A HANDBOOK OF LEADERSHIP STYLES

Edited by **Ozgur Demirtas** and **Mustafa Karaca**

A Handbook of Leadership Styles

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PREFACE

One of the main reasons we wrote this book, *Handbook of Leadership Styles*, was to highlight leadership styles in detail. Another reason is that a lot of explanations of leadership styles exist, but there are few books that have gathered these styles together in a detailed manner.

The authors work mostly in the field of organizational behavior and they mostly deal with leadership theory in their courses. Therefore, the book has a strong academic background and it gives extensive suggestions for future research. In addition, the book explains some items for practitioners.

As we discuss in this book, the leadership phenomenon, which embraces the economy, business community, and academia, has always been a popular topic. This vigorous interest led to leadership being one of the most written about and discussed fields in academic and practitioner circles. Unlike other academic fields, everyone has a few words to say about leadership and management, which is a clear indication of how deep the leadership concept is. This broad participation has actually revealed a wealth of leadership, but it also has an impact that makes it difficult to develop more refined and robust theories about leadership.

The leadership capacities of managers play a key role in the success of companies and even countries. Those who will serve as managers must have certain leadership characteristics. Some of these features can be learned, while others are related to one's character.

In fact, one of the most important elements of leadership is the value and authority of the position in the eyes of the followers. The transformation of the economy, our habits, and our mindsets make the transformation of the leaders inevitable. New challenges and emerging needs require new leadership approaches. These leadership approaches can work for a certain time depending on the specific situation and the social climate. However, irresistible factors such as competition, technology, and digital transformation require new leadership approaches and make the transition between existing leadership styles more apparent than ever.

We now live in a world where one or a few leadership approaches cannot be presented as a recipe to organizations. This multi-layered ecosystem surrounding us increases the need for multidimensional leadership styles but also emphasizes the need for new leadership styles.

Therefore, it is not difficult to predict that leaders in charge of managing organizations and teams today will have to acquire new capabilities in the near future. The change in the classical business and workplace model, the fact that information becomes more valuable than the power of production and that it is more difficult to capture consumers in multi-layered channels shape the expectations of the leaders more sharply.

In order to better comprehend the organic link between styles of leadership, this book deals with almost all the leadership models to date and thus demonstrates how dynamic the leadership actually is. This book is an essential and extensive one-point reference for academics and practitioners that combines all classical and contemporary types of leadership styles in the same source.

Ozgur DEMIRTAS

CHAPTER ONE

LEADERSHIP THEORIES

D. MEHMET BICKES[1] AND CELAL YILMAZ[2]

Abstract

Organizations need a leader who has the required characteristics and skills to sustain their existence, to grow and develop and to achieve their goals. Leadership is the process of facilitating individual and collective efforts and influencing others to achieve common goals. Leadership represents a process, while the leader refers to an individual. A leader can be defined as an individual who changes the paradigms of people, creates a vision, motivates followers with internal resources, engrains the idea that everyone has something to contribute to the shared goal, leads them and directly affects the flow of events and results. When the literature is examined, many studies on leaders and leadership exist, and the common purpose of these studies is to reveal facts and models about effective leaders and leadership. Many models have been developed on a theoretical basis to find an answer to the question of what makes leadership effective. In this section, within this scope, the nature, philosophy and terms of leadership are discussed. Thereafter, the basic theories of leadership, the theory of traits, behavioral leadership theories and situational leadership theories are examined. Finally, several implications and some suggestions for future research are provided for scientists, practitioners and others who are interested in leadership.

Introduction

Leadership a subject that has attracted the attention of people for centuries [1]. The term "leadership" refers to images of powerful and dynamic

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individuals who command victorious armies, manage corporate empires from the top of glittering skyscrapers or shape the future of nations. The outstanding achievements of brave and intelligent leaders are the essence of many legends and myths. Historical descriptions are full of stories of military, political, social and religious leaders who are acclaimed for or accused of important historical events, although it is unclear what effects the leaders have on the emergence and development of those events [2]. Comments about leaders and leadership are first seen in the books of Confucius (*Analects*), Lao-Tzu (*Tao Te Ching*) and Sun Tzu (*The Art of War*), dating back to the sixth century BC [3].

Leadership, in parallel with developments, has become the most critical factor of organizational success or failure in every period of history [4]. Recent developments in the factors affecting business life have transformed basic dynamics such as competition. In this process, social, human, and psychological capital types built on the human elements have come to the fore, whereas the physical capital types, traditional competition tools, though insufficient, are necessary for competition [5].

Lucas [6] clarifies that the types of capital focusing on the human elements have a two-way effect on productivity—internal influence, which refers to an increase in an individual's own business performance, and external influence, which points to the increase of productivity in other production factors shaped and managed by humans. In an organization, it is possible to divide the human elements into two groups as leaders and followers. Leaders stand out of the two groups as they have a decisive power on employees' perceptions, attitudes and behaviors [7] and implicitly on organizational success. This fact is emphasized by Mihalcea [8] as "the basic condition for the effective management of social, political, economic and national structures or to achieve organizational aims, is to have a leader with a high ability to adapt to environmental conditions." Otherwise, various problems can arise, such as avoiding goals and facing vital risks when non-merit leaders are effective in the decision-making mechanisms of organizations.

The leadership phenomenon has been of intense interest to humankind in every period of history. Bass [4] attributes this interest to the fact that leadership is a universal activity for humanity and animals and vital for effective organizational and social functioning. On the other hand, Wice [9] attributes this common interest in and admiration for leadership to the fact that it is a mysterious process, that nonetheless has a role in everyone's life. Systematic social scientific studies on leadership only began in the 1900s; however, the phenomenon of leadership has long existed and has attracted considerable attention [10]. When the literature is

viewed, many studies on leaders and leadership can be found, and the common purpose of these studies is to determine how a leader could be more effective and successful. Many models have been developed to find an answer to this question on a theoretical basis. Ladkin [11] compares each theory to "a piece of the leadership puzzle." Therefore, it is possible to argue that each developed theory and leadership style is a kind of light that reveals an unknown part of the subject. The literature shows that the development of leadership theories follows a chronological development parallel to the evolution of management approaches [12]. When the idea of classical management was developed in the early 1900s, the theory of traits, suggesting that leaders with certain individual traits are more effective than others, emerged. In the 1940s, when the neoclassical approach dominated managerial philosophy, behavioral leadership theories linking the effectiveness of a leader to particular behaviors during the leadership process appeared. After the 1960s, when modern approaches dominated managerial philosophy, situational leadership theories—that assert that leadership depends on a combination of circumstances—gained importance.

These theories are the main theme of this chapter. The aim is to provide information about leadership terms and leadership theories to students and academicians in this field and to practitioners or people interested in theology, politics, civil society, military, sports and social life in terms of leadership.

Within this framework, first, the terms "leader" and "leadership" are particularly discussed. Then the basic theories, traits, and behavioral and situational leadership theories are scrutinized.

1. Leadership Terms

The complex nature of leadership makes it impossible to achieve a specific and common definition [12]. Fiedler [13] and Stogdill [14] state that the existing number of leadership definitions is as many as the number of psychologists working in the field. The reason for this abundance lies in the individual perspectives of researchers and the characteristics of the phenomena they are interested in [2]. In addition, although it has been studied for many years, this area has not yet been fully formed [15]. Most of the hundreds of leadership definitions [4] to date deal with one or more of the following: goal achievement, the group or organization, its structure, and interpersonal relationships [16]. This situation, which stands out in the definitions, shows a strong relationship between leadership and organization. Briefly, leadership exists in all organizations [17].

The word "leadership" is divided into three sections: "lead," "-er" and "-ship." The first part, "lead," means being a pioneer or taking the first place. The second part, "-er," refers to a person who performs a role or function or undertakes a responsibility. The last part, "-ship," as in "scholarship," refers to a skill, ability or art [18]. Based on this interpretation, leadership can be defined as determining a path that a group will follow, leading a group to reach a goal and owning the required skill set to mobilize followers with intrinsic motivation.

Some theorists consider leadership as the role expertise of individuals, while others consider it a shared process among members [19]. Groon [20] identifies the first group of theorists' conceptualizations as "focused leadership" and the second group of theorists' definitions as "distributed leadership." Northouse [21] and Waters [22], two of the theorists in the first group, define leadership as a process in which an individual affects a group of people to achieve a common goal. Similarly, Rue and Byars [23] define leadership as pursuing leader guidance willingly or an ability to persuade others to take over the decisions. Leadership in another source is considered to be the process of facilitating individual and collective efforts to achieve common goals and influencing others [24]. Gibb defines the leader as the person in the group who has a higher ability to influence others more effectively. However, the results of his empirical research on leadership in groups disprove this definition. The results reveal that the influence, which is accepted as leadership in the realization of any work, is not limited to one person but moves within the group, depending on various task stages [11]. Groon [20–25] uses the "socially distributed activity theory" to explain how leadership is conceptualized. This theory argues that it is possible to monitor the movement of leadership among individuals who focus on the ideal of realizing shared goals, focusing on how networks of interaction serve for it and what is done to achieve tasks. This perspective reveals the following three facts about leadership [11]:

- Leadership emerges as a process from the experience of individuals working together.
- Leadership is not fixed for a single individual or an appointed "leader." It moves predictably within groups of people.
- Leaders perform their duties invisibly and guide the conduct of activities without instructions and without specifying the source.

