleda (1978) found soldiers' overall satisfaction with the military was determined in large part by leadership styles. The primary influential factor in elevating job satisfaction levels among enlisted soldiers and officers in the Army is identified as leadership style (Breevaart et al., 2014; Ivey & Kline, 2010). The leadership style these studies identified as being most likely to engender job satisfaction was the transformational leadership style.

The highest levels of workplace satisfaction result when leaders' styles match those that are preferred by their subordinates. Therefore, if subordinates understand and can relate positively to leaders' leadership styles, and if leaders have a better understanding of their subordinates' preferred leadership styles, leaders are in a position to choose styles that provide the most consistency and satisfaction, as well as the most favorable outcomes (Moin, 2018; Surujlal & Dhurup, 2012). Transformational and transactional leadership styles have consistent positive impacts on relationships and job satisfaction in the workplace (Ali et al., 2013; Nazim & Manmood, 2018).

In Chapter 2, I addressed leadership styles, job performance, and correlations between followers and the leadership style of their supervisor in terms of job satisfaction. Research was analyzed to understand correlations between leadership and job satisfaction.

The findings of the research examined the relationships between MLQ leadership ratings and JDI satisfaction ratings within the parachute rigger community in the U.S. Army can be evaluated in the context of peer-reviewed literature in the field, particularly with a focus on the role of transformational and transactional leadership styles in impacting job satisfaction. Here are some ways in which the findings may confirm, disconfirm, or extend knowledge in the discipline.

Limitations of the Study

In Chapter 3, I addressed the type of study, sample population, and measurement instruments. Chapter 3 also included information about data and how they were distributed, collected, and analyzed. Chapter 4 included findings of data analysis. In this case, the population was U.S. Army parachute rigger instructors who volunteered to partake in the research at the Quartermaster Schoolhouse in Ft. Lee, VA, Aerial Delivery & Field Services Department (ADFSD) and Aerial Delivery Division. Instruments used for this research were the MLQ and JDI, which were distributed and completed online. Originally, I planned to employ the Pearson correlation for the analysis. However, I also used Spearman correlation to measure the strength and direction of associations between two ranked variables. Pearson is most appropriate for measurements taken from an interval scale, while Spearman is more appropriate for measurements taken from ordinal scales (Gupta, 2023).

To effectively and efficiently complete the study, I made three changes to plans that were outlined in Chapter 3 involving the target population, distribution method of surveys, and method for data analysis. Chapter 3 indicated that the target population taking the survey was active-duty U.S. Army parachute riggers, including one Senior Airdrop Advisor and 64 NCO paratrooper rigger instructors. The AHRPO said having all NCO paratrooper rigger instructors rate the current Senior Airdrop Advisor at the Quartermaster Schoolhouse raised concerns involving creating an unhealthy, hostile, or biased environment. Therefore, I was allowed to distribute the survey and the NCO paratrooper parachute rigger instructors offered guidance in the invitation letter and affirmed their consent to rate any supervisor that they have had in the rigger community, as opposed to their senior leadership that they reported to at the Quartermaster Schoolhouse at Ft. Lee. That way, no one would be able to identify who was being evaluated for the survey.

The second change was the distribution of the survey. Originally, the surveys were to be distributed by the Sustainment Center of Excellence (SCOE) Headquarters utilizing Verint's Enterprise Feedback Management (EFM), an enterprise survey and feedback response management solution for managing customer and employee feedback programs. After review of the process with IT and AHRPO, it was deemed the process was too cumbersome for the IT process to be done at the time for this research and it was not necessary to go through the Verint's EFM process. Therefore, permission was given to utilize Survey Monkey to distribute the surveys to the target audience.

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license to administer the MLQ Multi-rater online via the Transform™ system. The use of this system included data collection with raw scale scores by participants and allowed me to monitor activity, send reminders, and customize and add additional questions to be evaluated in the study. Transform Survey Hosting is a data license for research purposes only. This license granted me permission to collect and disclose (a) item scores and scale scores, (b) statistical analyses of those scores (such as group average, group standard deviation, T-scores, etc.), and (c) pre-authorized sample items only, as provided by Mind Garden, for results write-up and publication. Through SurveyMonkey, I collected the information for the analysis and forwent the services of Mind Garden to execute analysis which reduced cost and the data was able to be pulled from Survey Monkey at no additional cost. This was supported by the dissertation chair and committee.

Research Question and Hypotheses

This research has the potential to address areas of leadership that have received little attention in existing literature. Examining leadership styles within the Army parachute rigger community may assist Army leaders in incorporating and institutionalizing changes that have the potential to improve superior-subordinate relationship dynamics and promote awareness of the impact their leadership styles have on subordinates' satisfaction and job performance.

In the comprehensive findings presented in Chapter 4, the primary hypothesis linking leadership to job satisfaction was strongly supported, particularly concerning the perspective of transformational leadership styles. A discernible correlation emerged between leadership and job satisfaction, aligning with the original assumptions that both transformational and transactional leadership styles play a pivotal role in influencing job satisfaction. Boamah et al.'s (2018) study

in healthcare organizations echoed this sentiment, emphasizing the positive impact of nurse managers' transformational leadership behaviors on job satisfaction and patient safety outcomes. This aligns seamlessly with the findings of the current study, reinforcing the notion that transformational leadership fosters positive outcomes in job satisfaction.

Lam and Peng's (2016) suggestion that transformational leadership yields the most positive results, even after assessing various leadership styles, resonates with the present study's findings. Gilbert et al. (2016), exploring the motivations behind effective leadership behaviors through the lens of transformational leadership theory and self-determination theory, found compelling evidence supporting the positive impact of transformational leadership on job satisfaction. Burns (1978) argued that a combination of transactional and transformational leadership is the most effective form, a notion that reverberates through current research.

While the study did not explicitly identify univariates or covariates, the findings strongly support the assertion that leadership can significantly influence job satisfaction, either positively or negatively. The examination of transformational and transactional leadership styles, measured through the MLQ, as the independent variable, and job satisfaction ratings, measured through the JDI, as the dependent variable, further strengthens the link between leadership and job satisfaction in the context of the U.S. Army's parachute rigger community.

The incorporation of transformational and transactional leadership styles within the situational leadership framework in the Army aligns with the three styles—directing, participating, and delegating. This approach, focusing on inspiration and change to leverage the skills and experiences of subordinates (Yeakey, 2002), finds substantial support in the research. Therefore, the correlation observed between leadership and job satisfaction harmonizes with

Yeakey's (2002) findings, emphasizing the relevance and impact of leadership styles on job satisfaction within the U.S. Army's parachute rigger community.

The exploration of job satisfaction, a positive evaluative state derived from job experiences, has been a subject of interest (Zablah et al., 2016). Mulki et al. (2015) emphasized the pivotal role leaders play in influencing employees' job satisfaction and commitment to their organizations and work teams. The focus on the relationship between leadership style and job satisfaction underscores the contemporary necessity for leaders to excel in fostering effective interpersonal relationships and organizational loyalty (Cave, 2021; Dabke, 2016).

Building on this, Balwant (2016) introduced the idea that transformational leadership theory can significantly impact higher education course teaching. Transformational instructor-leadership is positively associated with various outcomes, including students' motivation, perceptions of instructor credibility, satisfaction, academic performance, affective learning, and cognitive learning. Balwant's (2016) research contributes by highlighting the importance of novel moderators and revealing distinctions between different leadership dimensions and specific outcomes. The findings suggest that transformational instructor leaders may have the potential to elevate students from ordinary to extraordinary (Anding, 2005; Zbierowski, 2017).

Furthermore, Belias et al. (2022) presented evidence supporting the correlation between positive leadership and positive job satisfaction outcomes, while negative leadership correlates with negative job satisfaction outcomes. The research indicates a statistically significant and moderately positive relationship between the overall dimension of transformational leadership style and job satisfaction. Kozlowski et al. (2016) underscored the effectiveness of studies focusing on transformational leadership when evaluating leadership style and decisions,

especially in the context of training programs designed to enhance participants' performance and leadership behaviors. The interconnectedness of these studies highlights the critical role leadership plays in influencing job satisfaction across various contexts.

Recommendations

The literature review touched on many specifics related to leadership styles, yet the research did not delineate the leadership style of the participants or the leaders as it relates to the univariant factors. Additional research could be done to examine more baseline descriptive and demographic characteristics of the sample to narrow down specific demographics i.e., age, gender or time in service. This would provide a more robust analysis and would support a model to add covariates. The military structure is very different from the civilian sector when it comes to promotions and time in position. These factors greatly affect the concept of transactional leadership styles within the military structure with specific processes and procedures that conversely impact perceptions and not outcomes.

Recommendation for future studies would be to consider qualitative research with the interview question to receive a more personal perspective in the research. Another area to delve into would be to take a closer look at the changing of the generation gaps within the military environment to see if there any difference in the results. As the Army continues to evolve and new generations enter into the military, it would be interesting to evaluate this research with specific demographics. A new time, new mindsets, and advancements in technology could impact the leader follower relationship. The relationships developed and the values of those of a younger generation could impact the research differently and would be

interesting to see if there are any changes in the results in this small community within the U.S. Army Rigger community.

Conclusion

There is a positive correlation between leadership style and job satisfaction. Based on the study results, the leadership variable did not give preference to transformational or transaction leadership styles. The positive correlation between the leadership style and job satisfaction supported the hypothesis, which answered the research question in this study. The research question found a relationship between leadership and job satisfaction, so the alternative hypothesis was supported.

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Appendix A: Full Range Leadership

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Appendix A: Full Range Leadership

I. TRANSFORMATIONAL LEADERSHIP (THE "5 I'S")

Transformational leadership is a process of influencing in which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way. Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just achieve performance "at expectations." They convince their associates to strive for higher levels of potential as well as higher levels of moral and ethical standards.