Leadership is a phenomenon that exists with the approval of the followers, not the individual's own claim. In this sense, Day [26] considers leadership as a socio-perceptual phenomenon and states that it is "in the eyes of beholders." Lord and Maher [27] express leadership as the process

of being perceived by others as leaders.

It is clear that leadership is defined using various aspects such as traits, leader behavior, interaction models, role relationships, follower perceptions, impact on followers, impact on task objectives and impact on organizational culture in the literature [28]. The concept is built on an influence process no matter what perspective it is dealt with. However, it is a fact that the leaders differ significantly from one another in terms of the purpose of impact initiatives, implementation and process. In this sense, Yukl [19] argues that varieties in the definitions emerge not only from academic rigor but also from deep divisions in defining leadership and explaining its process among the scientists studying this area.

Although various definitions of leadership exist, they have several common elements, such as influence, follower and vision [29–30]. One of the most important elements is influence, a key component of being a leader. Thus, Hogan et al. [31] describe leadership as persuading and do not see leadership as dominating with power and commanding others. The second common element is followers. Leadership that creates trust, integrity and synergy for the group, as well as organizational and social success, is plural because the meaningful existence of the leader depends on the existence of the followers [32]. Blake and Mouton [33] define leadership as the process of achieving goals through the contributions of others. In this definition, it is emphasized that it is possible to reach the aim only by the joint efforts of related people within and outside the organization. In other words, no leader can achieve the goals set on their own. The third common element is vision. Leaders have a vision of how the organization will establish a better future and inspire their followers to pursue the vision. Meticulously prepared visions are future-oriented, attractive, powerful, success-oriented, inspiring, convincing and accessible [34]. Vroom and Joga [29] list the common features of leadership definitions as follows:

- Leadership is not a property owned by a person but a process.
- The process involves a special form of influence called motivation.
- The nature of intrinsic or extrinsic incentives is not part of the definition.
- The ultimate goal of the influence is to create collaboration to pursue a common goal.
- “Great things” occur in the minds of the leader and followers. They do not have to be desirable to all other parties.

As mentioned above, leadership refers to a process, while the leader is a person. Allio [3] lists the main functions of leaders as clarifying goals and

values, determining directions, creating communities and managing change. In other words, leaders should develop a well-organized vision, a viable strategy, a focused plan and a measurable implementation process within the framework of a strategic management approach, and they should continuously monitor the environment and ensure compliance when doing all these activities and tasks. The term "leader," within the framework of explanations, refers to the person who changes the paradigms of people, creates a vision, motivates followers with internal resources, engrains the idea that everyone has something to contribute to the shared goal, leads them and directly affects the flow of events and results.

2. Leadership Theories

When the literature is examined, it is seen that many studies have been conducted to determine the basic dynamics of effective and successful leadership, and many models have been developed on the theoretical basis [35]. Leadership theories follow a chronological development parallel to the evolution of management approaches [12]. These theories are listed and explained below in chronological order:

- Trait theory
- Behavioral leadership theories
- Situational leadership theories

2.1. Trait Theory

The theory of traits states that there are some characteristics that distinguish the leader from the followers [36]. Basically, there are four types of research to determine what these characteristics are [2]. The first type of research attempts to explore the characteristics and skills that a person needs who will pursue a leadership career or as an informal leader in a group. In some studies, the leader is compared with the non-leaders in terms of characteristics and skills. Other studies focus on determining the characteristics and skills of those who emerge as leaders in problem-solving processes. The second type of research aims to determine the role of talents and characteristics in the success of a leader in his current position. The third type of research is a long-term study that takes several years to determine the talents and characteristics of leading candidates who deserve to rise to a higher position. The fourth type of research aims to compare successful leaders. In these studies, the differences and similarities between managers who reach the top and the talents and

characteristics of managers who could not progress in their careers because of early retirement or plateauing (lack of chance for further development) are investigated.

When considering the early studies in this theory, it is seen that characteristics such as intelligence, dominance, self-confidence, energy, task knowledge and diligence are among the characteristics of a successful leader [37]. In later studies, the characteristics traditionally associated with a leader include intelligence, endurance, stability and vision [38]. However, when the studies conducted within the scope of the Trait Theory are examined, it is obvious that the list of leader characteristics is gradually increasing [36, 37]. While some studies focus on characteristics, ranging from physical properties (height, weight, etc.) to personalities, some studies have expanded the range of traits to include handwriting styles. Thus, it is clear that no consensus exists about effective leader traits in the literature [12–36] and that the traits of a successful leader may vary according to the position [39]. Nevertheless, also observed in the literature are several efforts to identify the major characteristics that distinguish a successful leader from the followers and to shorten the increasingly lengthy trait list. In one of these studies, the leading characteristics are listed in eight topics: intelligence, alertness to the needs of others, wisdom/insight, initiative, responsibility, consistency of problem solving, self-confidence and sociability [40]. In another study, it is reduced to five, namely, intelligence, self-confidence, determination, integrity and sociality [18]. Although no clear consensus exists on the characteristics of a successful leader, many scientists, but not all, agree on these four traits: intelligence, maturity and breadth, success motivation and integrity [39].

Leaders with significant and distinctive characteristics and talents can be successful in one case and may not be in another. Therefore, success cannot be guaranteed by the characteristics [2]. For this reason, interest in this approach had disappeared for a long period. However, it has recently been replaced by a renewed "interest" [37]. In these studies, researchers aim to add a limited number of characteristics to the leadership literature. Among these characteristics, emotional intelligence, drive, motivation, honesty, integrity, self-confidence, cognitive ability, business knowledge and charisma are discussed [37]. According to Yukl [2], specific characteristics related to effective leadership are "high energy level and stress tolerance, internal locus of control orientation, emotional maturity, personal integrity, socialized motivation power, moderately high achievement orientation, moderately high self-confidence and moderately low need for affiliation." In addition, the author states that five major personality traits (extroversion, responsibility, agreeableness, conscientiousness and openness to experience)

and managerial competences (emotional intelligence, social intelligence and learning ability) play a role in leadership achievement. Similarly, according to Goleman [38] and Goffee and Jone [41], emotional intelligence plays a critical role in effective leadership among these attributes. A leader with a high level of emotional intelligence will become a more effective leader. In other words, the most effective leaders are those with emotional intelligence, along with other traits. This is because emotionally intelligent leaders are equipped with self-awareness, self-regulation, motivation, empathy and social skills.

2.2. Behavioral Leadership Theories

Trait theory studies that had lasted for more than twenty years from the 1940s to the mid-1960s were not able to explain fully the reasons behind a successful leader and led to the behavioral leadership approach [12–36]. Studies on this approach aim at determining the most appropriate leadership type and their typical behaviors [12, 36, 37]. Within the scope of the behavioral leadership approach, the three most well-known studies in this section—Ohio State University leadership research, Michigan State leadership research and Blake and Mouton's management style matrix [40-42]—are discussed.

2.2.1. Ohio State University Leadership Research

This study was conducted through a survey in both military organizations and enterprises [37]. The research focused on how a leader acts when he or she starts to lead a group of employees [36]. Although several behaviors have been identified in the process of this research, two types of leader behaviors—consideration behavior and initiating-structure behavior—came into prominence [37]. This model is depicted in Fig. 1-1.

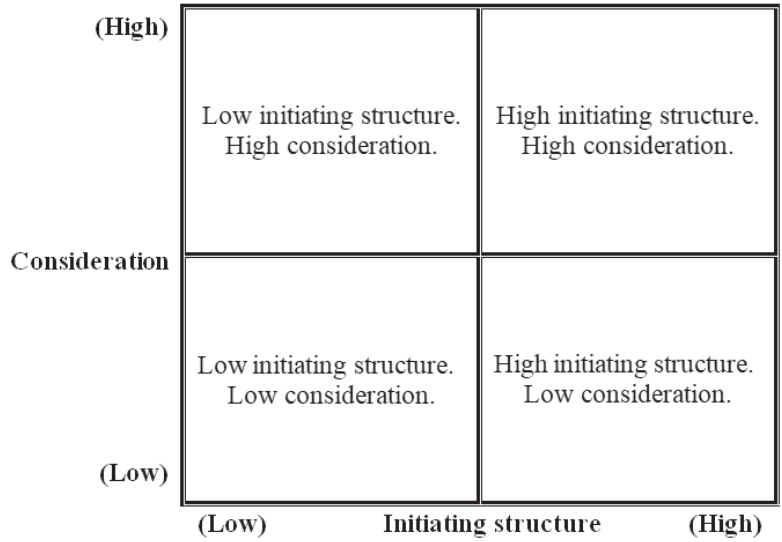


Figure 1-1 Ohio State University leadership research [43].

Consideration behavior. Leaders demonstrating consideration behavior have a human-centered sense of leadership [34]. They understand the ideas and feelings of their followers and exhibit behaviors showing that they are interested in them. They strive for mutual trust [36, 37]. Leaders with a high level of consideration behavior take care to establish a warm, empathic relationship with their followers and mutual trust in their interpersonal relations [34]. They actively listen to their followers, investigate what their capacities are and make suggestions to their followers in dealing with important issues and problems [50]. Leaders who adopt this behavior to a high level create high job satisfaction and reduce the intention to leave.

Initiating-structure behavior. Leaders who exhibit this type of behavior at a high level define the roles and tasks of the followers, make clear what they expect from them and exhibit task-oriented behaviors [37]. These leaders develop and monitor schedules that indicate when work should be completed. They make clear what needs to be done without caring about the followers' suggestions and ideas [34]. They criticize inadequate work and sometimes exhibit harsh attitudes and behavior. They often emphasize the importance of completing the work on time and make new suggestions for solving problems [36]. In cases where there is uncertainty, a moderate

display of initiating-structure behavior results in good business performance. On the other hand, leaders with a low-level initiating-structure behavior leave their followers to determine the tasks and the completion time of the work. An excessive display of such leadership behavior leads to the intention to leave, increasing complaints and decreasing job satisfaction [34].

As depicted in Fig. 1-1, the Ohio State University leadership studies suggest that two behavioral dimensions will lead to four different leadership styles in terms of behavior. These styles are as follows: ***i-*** leaders, who exhibit a low initiating structure and high consideration behavior; ***ii-*** leaders, who build a high initiating structure and show low consideration behavior; ***iii-*** leaders, who have both low levels of initiating structure and consideration behavior; and ***iv-*** leaders, who have both high levels of initiating structure and consideration behavior [36, 37]. According to the research, leaders who have both high levels of initiating structure and consideration behavior, rather than other combinations, have more positive business outcomes [34–36]. However, the results of a study conducted by International Harvester (Navistar Corporation) show that followers can exhibit high performance but low job satisfaction under the management of leaders with high initiating-structure behavior. Followers display lower performance but have fewer absences from work under the management of leaders with high consideration behavior [37].

2.2.2. Michigan State Leadership Research

These studies aimed to determine leadership behaviors behind successful group performance [37]. The Michigan State surveys were conducted through interviews with managers and followers who had high and low effectiveness in various enterprises. The leadership behaviors of successful leaders and less successful leaders were analyzed, and what behaviors made leaders more effective than others were investigated [37]. The research shows two types of leadership behaviors: job-oriented and employee-oriented [34, 36, 37]. The related leadership model is depicted in Fig. 1-2. The Michigan State studies suggest that a successful leader cannot display both leadership behaviors at the same time [37].

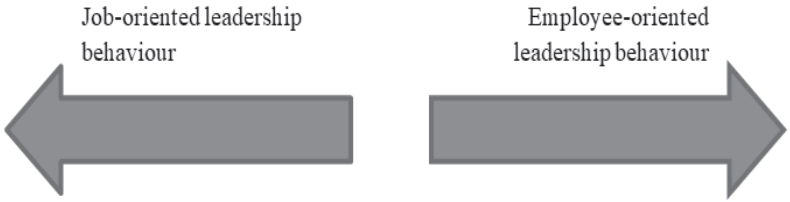


Figure 1-2 Michigan State leadership studies [37].

Job-oriented leadership behavior. This type of leader prefers to spend a lot of time on work and tasks rather than their followers' needs [36]. These leaders set targets based on reasonable performance and focus on work rather than employees. As they ignore the workplace social system, they prioritize the work being done on time and put time pressure on their followers. They also monitor their followers closely, explain their work procedures and pay more attention to performance [34–37].

In the Michigan State leadership studies, it was found that productivity was high in organizations where job-oriented leadership was adopted. On the other hand, negative results such as poor follower attitudes were observed, leading to high turnover or absence from work, less group commitment and low levels of trust between the parties [34].

Employee-oriented leadership behavior. This type of leader prioritizes the needs of their followers and provides more support to them. These leaders consider their workplace as a social system and focus more on their followers and their personal accomplishments. They determine performance expectations by taking the views of the followers and then set targets requiring high performance. In organizations where employee-oriented leadership is adopted, it is seen that group performance is higher [34].

2.2.3. Blake and Mouton's Management Grid

Blake and Mouton, as with the Ohio State and Michigan State studies, categorize leadership behavior with two main dimensions: concern for people (consideration behavior, job-oriented) and concern for production (initiating-structure behavior, employee-oriented) [35–44]. Blake and Mouton [45], using both dimensions, formed a 9 × 9 matrix to explain leadership behavior (Fig. 1-3).

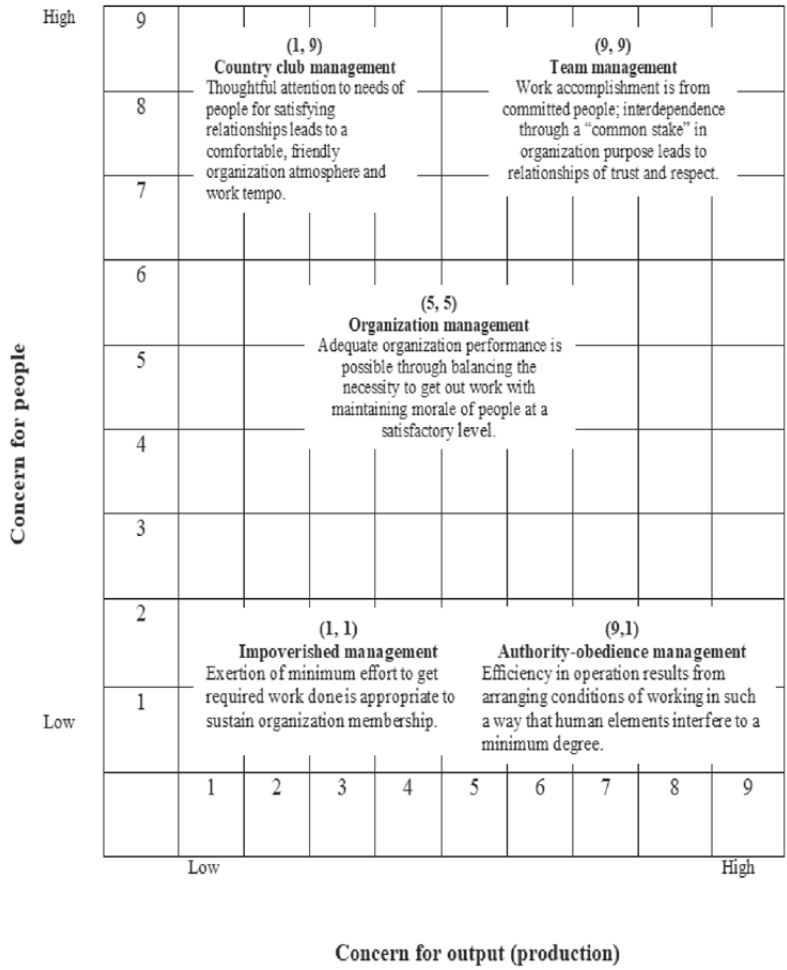


Figure 1-3 Blake and Mouton's managerial grid [18].

Concern for output (production), on the horizontal axis, and concern for people, on the vertical axis, serve as the two main leadership behaviors. In the matrix, the first position means that the focus is at the minimum level, and the ninth position shows that the focus is at the maximum level. Five leadership styles have been identified according to where they are located in the 9 × 9 matrix, between the highest people-oriented and output-oriented (production) positions [18, 24, 40].

Impoverished leadership. The leader with this style, expressed in position (1,1), exhibits low levels of concern for people and for output. In other words, this leader is not interested in establishing a relationship network or in the completion of works. The insensitive nature of the leader causes the followers to be indifferent to success and not to make any effort.

Country club leadership. The leader displaying this style, expressed in matrix position (1,9), has a low level of concern for output and a high level of concern for people. Such leaders focus on building a friendly business environment by focusing on people's attitudes, feelings and social needs rather than completing the task. Therefore, tasks are in the second plan.

Authority-obedience leadership. The leader expressed in position (9,1) exhibits a high level of concern for output and a low level of concern for people. Such leaders dictate tasks and duties to their followers almost without emotion. According to such leaders, the completion of tasks is always in the first plan.

Middle-of-the-road leadership/organizational leadership. The leader expressed in (5,5) exhibits moderate concern for people and output. Such leaders attempt to balance concern for people and concern for output. However, the results are not optimal because it is argued that group capacity may be much higher, although they are working for success.

Team leadership. In this style, expressed in matrix position (9,9), the leader exhibits a high level of concern for both output and people. In addition, they focus not only on the achievement of organizational goals but also on having a good working environment and good relations among all employees. It is considered to be the most effective leadership style in the matrix.