A. Idealized Influence (Attributes and Behaviors)

These leaders are admired, respected, and trusted. Followers identify with and want to emulate their leaders. Among the things the leader does to earn credit with followers is to consider followers' needs over his or her own needs. The leader shares risks with followers and is consistent in conduct with underlying ethics, principles, and values.

1. Idealized Attributes (IA)

- Instill pride in others for being associated with me
- Go beyond self-interest for the good of the group
- Act in ways that build others' respect for me
- Display a sense of power and confidence

2. Idealized Behaviors (IB)

- Talk about my most important values and beliefs
- Specify the importance of having a strong sense of purpose
- Consider the moral and ethical consequences of decisions
- Emphasize the importance of having a collective sense of mission

B. Inspirational Motivation (IM)

These leaders behave in ways that motivate those around them by providing meaning and challenge to their followers' work. Individual and team spirit is aroused. Enthusiasm and optimism are displayed. The leader encourages followers to envision attractive future states, which they can ultimately envision for themselves.

- Talk optimistically about the future
- Talk enthusiastically about what needs to be accomplished
- Articulate a compelling vision of the future
- Express confidence that goals will be achieved

For use by Angela Hunter only. Received from Mind Garden, Inc. on April 23, 2013

C. Intellectual Stimulation (IS)

These leaders stimulate their followers' effort to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. There is no ridicule or public criticism of individual members' mistakes. New ideas and creative solutions to problems are solicited from followers, who are included in the process of addressing problems and finding solutions.

- Re-examine critical assumptions to question whether they are appropriate
- Seek differing perspectives when solving problems
- Get others to look at problems from many different angles
- Suggest new ways of looking at how to complete assignments

D. Individual Consideration (IC)

These leaders pay attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. New learning opportunities are created along with a supportive climate in which to grow. Individual differences in terms of needs and desires are recognized.

- Spend time teaching and coaching
- Treat others as individuals rather than just as a member of the group
- Consider each individual as having different needs, abilities and aspirations from others
- Help others to develop their strengths

II. TRANSACTIONAL LEADERSHIP

Transactional leaders display behaviors associated with constructive and corrective transactions. The constructive style is labeled contingent reward and the corrective style is labeled management-by-exception. Transactional leadership defines expectations and promotes performance to achieve these levels. Contingent reward and management-by-exception are two core behaviors associated with 'management' functions in organizations. Full range leaders do this and more.

A. Contingent Reward (CR)

Transactional contingent reward leadership clarifies expectations and offers recognition when goals are achieved. The clarification of goals and objectives and providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance.

- Provide others with assistance in exchange for their efforts
- Discuss in specific terms who is responsible for achieving performance targets
- Make clear what one can expect to receive when performance goals are achieved
- Express satisfaction when others meet expectations

B. Management-by-Exception: Active (MBEA)

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The leader specifies the standards for compliance, as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards. This style of leadership implies closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur.

- Focus attention on irregularities, mistakes, exceptions, and deviations from standards
- Concentrate my full attention on dealing with mistakes, complaints and failures
- Keep track of all mistakes
- Direct my attention toward failures to meet standards.

III. PASSIVE/AVOIDANT BEHAVIOR

Another form of management-by-exception leadership is more passive and "reactive": it does not respond to situations and problems systematically. Passive leaders avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers. This style has a negative effect on desired outcomes—opposite to what is intended by the leader-manager. In this regard it is similar to laissez-faire styles—or "no leadership." both types of behavior have negative impacts on followers and associates. Accordingly, both styles can be grouped together as 'passive-avoidant leadership'.

A. Management-by-Exception: Passive (MBEP)

- Fail to interfere until problems become serious
- Wait for things to go wrong before taking action
- Show a firm belief in "if it ain't broke, don't fix it."
- Demonstrate that problems must become chronic before I take action

B. Laissez-Faire (LF)

- Avoid getting involved when important issues arise
- Am absent when needed
- Avoid making decisions
- Delay responding to urgent questions

IV. OUTCOMES OF LEADERSHIP

Transformational and transactional leadership are both related to the success of the group. Success is measured with the MLQ by how often the raters perceive their leader to be motivating, how effective raters perceive their leader to be at interacting at different levels of the organization, and how satisfied raters are with their leader's methods of working with others.

A. Extra Effort

- Get others to do more than they expected to do
- Heighten others' desire to succeed
- Increase others' willingness to try harder

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B. Effectiveness

- Am effective in meeting others' job-related needs
- Am effective in representing their group to higher authority
- Am effective in meeting organizational requirements
- Lead a group that is effective

C. Satisfaction with the Leadership

- Use methods of leadership that are satisfying
- Work with others in a satisfactory way

Appendix B: Percentiles For Individual Scores

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Appendix B: Percentiles for Individual Scores (US)

Percentiles for Individual Scores Based Total of all Rating Levels (US)