2.3. Situational Leadership Theories

In the theory of traits, the particular characteristics that define successful leadership are determined. In behavioral leadership studies, ideal leadership behavior is determined, which will be effective in every situation [36]. However, the literature states that neither the theory of traits nor behavioral leadership theories provide satisfactory explanations for leadership effectiveness in organizations [34]. Solely focusing on traits and behaviors to determine the best leadership style means ignoring the situation of the followers and the organization [24, 40, 46]. As a result, studies conducted within the framework of a behavioral approach for more than twenty years have failed to provide a single ideal type of leadership effectiveness for each situation and condition. This results in new

approaches focusing on situational factors in leadership effectiveness, and situational leadership theory began to emerge in the 1960s [12, 35, 36]. The situational leadership approach argues that leadership characteristics and behaviors should act together with situational varieties to assume results. According to this approach, the acquired characteristics are significant with leaders' interests in their situational circumstances.

Numerous situational leadership models have been developed by various scientists. Some main models are explained in this chapter.

2.3.1. Fiedler's Contingency Theory of Leadership

Fiedler [47] has performed many studies on leadership and group performance for many years and combined the results into a theoretical formulation. This formulation is also known as Fiedler's Situational Leadership Model. This model argues that the contribution of the leader to group performance depends on the form of leadership and the level of compliance with situational circumstances [24]. Thus, the theory suggests that a leader is effective in one case or organization and not in another. In addition, the theory explains the reasons for this difference and defines the leader–situation matches that result in effective performance [37]. Namely, it is possible to view the model in three stages: identification of leadership styles, the definition of situations and match between leader and situation.

Identification of leadership style. Fiedler has developed "the least-preferred coworker (LPC) scale," which measures whether the leader is business-oriented or relationship-oriented [48]. Through this scale, the participant is asked to identify the person with whom she/he has found it the most difficult to work [49]. A set of eighteen short bipolar items, which are composed of opposite adjectives scaled from one to eight (friendly to unfriendly, pleasant to unpleasant) to determine the style of any leaders, is presented [50]. Two of the bipolar scale items are given as examples below (Fig. 1-4). As seen from the examples of the scale items, a leader with a high LPC score is defined as a person with relatively positive attributes, whereas a leader with a low LPC score refers to a person with more negative attributes. Thus, the former is called relationship oriented, and the latter is called task oriented [50].

Unpleasant	–	–	–	–	–	–	–	–	Pleasant
	1	2	3	4	5	6	7	8	
Unfriendly	–	–	–	–	–	–	–	–	Friendly
	1	2	3	4	5	6	7	8	

Figure 1-4 Fiedler's least-preferred coworker scale [48].

Fiedler's theory assumes that the individual's leadership style is stable. A leader has either task-oriented or relationship-oriented behavior [34]. Relationship-oriented leaders pay attention to the harmony and bilateral relations among the group members and care about the emotions of others. They also expect active participation of group members in decision making processes and a contribution to development with their ideas and suggestions. Task-oriented leaders care about task completion and are satisfied with tangible achievements. They direct the group members with orders to complete the work, and they care little about their personal needs and problems. These leaders prefer to work in jobs where tasks are standard and clearly defined [34, 51, 52].

Defining the situation. After determining the basic leadership style of the individual depending on the LPC scale, an assessment of the match between the leader and the situation is performed. Fiedler [50] argues that situational favorableness is characterized by leader-member relations, task structure and position power.

Leader-member relations. The relationship between the leader and the member means the degree of trust and commitment of the followers to the leader. If the followers respect, trust and favor their leaders, the leaders will have more power and influence in their relationship with their followers [51]. A leader perceived as attractive and respected by the members of the group will have significant power and need less official authorization [47].

Task structure. Task structure expresses the level of a clear definition of policies, regulations, rules and job descriptions [53]. Highly structured, clearly defined and programmed tasks give the leader much more influence and power than unclear, undefined and unstructured tasks [51]. In an environment where unstructured tasks exist, leaders must rely on their own resources to inspire and motivate their followers [47].

Position power. Position power officially or traditionally refers to the leader's rewards and punishments, the group's rules and regulations and

the followers' organizational support, which are specified according to the leader's authority [47]. In short, position power reflects the official authority of leaders [34]. Leaders will have more power and influence if their position authorizes them to reward, recruit and dismiss an employee or a follower. Therefore, position power will increase as the leader reaches higher positions in the hierarchy [51]. Fiedler, using this set of classification factors, has developed a taxonomy for the interaction of task groups (Fig. 1-5). The theoretical assumption is that these groups require different leadership behaviors to exhibit effective leadership [53].

Match between situation and leader. Each of the elements characterizes an appropriate situation and are classified as positive or negative. This leads to an eight-cell classification on the horizontal axis of Fig. 1-5. The vertical axis represents the correlation between the leader LPC score and the group performance score [51]. The model argues that the individual's LPC score should be matched to eight proper situations to achieve maximum leadership effectiveness [48]. As a result, the leaders who exhibit task-oriented behavior are more successful in the situations in cells I, II, III and VIII, and the leaders who show relationship-oriented behavior are more successful in the situations in cells IV, V, VI and VII [47]. Later, Fiedler [54] reduced these eight cells to three. The positive median correlation shows that relationship-oriented leaders with high LPC perform better than task-oriented leaders with low LPC scores. On the other hand, the negative median correlation means that task-oriented leaders are better than relationship-oriented leaders. While both task- and relationship-oriented leaders perform well under some situations, they cannot perform well under others. Thus, leadership effectiveness depends on the appropriate match between task structure and situational control [50].

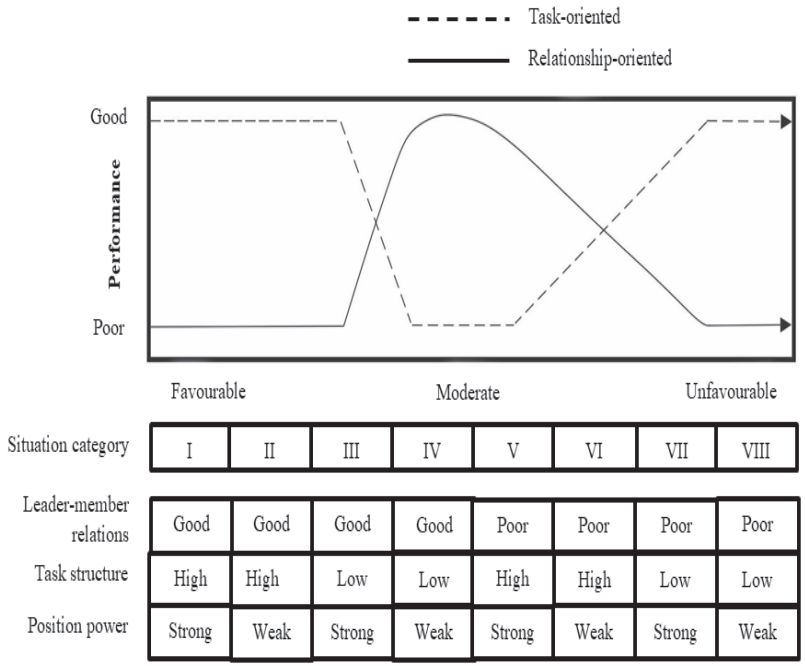


Figure 1-5 Findings from Fiedler's model [48].

Fiedler's model assumes that a leader cannot be effective in all situations. Instead, he argues that people with appropriate styles for each situation should lead [40]. Fiedler points out that organizations cannot easily and reliably find leaders who are in line with their own situation and that leadership training designed to change leaders is ineffective since individuals have stable leadership styles. According to him, what should be done is to change the situation to suit the leader's leadership behavior. Finally, he states that a leader could be trained to understand his own leadership style and learn how to successfully change the situation to fit with his own style [34].

2.3.2. House's Path-Goal Theory

This theory was first submitted in 1971 and is based on the path-goal hypothesis proposed by Georgopolous et al. [55] and Vroom's [56] expectancy theory of motivation [57]. House revised his path-goal theory in 1996 [58]. This theory focuses on the situation and leader behavior

rather than on the stable traits of leaders. In contrast to Fiedler's contingency theory, the path-goal theory suggests that leaders could easily adapt to different situations [37]. The theory attaches great importance to the day to day interactions between the leader and the follower and strengthens the responsibility of helping leaders find the appropriate path to achieve their organizational goals efficiently and effectively [58]. The path-goal theory argues that followers will be motivated to the extent that leader behavior affects their expectations. As is understood from the explanations, the path-goal theory suggests two assumptions about leadership behavior [59]:

- Leader behavior is acceptable to the extent that it is regarded as a direct source of satisfaction for followers or as a tool for satisfaction in a future period.
- Leader behaviors are motivated to the extent that they meet the needs of their followers in relation to their effective performance and provide the support, guidance, coaching and rewards they need for effective performance and create a suitable atmosphere.

House identified four leadership behaviors as directive, supportive, participative and achievement-oriented [58].

Directive leader behavior. Directive leader behavior assures the followers know the expectations from them by planning and coordinating work, providing specific guidance and psychological structure and clarifying policies, procedures and rules [59]. Directive leaders set out strict performance standards for their followers [37].

Supportive leader behavior. Supportive leader behavior focuses on sub-needs and preferences such as showing concern for the well-being of the followers and creating a friendly and psychologically supportive work environment. Supportive leader behavior refers to a source of self-confidence and social satisfaction as well as a source of stress reduction and frustration alleviation for followers [59]. In addition, supportive leaders attach great importance to the needs and well-being of followers [60].

Participative leader behavior. In this leadership behavior, the leader asks for and uses the followers' suggestions; however, the leader makes the decisions. It is stated that participative leader behavior has four effects [59]. The first of these effects is to clarify "the path-goal relationship concerning effort and work-goal attainment and work-goal attainment and extrinsic rewards." The second is to increase the harmony between the individual goals of the followers and organizational goals. The third is to increase the ability and autonomy of the subordinates to achieve their

goals so that they could strive for higher performance. The fourth is to increase the participation and commitment of the subordinates, the social pressure of peers and the pressure for organizational performance.

Achievement-oriented leader behavior. Achievement-oriented behavior refers to identifying challenging targets, seeking improvement, emphasizing excellence in performance and showing confidence in achieving high performance standards for the subordinates. Achievement-oriented leader behavior contributes to their subordinates' efforts to achieve higher performance standards and to have greater confidence in their ability to achieve challenging goals [59].

The path-goal theory emphasizes that the leader must determine the path that the followers will follow, eliminate the obstacles on the road and support and encourage them by providing prizes for performance [36]. According to the path-goal theory, the task of the leader is to pursue the following three factors [46]:

- The leader should consider the valences of the followers by recognizing or mobilizing the needs for the results that the leader can control.
- The leader should manipulate the followers' instrumentalities by ensuring that high performance results in satisfactory results for the followers through contingent rewards and punishments.
- The leader should manipulate the expectations of the followers by reducing barriers to performance. The elimination of barriers can be achieved using the leader's broad social networks when required.

2.3.3. The Vroom and Jago Leadership Model

The foundations of the Vroom and Jago model were formed by Vroom and Yetton [61]. This model regulates the choices of the leaders in any autocratic or participative leadership style that they can use in decision-making situations. A comprehensive validation study of the model was performed by Vroom and Jago [62]. Recently, Vroom [63] developed another version of the original model.

This approach focuses on determining a decision style appropriate to situational circumstances. At the same time, this theory assumes that a leader can exhibit different leadership styles. The theory specifically deals with how and to what extent followers participate in decision-making processes. For this reason, the theory does not cover every activity and behavior of a leader. Thus, the fact that the theory focuses on a single subject leads to a high degree of certainty and maximizes the frequency of successful decisions [29].

The current version of the model suggests that leaders use one of two different decision trees/models [63]. To determine the decision model, the leader evaluates a situation in terms of various factors. This assessment includes determining whether the severity of the decision to be taken is "high" or "low." For example, the decision about choosing a location for a new facility is highly significant. However, if the decision is routine and the impacts limited (for example, setting a logo for a sports team created by the employees of the organization), the significance is low. This assessment guides the leader at each stage of the decision model. The leader uses the time-driven decision model when an urgent decision is required (see Table 1-1). On the other hand, the leader should use the development-driven decision model when there is no time pressure and the aim is to help the followers develop and improve their decision-making skills (see Table 1-2) [37].

Table 1-1 *Vroom's Time-Driven Decision Model* [63].

NOTE: The dash (-) in the cell means that the leader does not see the situational variable as a factor.

PROBLEM STATEMENT	SITUATIONAL VARIABLES / QUESTIONS: Decision significance	Importance of commitment	Leader expertise	Likelihood of commitment	Group support	Group expertise	Team competence	Suggested Decision Styles
	H	H	H	H	-	-	-	Decide
				L	H	H	H	Delegate
							L	Consult (Group)
						L	-	
					L	-	-	
			L	H	H	H	H	Facilitate
							L	Consult (Individual)
						L	-	
					L	-	-	
				L	H	H	H	Facilitate
							L	Consult (Group)
						L	-	
					L	-	-	
		L	H	-	-	-	-	Decide
			L	-	H	H	H	Facilitate
							L	Consult (Individual)
						L	-	
					L	-	-	
	L	H	-	H	-	-	-	Decide
				L	-	-	H	Delegate
							L	Facilitate
		L	-	-	-	-	-	Decide

The time-driven decision model is recommended for situations where time plays an important role in decision making. The matrix proceeds toward the right starting from the first column on the left with the presence of a decision problem. The columns show situational factors. These factors may not be effective in some stages of the decision problem. Inactive cases are shown in cells with dashes (-). In each situational factor, one of the "high/H" or "low/L" options is selected according to the quality of the decision problem. If the decision is significant, "H" is selected. To reach the proposed point, it is sufficient to evaluate the situational factors related to the decision problem from left to right in the matrix.

Table 1-2 *Vroom's Development-Driven Decision Model* [63].

NOTE: The dash (-) in the cell means that the leader does not see the situational variable as a factor.

	SITUATIONAL VARIABLES / QUESTIONS							
	Decision significance	Importance of commitment	Leader expertise	Likelihood of commitment	Group support	Group expertise	Team competence	Suggested Decision Styles
PROBLEM STATEMENT	H	H	-	H	H	H	H	Decide
							L	Facilitate
						L	-	Consult (Group)
					L	-	-	
				L	H	H	H	Delegate
							L	Facilitate
						L	-	
					L	-	-	Consult (Group)
		L	-	-	H	H	H	Delegate
							L	Facilitate
						L	-	Consult (Group)
					L	-	-	
	L	H	-	H	-	-	-	Decide
				L	-	-	-	Delegate
		L	-	-	-	-	-	Decide

The development-driven decision model is used when the leader does not feel the pressure of time to decide whether his followers want to

improve their decision-making skills. Just like in the time-based decision tree shown in Table 1, the leader will evaluate the problem depending on seven situational factors. Situational factors will lead the leader to the recommended process.

As depicted in Tables 1-1 and 1-2, seven situational factors are placed on the upper parts of both matrices, the situational variables in the matrices are briefly explained below [63]:

Significance of decision. The importance of the decision to the success of the organization or project.

Importance of commitment. The importance of the group members' commitment to the decision.

Expertise of the leader. The knowledge or expertise of the leader relevant to the problem.

Likelihood of commitment. The probability that the group commits itself to the decision to be made by the leader on his/her own.

Group support for goals. The degree of the group's support to fulfill organizational goals in terms of the present problem.

Group expertise. The degree of the group members' level of knowledge or expertise relevant to the problem.

Team competence. The degree of significance of the group members' ability to work together in problem-solving processes.

Vroom and Yetton [61] define five different forms of leadership, ranging from highly autocratic to highly participative (i.e. a consensus) [29]. Various decision styles at the ends of the decision matrices represent different levels of participation that the leader should try to adopt in a particular situation. Five different forms of decision styles are briefly described below [64-65]:

Decide. The leader makes the decision on his/her own and announces or sells his/her decision to his/her followers. The leader may use his expertise to gather relevant information from the group or others.

Individually consult. The leader shares the problem individually with the group members, takes their suggestions and then makes the decision.

Consult as a group. The leader shares the problem with all the group members, and at the same time, gathers their suggestions and makes the decision.

Facilitate. The leader shares the problem with the group in a meeting and acts as a facilitator in defining the problem and determining the boundaries. The leader aims to ensure a consensus in the decision to be taken. The most important point is to prevent the leader's ideas from being valued more than the ideas of the group members.

Delegate. The leader allows the group to make decisions within defined limits. The group undertakes to identify and diagnose the problem, to develop alternative procedures to solve the problem and to decide on one or more alternative solutions. The leader undertakes important functions behind the scenes to ensure the necessary resources and encouragement while not becoming directly involved in the group's negotiations unless explicitly requested to.

2.3.4. Leader-Member Exchange Theory (LMX)

Leadership is a social interaction process involving leaders and followers. For this reason, it is necessary to understand followership to conceptualize leadership. The relationship between the leader and the followers was first investigated by Dansereau, Graen and Haga [66] and through the vertical dyadic linkage model [67]. Later, the leader-member exchange theory (LMX) was taken into consideration from the theoretical ground based on this model. The theory of LMX emphasizes that, unlike traditional theories, all followers have different characteristics and that leaders should develop different leadership styles for each of the followers and focus on the mutual relationship between the leader and each follower [68–69]. Krishnan [70] states that the LMX theory has a unique position among leadership theories because of this feature.

The LMX theory, possibly based on Blau's [71] social exchange theory, assumes the presence of an exchange relationship between a leader and the followers. The followers pursue a leader because they take something from them. The leader also leads the followers by taking something from them [72]. The followers expect that they will be rewarded by the leader for their voluntary contributions [73]. According to the LMX theory, leaders give responsibilities and autonomy to some followers, and they have the opportunity to evaluate the followers' abilities, skills and performances. Ultimately, they can establish high-quality relationships with the most talented and skillful and best-performing employees [74]. The leader evaluates followers and places them into two groups—the in-group and the out-group—according to their capacity and performance (see Fig. 1-5). In-group members receive additional rewards, responsibilities and trust in return for their loyalty and performance. This structure of in-group relationships transforms the group into a perfectly functioning team led by the leader. The relations between the out-group members and the leader have a much more formal structure, and the members of that group are less likely to form a good team [75]. Therefore, in-group relationships are called high-quality LMX

relationships, and out-group relationships are called low-quality LMX relationships. The former is characterized by numerous positive outputs such as mutual trust, respect, mutual appreciation, extra-role behavior, job satisfaction, organizational citizenship behavior, low turnover intention, higher emotional support and high employee performance [76, 77]. On the other hand, the latter is based on strictly defined role definitions and hierarchical relationships [78]. These followers receive less support and resources than in-group members [79]. Such relationships result in lower trust, less communication and more control and authority [80]. Low-quality LMX relationships also result in many negative consequences such as discrimination, violence and stress as well as negative effects on organizations [81].