N =	II(A)	II(B)	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT	
	27,285	27,285	27,285	27,285	27,285	27,285	27,285	27,285	27,285	27,285	27,285	27,285	
%tile	MLQ Scores									Outcomes			%tile
5	1.50	1.50	1.50	1.50	1.25	1.50	.25	.00	.00	1.00	1.75	1.50	5
10	2.00	1.75	2.00	1.75	1.75	2.00	.50	.00	.00	1.67	2.00	2.00	10
20	2.25	2.25	2.25	2.25	2.25	2.25	.96	.35	.00	2.00	2.50	2.50	20
30	2.75	2.50	2.50	2.50	2.50	2.50	1.25	.50	.25	2.33	2.75	3.00	30
40	2.75	2.75	2.75	2.75	2.75	2.75	1.49	.75	.25	2.67	3.00	3.00	40
50	3.00	3.00	3.00	2.75	2.75	3.00	1.67	1.00	.50	2.74	3.25	3.00	50
60	3.25	3.25	3.25	3.00	3.00	3.06	1.87	1.04	.75	3.00	3.25	3.50	60
70	3.50	3.50	3.43	3.25	3.25	3.25	2.12	1.25	.92	3.33	3.50	3.50	70
80	3.50	3.75	3.50	3.43	3.43	3.50	2.50	1.54	1.23	3.67	3.75	4.00	80
90	3.75	3.75	3.75	3.75	3.75	3.75	2.87	2.00	1.50	4.00	4.00	4.00	90
95	4.00	4.00	4.00	3.75	3.75	4.00	3.25	2.50	2.00	4.00	4.00	4.00	95

LEGEND: II(A) = IDEALIZED INFLUENCE (ATTRIBUTED)
Frequently, if not always

II(B) = IDEALIZED INFLUENCE (BEHAVIOR)
IM = INSPIRATIONAL MOTIVATION
IS = INTELLECTUAL STIMULATION

while

IC = INDIVIDUALIZED CONSIDERATION
CR = CONTINGENT REWARD
MBEA = MANAGEMENT-BY-EXCEPTION (ACTIVE)
MBEP = MANAGEMENT-BY-EXCEPTION (PASSIVE)
LF = LAISSEZ-FAIRE
EE = EXTRA EFFORT
EFF = EFFECTIVENESS
SAT = SATISFACTION

KEY OF FREQUENCY:

4.0 =

3.0 = Fairly often

2.0 = Sometimes

1.0 = Once in a

0.0 = Not at all

Appendix C: Leader Form, Rater Form, and Scoring Key

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Appendix C:
Leader Form, Rater Form, and Scoring Key

MLQ

Multifactor Leadership Questionnaire

Leader Form, Rater Form, and Scoring
Key for MLQ (Form 5x-Short)

by Bernard Bass and Bruce Avolio

Note to Masters and Doctoral Students:
You may insert the following SAMPLE copy of the instrument
in your IRB proposal if necessary.
You may NOT insert a complete copy of the instrument
in your Thesis or Dissertation!!!
See Mind Garden Sample Item letter for details.

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Multifactor Leadership Questionnaire

Leader Form

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4
1. I provide others with assistance in exchange for their efforts.....	0	1	2	3 4
2. I re-examine critical assumptions to question whether they are appropriate.....	0	1	2	3 4
3. I fail to interfere until problems become serious.....	0	1	2	3 4
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards.....	0	1	2	3 4
5. I avoid getting involved when important issues arise.....	0	1	2	3 4
6. I talk about my most important values and beliefs.....	0	1	2	3 4
7. I am absent when needed.....	0	1	2	3 4
8. I seek differing perspectives when solving problems.....	0	1	2	3 4
9. I talk optimistically about the future.....	0	1	2	3 4
10. I instill pride in others for being associated with me.....	0	1	2	3 4
11. I discuss in specific terms who is responsible for achieving performance targets.....	0	1	2	3 4
12. I wait for things to go wrong before taking action.....	0	1	2	3 4
13. I talk enthusiastically about what needs to be accomplished.....	0	1	2	3 4
14. I specify the importance of having a strong sense of purpose.....	0	1	2	3 4
15. I spend time teaching and coaching.....	0	1	2	3 4

Continued →

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Not at all	Once in a while	Sometimes	Fairly often	Frequently, If not always	
0	1	2	3	4	
16. I make clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
17. I show that I am a firm believer in "If it ain't broke, don't fix it."	0	1	2	3	4
18. I go beyond self-interest for the good of the group.....	0	1	2	3	4
19. I treat others as individuals rather than just as a member of a group.....	0	1	2	3	4
20. I demonstrate that problems must become chronic before I take action.....	0	1	2	3	4
21. I act in ways that build others' respect for me	0	1	2	3	4
22. I concentrate my full attention on dealing with mistakes, complaints, and failures	0	1	2	3	4
23. I consider the moral and ethical consequences of decisions	0	1	2	3	4
24. I keep track of all mistakes.....	0	1	2	3	4
25. I display a sense of power and confidence	0	1	2	3	4
26. I articulate a compelling vision of the future.....	0	1	2	3	4
27. I direct my attention toward failures to meet standards.....	0	1	2	3	4
28. I avoid making decisions	0	1	2	3	4
29. I consider an individual as having different needs, abilities, and aspirations from others.....	1	2	3	4	0
30. I get others to look at problems from many different angles	0	1	2	3	4
31. I help others to develop their strengths.....	0	1	2	3	4
32. I suggest new ways of looking at how to complete assignments.....	0	1	2	3	4
33. I delay responding to urgent questions.....	0	1	2	3	4
34. I emphasize the importance of having a collective sense of mission.....	0	1	2	3	4
35. I express satisfaction when others meet expectations	0	1	2	3	4
36. I express confidence that goals will be achieved.....	0	1	2	3	4
37. I am effective in meeting others' job-related needs.....	0	1	2	3	4
38. I use methods of leadership that are satisfying.....	0	1	2	3	4
39. I get others to do more than they expected to do.....	0	1	2	3	4
40. I am effective in representing others to higher authority	0	1	2	3	4
41. I work with others in a satisfactory way	0	1	2	3	4
42. I heighten others' desire to succeed	0	1	2	3	4
43. I am effective in meeting organizational requirements.....	0	1	2	3	4
44. I increase others' willingness to try harder.....	0	1	2	3	4
45. I lead a group that is effective	0	1	2	3	4