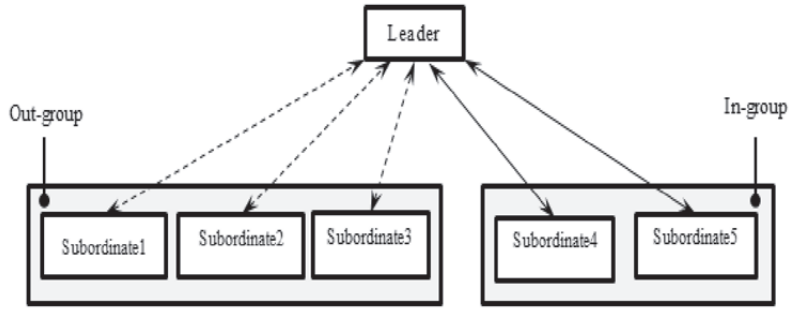


Figure 1-6 The leader-member exchange model (LMX) [37].

The LMX model consists of four dimensions: perceived contribution, interaction, commitment and professional respect [82]. The perceived contribution refers to the followers' perceptions about the amount, direction and quality of the work-oriented activities during dual interaction between the leader and each member to achieve common goals. The dimension of interaction is defined as the affection that the leader and the follower have raised between each other because of their personal attraction rather than their work or professional values. The commitment dimension means the degree of loyalty between the leader and the follower. Commitment is also considered as the leader's and the follower's open support for each other's actions and personalities. The degree of professional respect is regarded as the perceived degree of reputation they create outside and inside the organization and as a reflection of their efforts for common goals [83, 84].

3. Integrated Leadership Model

Some leadership theories focus on a number of personal traits, behaviors and abilities that leaders have. Some other theories highlight the decision-making styles displayed by the leaders. Some theories argue whether situations or environments influence leaders and leadership. Bryman [85] interprets this situation as a theory or framework which is widely accepted in leadership studies. Chemers [86] has conducted studies on the qualities of successful leaders and their traits and behaviors to overcome the problem of diversity and leadership. As a result of these studies, an integrated leadership theory has been put forward based on effective leaders' basic functions. Similarly, Wagner and Hollenbeck [46] study an integrated leadership model that includes leadership theories varying in scope and focus.

Fig. 1-6 illustrates the dynamic relationships among the leadership theories described above when they come together under an integrated leadership model. The basis of the model lies in the idea that the purpose of leaders is to meet the performance and satisfaction needs of each follower.

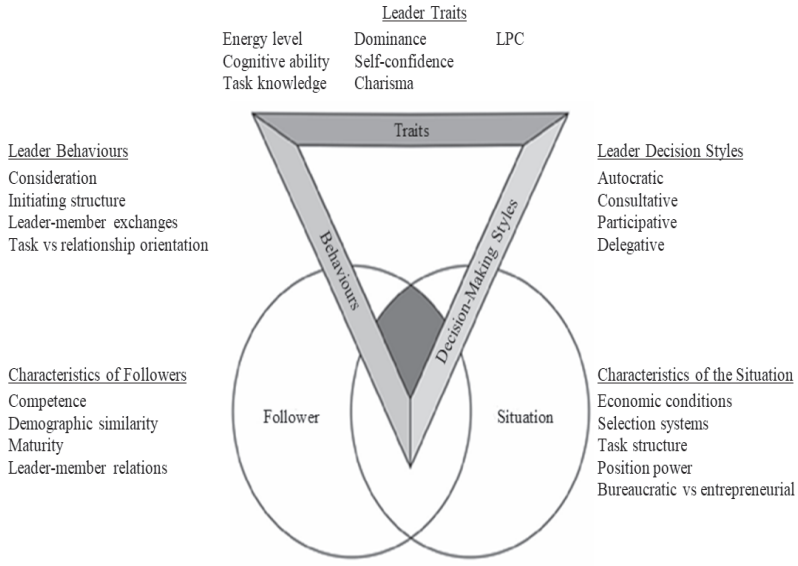


Figure 1-7 Fully articulated leadership model [46].

An individual should fulfill certain conditions to apply this model to his leadership situation [46]. The first is the self-assessment of the individual's various characteristics (such as extraversion and LPC), behavioral tendencies (consideration and initial structure) and style of decision making (autocratic, consultation, participative, delegation) and thus self-awareness. A high level of reliability and self-awareness is critical to the effectiveness of a leader. In addition, the leader's activity is influenced by his followers' characteristics. It is likely that a trait, behavior or decision style that works well with a group of followers may not work well with another group of followers. Therefore, the second requirement for a leader to apply this model to his leadership situation is—in terms of the maturity, competency and integrity of the followers—to make a critical assessment to determine the degree of match between his/her characteristics and his/her followers' characteristics. Finally, a new situation will affect the relationship between the leader's characteristics, behaviors and decision styles and group effectiveness. Group effectiveness on the others will also be affected by the new situation. Therefore, the third requirement to apply this model is that the leader must examine their situation to determine the most effective leadership style in specific configurations of the situation (task structure, position power and economic conditions).

Conclusions and Suggestions

Individuals come together under a structure called an organization to achieve common ideals that they cannot realize alone. The realization of these common ideals necessitates the existence of various factors. Among these factors, leadership is of particular importance because it has the capacity to shape and guide other factors. The capacity and the key role of leadership on organizational success has borne numerous studies. The general aim of these studies is to determine the facts and models of a more effective leader and leadership. As a result of these studies, various leadership theories and leadership styles have emerged parallel to the evolution of management approaches [12]. When the idea of classical management was developed, the theory of traits was sought. Behavioral leadership theories appeared when the neoclassical approach dominated managerial philosophy. Situational leadership theories became popular throughout modern managerial approaches. Each developed theory and leadership style sheds light on the darkness of the subject.

Each theory, being a part of the leadership puzzle, contributes to the area, albeit inadequately. However, altogether they present a more holistic perspective in the comprehension of leadership. In a way that confirms this

discourse, Chemers [86] performs some studies to determine the infrastructure of effective leadership by investigating characteristics, skills, styles, behaviors and situations. Similarly, Wagner and Hollenbeck [46] study an integrated leadership model covering leadership theories that vary in scope and focus. In these studies, effective leadership depends on meticulous analysis and a perfect combination of the three forces—the leader, the followers and the situations—and the appropriate response to the changes emerging from their interaction.

It is understood from the explanations above that the developments in leadership theories and styles are caused by environmental changes. Considering that change is a continuous process, it is possible to argue that the leadership field is constantly expanding, and new leadership theories and styles will be created corresponding to environmental changes. For example, a need to comprehend how leadership works in virtual communities has emerged, owing to the development of internet technology and the involvement of virtual organizations in working life. Similarly, there exists a need for new theories explaining how to establish leadership among international and global organizations emerging with globalization trends. The leadership theories and styles developed so far are not within the scope of thoroughly meeting these needs. According to Ladkin [11], they are all new contexts that have emerged in terms of leadership, and it is necessary to put forward new aspects of leadership identity to respond to each need. In this sense, future work should focus on new contexts related to leadership brought about by environmental changes.

The studies reveal a number of inadequacies in the existing leadership literature [87]. Future studies should focus on addressing these shortcomings. For example, Robbins and Judge [48] suggest that those who have the necessary characteristics for leadership are claimed to be effective in terms of behavior but that no clear evidence and findings exist to support that claim. Future research can focus on examining whether individuals with required leadership characteristics are also successful in behavioral dimensions. Antokanis, Cianciola and Sternberg [12] state that leadership ethics and the moral development degree of leaders have become the main elements of contemporary leadership, but that ethics has not garnered sufficient interest in leadership studies. Future leadership studies can be performed to improve the moral orientation of leaders and their instruments and outputs in terms of ethics. Egan, Turner and Blackman [88] argue that the role of emotions has increased for both leaders and followers, and therefore, an integrated vision of leadership should be created, sorting out neural, cognitive and emotional levels. Thus,

researchers can focus on the role of emotions in the leadership process. Yammarino [89], in his evaluation of existing studies on leadership, expresses that the number of studies on culture and leadership is not at the desired level. He claims that not enough studies are performed on the interaction between the antecedents and results of the leadership and the evaluation of such an interaction, the dynamic effects of leadership and the key events and experiences that lead to the emergence and development of leadership. Thus, he suggests a need for longitudinal studies that combine quantitative and qualitative methods to determine the causal effects of leadership, though there are quantitative, qualitative and meta-analyses on leadership. From this perspective, future leadership studies should focus on conceptual and empirical research about culture dependence, culture specificity and culture independence to clarify the role of culture in the leadership process. Researchers should also adopt a better understanding of the biological and genetic components of leadership and illumination of the cognitive-emotional interface of leadership. They need to focus on experimental and semi-experimental research and field studies in addition to longitudinal, process-oriented and dynamic studies that are empirically predominant. Finally, future researchers should focus on a better comprehension of "the dark side" of leaders and leadership to complement existing knowledge on "the bright side."