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Multifactor Leadership Questionnaire Rater Form

Name of Leader: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is used to describe the leadership style of the above-mentioned individual as you perceive it. Answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire anonymously.

Important (necessary for processing): Which best describes you?

I am at a higher organizational level than the person I am rating.

The person I am rating is at my organizational level.

I am at a lower organizational level than the person I am rating.

Other than the above.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

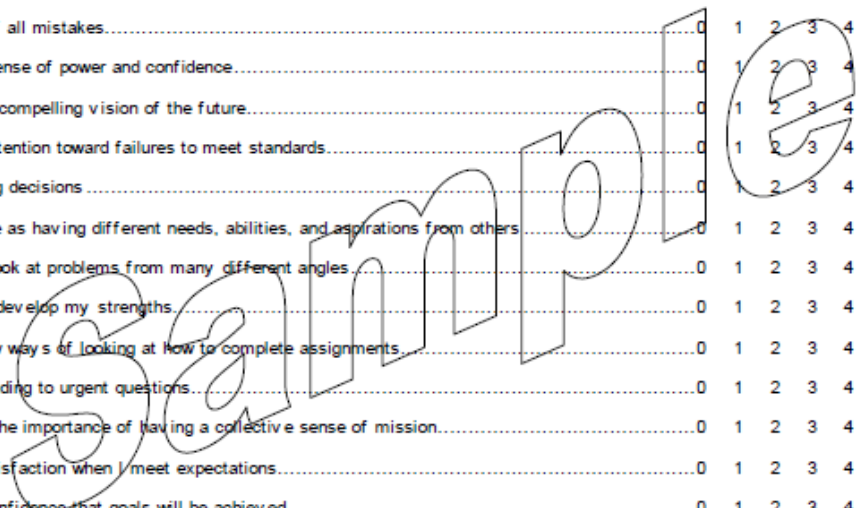
The Person I Am Rating . . .

- | | | | | | |
|--|---|---|---|---|---|
| 1. Provides me with assistance in exchange for my efforts | 0 | 1 | 2 | 3 | 4 |
| 2. *Re-examines critical assumptions to question whether they are appropriate..... | 0 | 1 | 2 | 3 | 4 |
| 3. Fails to interfere until problems become serious | 0 | 1 | 2 | 3 | 4 |
| 4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards..... | 0 | 1 | 2 | 3 | 4 |
| 5. Avoids getting involved when important issues arise..... | 0 | 1 | 2 | 3 | 4 |
| 6. *Talks about his/her most important values and beliefs..... | 0 | 1 | 2 | 3 | 4 |
| 7. Is absent when needed..... | 0 | 1 | 2 | 3 | 4 |
| 8. *Seeks differing perspectives when solving problems..... | 0 | 1 | 2 | 3 | 4 |
| 9. *Talks optimistically about the future..... | 0 | 1 | 2 | 3 | 4 |
| 10. *Instills pride in me for being associated with him/her..... | 0 | 1 | 2 | 3 | 4 |
| 11. Discusses in specific terms who is responsible for achieving performance targets..... | 0 | 1 | 2 | 3 | 4 |
| 12. Waits for things to go wrong before taking action..... | 0 | 1 | 2 | 3 | 4 |
| 13. *Talks enthusiastically about what needs to be accomplished..... | 0 | 1 | 2 | 3 | 4 |
| 14. *Specifies the importance of having a strong sense of purpose..... | 0 | 1 | 2 | 3 | 4 |
| 15. *Spends time teaching and coaching..... | 0 | 1 | 2 | 3 | 4 |