We assume that scientific studies on leadership will be permanent, considering the significance of leadership for organizational success and its occupation in individual and social life in the past, present and future. In addition, we believe that it will not lose popularity as leadership requires new horizons depending on environmental changes, managerial approaches and initiatives in organizational structures. Therefore, every new study on leadership will shed some light on the dark side of leadership. However, dark points will always exist in the area of leadership as long as it constantly expands, hence the need for new approaches and new perspectives, namely, new voices and colors in the leadership arena.

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CHAPTER TWO

LEADERSHIP VERSUS MANAGEMENT

DENIZ DIRIK[1]

Abstract

Leadership is a word with multiple meanings. In addition to challenges about how to redefine leadership as a technical and scientific concept, the use of similarly ambiguous terms to make sense of leadership such as power, authority, control, supervision and particularly management adds to the confusion. Indeed, "there are almost as many definitions of leadership as there are persons who have attempted to define the concept" and leadership connotes different people in different contexts from different perspectives [1]. However, research has long demonstrated an unabating endeavor aiming to describe leadership in terms of traits, attitudes, behaviors, influence attempts, interactions, role relationships, positional status, among others. In addition to the stalemate on a universal definition of leadership, the distinction between leadership and management has been a decades-old debate. Previous research suggests that management and leadership are different, but the degree of overlap between the two concepts remains an unresolved issue. This chapter attempts to provide a contemporary discussion and elucidate some fundamental differences between management and leadership with a view to previous literature.

Introduction

Organization implies control. A social organization is an ordered arrangement of individual human interactions. Control processes help circumscribe idiosyncratic behaviors and keep them conformant to the rational plan of the organization. Organizations require a certain amount of conformity as well as the integration of diverse activities [2].

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The opening quote by Tannenbaum implies that control is central to any form of organizing, which points to an essential need for managing and leading people. Whether it is a rational and bureaucratic form of control or a relatively postmodernist approach, the need for control and power has been an insisting phenomenon across human societies. Through time, the control of people has come to be regarded as more of an art than a profession. Although contemporary management and organization researchers rely on the use of more fine-tuned designations such as leading, coaching, mentoring, facilitating counseling, and guiding instead of "controlling" [3] all those concepts incorporate, some way or another, a hint of controlling people to achieve some outcomes.

There is not usually much consensus about the virtues and accomplishments of historical figures or the so-called (anti-) heroes. Historians and the general public might even have reservations about how to name many such figures. Bravely enough, one exception is Mustafa Kemal Atatürk, the founder of the Republic of Turkey and a world-renowned revolutionist. As an evidence-based approach to history suggests, none would dare to call him a non-leader given his sharp acumen, and subtle artistry of warfare, diplomacy, politics, and statesmanship among others. However, few leaders or leadership styles are considered to be such crystal-clear instances of leading with success.

Moreover, any discussion of leadership requires an association between a notable role model of a proper "leader" and the characteristics of such a leader(ship) to organize a holistic model of leadership. As such, humans have long needed mental schemas of how some people turn out to be good leaders, and how other forms of managing or directing people differ from leading them. Indeed, a quick Google search with the keywords "leadership and management" results in a visibly dualistic structure designating "leadership" as the more virtuous means of having people follow someone with influence versus "management" as the less noble means of employing some people to work in exchange for some tangible rewards. We take management as a set of task-related responsibilities to be addressed in the most effective way possible through planning, organizing, budgeting, coordinating and monitoring various activities [4, 5].

The difference between managers and leaders has been a "beaten track" of organization theorists, and a functional area for discussion. It is functional because it serves the needs of practitioners by providing a summary of what makes good leaders and thus who steers higher profits. It is also practical as it lays the groundwork for leadership theorizing and further conceptualizations about leading people. It is a highly "modern"

way of tackling the topic of leading because a modernist organization perspective rests on dichotomies between primary and secondary means of doing and defining things like old versus new, regressive versus progressive, and innovative versus "status quoist." This approach is compatible with the traditional perspective on management as secondary to leadership as a form of transactional activity. Organizational researchers have not only been dissenting on a working definition of leadership; they have also been supporting controversial views on the difference between managerial and leadership roles, processes, and relationships. Dubbed as a *longstanding enigma*, leadership and management have, albeit somewhat clichéd, been treated either as the same, as mutually exclusive or as connected [6].

The alleged differences between managers and leaders are not more voluminous than different definitions and designations of these two concepts. Of the five major approaches to defining leadership, each addresses the phenomenon with their different ontological assumptions, i.e. leadership as a person, a process, a position, a purpose, and a result [7]. As such, answers to the questions about "where, why, and how a leader leads (or a manager manages) and whom they lead to achieve what kinds of outcomes" provide more critical data than multifaceted definitions of leadership. However, the literature on a comparative study of the two concepts seems to be self-perpetuating.

Kotter (1988) noted that leadership and management require different roles such that the former is concerned with "coping with change" in turbulent times, whereas the latter is about planning and organizing [8]. Additionally, leadership is associated with a future orientation, whereas management does not necessarily have to involve a future emphasis. According to Kotter, the larger an organization becomes, the more crucial it becomes to manage, whereas environmental uncertainty increases the need for effective leadership. However, both leadership and management are essential for organizations that are large and operate in dynamic environments. Referring to the difference between leadership and management, Katz asserted that leadership is a multi-directional process of influence, whereas management is a unidirectional relationship of authority [5]

The mutual exclusiveness argument assumes that management and leadership cannot co-occur. According to this view, leaders, and managers have different values and personalities, that is managers emphasize the value of stability, order, and efficiency, whereas leaders emphasize the value of innovation, flexibility, and long-term results. The famous quote by Bennis and Nanus reads that "managers are people who do things right,

and leaders are people who do the right thing" [9]. This perspective on the distinction between leaders and managers has been criticized for denigrating the tasks and qualities of managers by incarcerating them into a stereotype [10].

Another stream of research offers three perspectives on the relationship between leadership and management; a) leadership is a competency required for effective management, b) leadership and management are separate but related, and c) there is an overlap between these two. This latest proposition rests on the contention that leadership and management are both necessary, but they are different [11]. According to this equivalence approach to managing and leadership, both are necessary competencies that provide organizations with added value. Without an assumption of superiority, they are just different. Some things, such as programs, budgets, contracts, projects, and processes are managed, whereas people are led. Most people would find it derogatory to be "managed" as personnel instead of "being led" as an intellectual resource. A more assertive argument by Mangham and Pye is as follows [12]: "It results in nothing more than a vague feeling that managing is something mundane, looking after the nuts and bolts of the enterprise and leading is something special and precious undertaken by the really important people in the enterprise" (p. 13).

However stereotypical it might sound to students and researchers of leadership studies, a notably high number of researchers claim that there is something magical about leading people, and leaders are equipped with a capacity to visualize and realize what is needed to be accomplished by mobilizing people, who are willing to follow, towards a specific goal (p. xvii) [13]. Some even use a different analogy to differentiate between management and leadership by subtly declaring management as the equivalent of *déjà vu* (seen this before) and leadership as the equivalent of *vu jàdé* (never seen this before) [7]. The accumulating literature on the concepts of leadership and management has served many purposes other than minimizing dissensus about their differences, similarities, purposes, and a superior definition of those concepts [7]. The competing arguments about a single definition of leadership, how leaders emerge and what makes better leaders, as well as the compatibility of different leadership styles with varying contextual needs, would contribute to and justify future studies, and provide further insights (either in the form of evidence-based, conceptual, practical or basic research) into the topic of leadership. To better clarify how leadership could differ from management, we next look at some definitions and characteristics of management and leadership. Specifically, this chapter a) considers how leaders and leadership are

similar to and different from managers and management, and b) explores the possibility for integration between these two streams of research.

1. What Makes an Effective Manager?

Management has been defined as the oldest of the arts and the youngest of the sciences [3]. The act of managing requires the involvement of more than two persons, and as such, it differs from purely economic activity. Moreover, management theory has come to appear like a "jungle" and an "industry" where people from different backgrounds bring in different concepts, models and techniques about how best to manage and what management is. Researchers argue that one reason for such an anarchic outlook is the lack of an accumulation of theoretical knowledge. There is also a significant confusion in the management theory caused by attempts to generate practical knowledge iterated by fashions, fads, and metaphors that mimic theoretical abundance. Despite complications and diversity in its definition and description, management has generally been recognized as a means of getting things done by way of others. However, the definition of management has not been steady across the years. Initially, the emphasis was on technological imperative rather than the human factor, as an extension of the industrial revolution perspective that regarded humans as parts of larger machinery. Today, the emphasis has shifted to the management of the human factor [3].