Continued →

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Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	
0	1	2	3	4	
16. Makes clear what one can expect to receive when performance goals are achieved.....	0	1	2	3	4
17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it.".....	0	1	2	3	4
18. *Goes beyond self-interest for the good of the group.....	0	1	2	3	4
19. *Treats me as an individual rather than just as a member of a group.....	0	1	2	3	4
20. Demonstrates that problems must become chronic before taking action.....	0	1	2	3	4
21. *Acts in ways that builds my respect.....	0	1	2	3	4
22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures.....	0	1	2	3	4
23. *Considers the moral and ethical consequences of decisions.....	0	1	2	3	4
24. Keeps track of all mistakes.....	0	1	2	3	4
25. *Displays a sense of power and confidence.....	0	1	2	3	4
26. *Articulates a compelling vision of the future.....	0	1	2	3	4
27. Directs my attention toward failures to meet standards.....	0	1	2	3	4
28. Avoids making decisions.....	0	1	2	3	4
29. *Considers me as having different needs, abilities, and aspirations from others.....	0	1	2	3	4
30. *Gets me to look at problems from many different angles.....	0	1	2	3	4
31. *Helps me to develop my strengths.....	0	1	2	3	4
32. *Suggests new ways of looking at how to complete assignments.....	0	1	2	3	4
33. Delays responding to urgent questions.....	0	1	2	3	4
34. *Emphasizes the importance of having a collective sense of mission.....	0	1	2	3	4
35. Expresses satisfaction when I meet expectations.....	0	1	2	3	4
36. *Expresses confidence that goals will be achieved.....	0	1	2	3	4
37. Is effective in meeting my job-related needs.....	0	1	2	3	4
38. Uses methods of leadership that are satisfying.....	0	1	2	3	4
39. Gets me to do more than I expected to do.....	0	1	2	3	4
40. Is effective in representing me to higher authority.....	0	1	2	3	4
41. Works with me in a satisfactory way.....	0	1	2	3	4
42. Heightens my desire to succeed.....	0	1	2	3	4
43. Is effective in meeting organizational requirements.....	0	1	2	3	4
44. Increases my willingness to try harder.....	0	1	2	3	4
45. Leads a group that is effective.....	0	1	2	3	4



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MLQ Multifactor Leadership Questionnaire Scoring Key (5x) Short

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

Scoring: The MLQ scale scores are average scores for the items on the scale. The score can be derived by summing the items and dividing by the number of items that make up the scale. **If an item is left blank, divide the total for that scale by the number of items answered.** All of the leadership style scales have four items, Extra Effort has three items, Effectiveness has four items, and Satisfaction has two items.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

- | | |
|---|--|
| *Idealized Influence (Attributed) total/4 = | # Management-by-Exception (Active) total/4 = |
| *Idealized Influence (Behavior) total/4 = | +Management-by-Exception (Passive) total/4 = |
| *Inspirational Motivation total/4 = | +Laissez-faire Leadership total/4 = |
| *Intellectual Stimulation total/4 = | Extra Effort total/3 = |
| *Individual Consideration total/4 = | Effectiveness total/4 = |
| # Contingent Reward total/4 = | Satisfaction total/2 = |

1. Contingent Reward.....	0	1	2	3	4
2. Intellectual Stimulation.....	0	1	2	3	4
3. Management-by-Exception (Passive).....	0	1	2	3	4
4. Management-by-Exception (Active).....	0	1	2	3	4
5. Laissez-faire Leadership.....	0	1	2	3	4
6. Idealized Influence (Behavior).....	0	1	2	3	4
7. Laissez-faire Leadership.....	0	1	2	3	4
8. Intellectual Stimulation.....	0	1	2	3	4
9. Inspirational Motivation.....	0	1	2	3	4
10. Idealized Influence (Attributed).....	0	1	2	3	4
11. Contingent Reward.....	0	1	2	3	4
12. Management-by-Exception (Passive).....	0	1	2	3	4
13. Inspirational Motivation.....	0	1	2	3	4
14. Idealized Influence (Behavior).....	0	1	2	3	4
15. Individual Consideration.....	0	1	2	3	4

Continued →

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	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
	0	1	2	3	4
16. Contingent Reward.....	0	1	2	3	4
17. Management-by-Exception (Passive).....	0	1	2	3	4
18. Idealized Influence (Attributed).....	0	1	2	3	4
19. Individual Consideration.....	0	1	2	3	4
20. Management-by-Exception (Passive).....	0	1	2	3	4
21. Idealized Influence (Attributed).....	0	1	2	3	4
22. Management-by-Exception (Active).....	0	1	2	3	4
23. Idealized Influence (Behavior).....	0	1	2	3	4
24. Management-by-Exception (Active).....	0	1	2	3	4
25. Idealized Influence (Attributed).....	0	1	2	3	4
26. Inspirational Motivation.....	0	1	2	3	4
27. Management-by-Exception (Active).....	0	1	2	3	4
28. Laissez-faire Leadership.....	0	1	2	3	4
29. Individual Consideration.....	0	1	2	3	4
30. Intellectual Stimulation.....	0	1	2	3	4
31. Individual Consideration.....	0	1	2	3	4
32. Intellectual Stimulation.....	0	1	2	3	4
33. Laissez-faire Leadership.....	0	1	2	3	4
34. Idealized Influence (Behavior).....	0	1	2	3	4
35. Contingent Reward.....	0	1	2	3	4
36. Inspirational Motivation.....	0	1	2	3	4
37. Effectiveness.....	0	1	2	3	4
38. Satisfaction.....	0	1	2	3	4
39. Extra Effort.....	0	1	2	3	4
40. Effectiveness.....	0	1	2	3	4
41. Satisfaction.....	0	1	2	3	4
42. Extra Effort.....	0	1	2	3	4
43. Effectiveness.....	0	1	2	3	4
44. Extra Effort.....	0	1	2	3	4
45. Effectiveness.....	0	1	2	3	4

Sample

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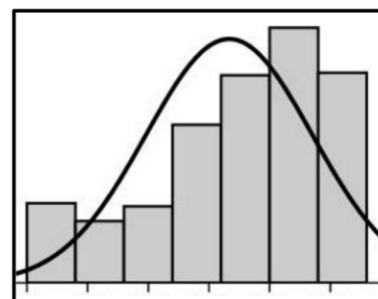
Appendix D: The Job Descriptive Index

<p>People on Your Present Job</p>	<p>Job in General</p>
<p>Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write</p>	<p>Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write</p>
<p><u>Y</u> for "Yes" if it describes the people with whom you work <u>N</u> for "No" if it does not describe them <u>?</u> for "?" if you cannot decide</p>	<p><u>Y</u> for "Yes" if it describes your job <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p>
<p>.....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stimulating <input type="checkbox"/> Boring <input type="checkbox"/> Slow <input type="checkbox"/> Helpful <input type="checkbox"/> Stupid <input type="checkbox"/> Responsible <input type="checkbox"/> Likeable <input type="checkbox"/> Intelligent <input type="checkbox"/> Easy to make enemies <input type="checkbox"/> Rude <input type="checkbox"/> Smart <input type="checkbox"/> Lazy <input type="checkbox"/> Unpleasant <input type="checkbox"/> Supportive <input type="checkbox"/> Active <input type="checkbox"/> Narrow interests <input type="checkbox"/> Frustrating <input type="checkbox"/> Stubborn 	<p>.....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pleasant <input type="checkbox"/> Bad <input type="checkbox"/> Great <input type="checkbox"/> Waste of time <input type="checkbox"/> Good <input type="checkbox"/> Undesirable <input type="checkbox"/> Worthwhile <input type="checkbox"/> Worse than most <input type="checkbox"/> Acceptable <input type="checkbox"/> Superior <input type="checkbox"/> Better than most <input type="checkbox"/> Disagreeable <input type="checkbox"/> Makes me content <input type="checkbox"/> Inadequate <input type="checkbox"/> Excellent <input type="checkbox"/> Rotten <input type="checkbox"/> Enjoyable <input type="checkbox"/> Poor

The Job Descriptive Index
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 1975-2009

The Job In General Scale
 © Bowling Green State University
 1982-2009

THE JOB DESCRIPTIVE INDEX



2009 Revision

including
The Job in General Scale

BGSU®

Bowling Green State University

Work on Present Job	Pay
<p>Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes your work <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p> <p>.....</p>	<p>Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes your pay <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p> <p>.....</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Fascinating <input type="checkbox"/> Routine <input type="checkbox"/> Satisfying <input type="checkbox"/> Boring <input type="checkbox"/> Good <input type="checkbox"/> Gives sense of accomplishment <input type="checkbox"/> Respected <input type="checkbox"/> Exciting <input type="checkbox"/> Rewarding <input type="checkbox"/> Useful <input type="checkbox"/> Challenging <input type="checkbox"/> Simple <input type="checkbox"/> Repetitive <input type="checkbox"/> Creative <input type="checkbox"/> Dull <input type="checkbox"/> Uninteresting <input type="checkbox"/> Can see results <input type="checkbox"/> Uses my abilities 	<ul style="list-style-type: none"> <input type="checkbox"/> Income adequate for normal expenses <input type="checkbox"/> Fair <input type="checkbox"/> Barely live on income <input type="checkbox"/> Bad <input type="checkbox"/> Comfortable <input type="checkbox"/> Less than I deserve <input type="checkbox"/> Well paid <input type="checkbox"/> Enough to live on <input type="checkbox"/> Underpaid

(Go on to next page)

Opportunities for Promotion	Supervision
<p>Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes your opportunities for promotion <u>N</u> for "No" if it does not describe them <u>?</u> for "?" if you cannot decide</p> <p>.....</p>	<p>Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes the supervision you get on the job <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p> <p>.....</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Good opportunities for promotion <input type="checkbox"/> Opportunities somewhat limited <input type="checkbox"/> Promotion on ability <input type="checkbox"/> Dead-end job <input type="checkbox"/> Good chance for promotion <input type="checkbox"/> Very limited <input type="checkbox"/> Infrequent promotions <input type="checkbox"/> Regular promotions <input type="checkbox"/> Fairly good chance for promotion 	<ul style="list-style-type: none"> <input type="checkbox"/> Supportive <input type="checkbox"/> Hard to please <input type="checkbox"/> Impolite <input type="checkbox"/> Praises good work <input type="checkbox"/> Tactful <input type="checkbox"/> Influential <input type="checkbox"/> Up-to-date <input type="checkbox"/> Unkind <input type="checkbox"/> Has favorites <input type="checkbox"/> Tells me where I stand <input type="checkbox"/> Annoying <input type="checkbox"/> Stubborn <input type="checkbox"/> Knows job well <input type="checkbox"/> Bad <input type="checkbox"/> Intelligent <input type="checkbox"/> Poor planner <input type="checkbox"/> Around when needed <input type="checkbox"/> Lazy

(Go on to back page)

Appendix E: IRB Approval with Approval Number

From: IRB <irb@mail.waldenu.edu>
Sent: Monday, June 14, 2021 7:47 PM
To: Angela Hunter <ahunt001@waldenu.edu>
Cc: Steven C. Tippins <steven.tippins@mail.waldenu.edu>
Subject: IRB Approval Granted, Conditional upon Partner Approval - Angela Hunter

Dear Angela Hunter,

This email is to notify you that the Institutional Review Board (IRB) has approved your application for the study entitled, "Correlating Leadership Styles to Job Satisfaction in the U.S. Army's Parachute Rigger Community," conditional upon receipt of your partner site approval and the concurrence of AHRPO, which will need to be submitted to the Walden IRB once obtained. The researcher may not commence recruitment for data collection until the Walden IRB confirms receipt of that as documented in the partner site's approval and concurrence of AHRPO. A copy of your conditional approval letter on letterhead is attached.

The Walden IRB determined that the above project meets the exemption criteria outlined in 45 CFR46.101(b), specifically exemption category 2, and is minimal risk. However, our university requires an expedited IRB review of all such "exempt" doctoral capstones to confirm that the university's doctoral capstone ethical standards have been met.

Walden University holds all studies involving Department of Defense (DoD) resources to the human subjects protection standards articulated in DoD Instruction 3216.02. Walden University's Federalwide Assurance number is #A00009762 and our FWA Department of Defense (DoD) Addendum number is #N-A3268.

Your approval # is 06-14-21-0095988. You will need to reference this number in your dissertation and in any future funding or publication submissions. Also attached to this e-mail is the IRB approved consent form. Please note, if this is already in an on-line format, you will need to update that consent document to include the IRB approval number and expiration date.

Your IRB approval expires on June 13, 2022 (or when your student status ends, whichever occurs first). One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.

This confirmation is contingent upon your adherence to the exact procedures described in the final version of the documents that have been submitted to IRB@mail.waldenu.edu as of this date. This includes maintaining your current status with the university and the oversight relationship is only valid while you are an actively enrolled student at Walden University. If you need to take a leave of absence or are otherwise unable to remain actively enrolled, this is suspended.

If you need to make any changes to your research staff or procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive confirmation with a status update of the request within 10 business days of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for research activities conducted without the IRB's approval, and the University

will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research.

When you submitted your IRB materials, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections otherwise available to the researcher.

Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained at the Documents section of the Walden website: <http://academicguides.waldenu.edu/researchcenter/orec>

Researchers are expected to keep detailed records of their research activities (i.e., participant log sheets, completed consent forms, etc.) for the same period of time they retain the original data. If, in the future, you require copies of the originally submitted IRB materials, you may request them from Institutional Review Board.

Please note that this letter indicates that the IRB has confirmed your study meets Walden University's ethical standards. You may not begin the doctoral study analysis phase of your doctoral study, however, until you have received the **Notification of Approval to Conduct Research** e-mail. Once you have received this notification by email, you may begin your study's data analysis.

Both students and faculty are invited to provide feedback on this IRB experience at the link below:

http://www.surveymonkey.com/s.aspx?sm=qHBJzkJMUx43pZegKlmdiQ_3d_3d

Sincerely,
Libby Munson
Research Ethics Support Specialist
Office of Research Ethics and Compliance
Walden University
100 Washington Avenue South, Suite 1210
Minneapolis, MN 55401
Email: irb@mail.waldenu.edu
Phone: (612) 312-1283
Fax: (612) 338-5092

Information about the Walden University Institutional Review Board, including instructions for application, may be found at this link: <http://academicguides.waldenu.edu/researchcenter/orec>

Appendix F: Notification of Approval to Conduct Research - Angela Hunter

From: IRB <irb@mail.waldenu.edu>
Sent: Tuesday, December 14, 2021 11:27 AM
To: Angela Hunter <ahunt001@waldenu.edu>
Cc: Steven C. Tippins <steven.tippins@mail.waldenu.edu>
Subject: Notification of Approval to Conduct Research - Angela Hunter

Dear Angela Hunter,

This email confirms receipt of the approval notification for the partner organization and also serves as your notification that Walden University has approved BOTH your doctoral study proposal and your application to the Institutional Review Board. As such, you are approved by Walden University to conduct research with this site.

Congratulations!

Libby Munson
Research Ethics Support Specialist
Research Ethics, Compliance, and Partnerships

Leilani Gjellstad
IRB Chair, Walden University

Information about the Walden University Institutional Review Board, including instructions for application, may be found at this link: <http://academicguides.waldenu.edu/researchcenter/orec>