The practice-based studies on management and managerial tasks show that the essence of management is similar across different echelons and sectors, and it is only the roles and the scope that change. Yukl refers to the existence of similar activity patterns for managers, that is how managers spend their time during a given day is similar across most managerial positions, and the nature of the managerial work generally reflects the following [10]:

- The pace of work is hectic and unrelenting,
- The content of work is varied and fragmented,
- Many activities are reactive,
- Interactions often involve peers and outsiders,
- Emotions and intuition are usually involved,
- Important decisions are disorderly and political,
- Routine decisions are different (not all decisions involve major changes or prolonged political conflicts),
- Most planning is informal and adaptive.

Management consists of a set of activities that incorporate three core processes, namely technical, human and conceptual. Technical skills refer to the functional specialization of the manager, and expertise in a specific area such as accounting, engineering, or marketing. It is particularly significant at lower or first line management levels. Human skills refer to interpersonal relationships and how successful a manager is in terms of planning, directing, coordinating, and controlling others' activities to achieve some orchestrated outcomes. These skills are significant across all hierarchical levels. Conceptual skills define a manager's ability to see the organization as a whole and the ability for abstract thinking. Conceptual skills are particularly critical for top-level managers. According to Katz, there is a hierarchy of skills needed as per the management level (see Fig. 2-1).

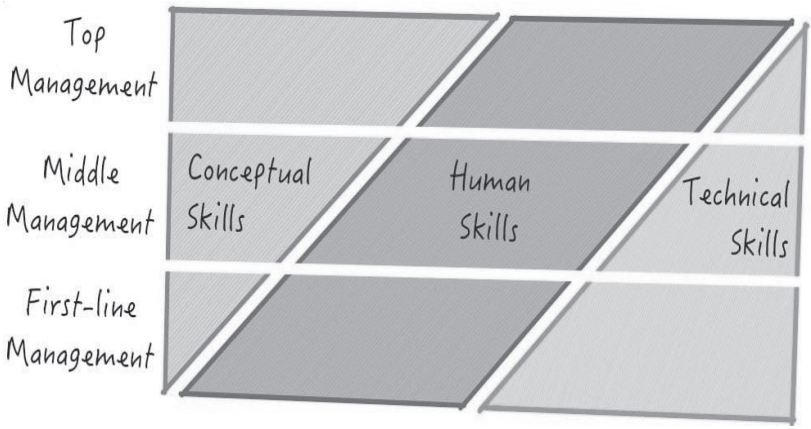


Figure 2-1 Three Types of Managerial Skills
Source: Retrieved from entrepreneurshipinabox.com[14].

Of the many definitions of a manager, research has identified six groups based on the critical roles highlighted in each case: reason or mind, authority, coordination, mobilization of people and other resources for successful performance, resource control, tradition or maintaining the status quo [15]. According to such a categorization, a manager is "someone who uses authority and reason for efficient and effective problem solving and to mobilize, coordinate, and control organizational resources by the use of standardized procedures that are a part of organizational policy" (p.87). Zaleznik describes managers as people who are driven to work by necessities rather than desires and who are

professional conflict resolvers ensuring the flow of daily work routine [16]. Managers use their knowledge of management, managerial skills, and experience to work with other people for performing specific works and achieving specific goals. Managers work under pressure from various sources ranging from competition from international rivals to emerging technology, and to regulations dictated by regulatory bodies and state legislations. Fig. 2-2 presents a diagram of the environmental elements influencing managerial processes.

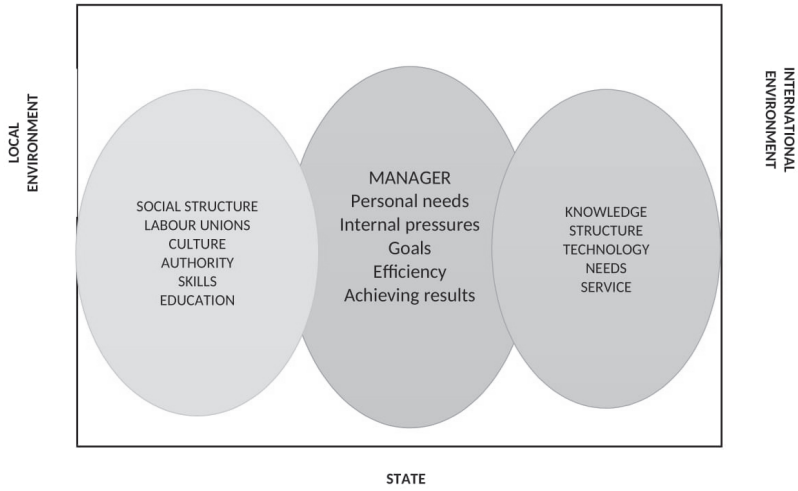


Figure 2-2 Elements of a Managerial Environment
Source: Koçel, 2015, p. 68 [3].

Under constant pressure from a variety of sources, managers perform various tasks and assume some responsibilities. Henry Mintzberg's tripartite managerial role categorization consisting of interpersonal, informational and decisional roles/behaviors is one of the most popular among researchers [9, 26, 27, 28] (see Table 2-1). Mintzberg states that day to day tasks of any manager fall under one or more of those managerial roles.

Table 2-1 Leadership Roles

	Description
Interpersonal roles	
• **Figurehead**	The manager is the symbolic head of the organization and hence is expected to hold social, legal and ceremonial responsibilities, in addition to performing symbolic duties and being seen as a source of inspiration. These duties include signing documents, presiding at specific meetings and ceremonial events, participating in some rituals and receiving official visitors.
• **Leader**	The manager is responsible for making the organizational subunit function as an integrated whole in pursuit of its primary purpose, by providing leadership for the staff, subordinating the teams, the department, or even the entire organization. As a leader, the manager ought to motivate and direct subordinates, as well as to train, influence, and advise them.
• **Liaison**	The manager is expected to communicate with contacts inside and outside the organization. The liaison role includes behavior intended to establish and maintain a network of relationships that are vital as a source of information and favors.
Informational roles	
• **Monitor**	The manager seeks useful and relevant information for the organization from a variety of sources such as reading papers and reports, attending meetings and briefings, and monitoring the productivity and well-being of teams. The manager analyzes the collected information in order to discover weaknesses and opportunities and to develop an understanding of external events and internal processes.
• **Disseminator**	The manager has privileged access to valuable information, and he is responsible for transmitting and communicating any useful data and

• **Spokesperson**	information gathered/received from outsiders to the colleagues and teams within the organization. The manager is representative of the organization and is hence responsible for transmitting relevant information and expressing value statements to people outside of the organizational subunit. Managers at each organizational level are expected to serve as public relations officer to some superiors and outsiders.
Decisional roles	
• **Entrepreneur**	The manager is responsible for enacting controlled change in order to benefit from opportunities for improving the existing situation. Those changes could be in the form of a new idea, new product, new equipment or a form of reorganization.
• **Disturbance handler**	The manager deals with crises caused by unforeseen events and conflicts among subordinates and takes corrective action to resolve problems.
• **Resources allocator**	The manager relies on the power of authority to allocate resources such as funds, budget, personnel, equipment, and facilities.
• **Negotiator**	The manager represents the organization in the name of his/her team, department or organization in conducting negotiations with unions, suppliers, customers, consultants, and other organizations.

Source: Adapted from Yukl (2013), Zaraket (2014), and Burgaz (1997)

2. What Makes an Effective Leader?

> To survive in the twenty-first century, we are going to need a new generation of leaders—leaders, not managers. The distinction is an important one. Leaders conquer the context—the volatile, turbulent, ambiguous surroundings that sometimes seem to conspire against us and will surely suffocate us if we let them—while managers surrender to it. [17]

The leadership literature has a centuries-old theoretical heritage thanks to the valuable contributions of philosophers such as Aristotle, Plato, Confucius, Sun Tzu, Machiavelli and many others [18]. Although the concept of leading has existed since times unknown, particularly in the context of politics, government, and religion, the word "leading" first appeared in the Oxford English Dictionary around 1225 [18]. Currently, the Oxford English Dictionary defines leadership as "the action of leading a group of people or an organization" [19] and a leader as "the person who leads or commands a group, organization, or country" [20]. By contrast, the literature on management is considered to be relatively younger, dating back to the early twentieth century. As mentioned in the above section, a straightforward definition of management is the "attainment of organizational goals in an effective and efficient manner through planning, organizing leading, and controlling organizational resources" [21].

The definition of leadership and its difference from similar concepts such as management have long stirred researchers' attention. The concept of management is relatively better-defined, and researchers generally agree upon managerial functions. In addition to distinctions between the two concepts (such as the timing of their evolution), leadership is one of those "garbage-can ideas," similar to communication or globalization, implying a plethora of different phenomena in organizations [7]. Leadership has been conceptualized as the ability to influence and motivate others for the accomplishment of a goal [22]. According to Yukl (2013), no definition of leadership is more correct than the others as all of them are somehow subjective and arbitrary, but some definitions are more useful than others. He goes on to define leadership as "Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (p.23)" [10]. It is also not always clear how many people are needed to call someone a "leader." The notion of a leader is not confined to a specific context such as a nation, a large corporation or a small group of people. In the context of organization studies, work psychologists sometimes refer to a group of four to ten people in examining leadership [23].

Researchers study leadership from a variety of different perspectives depending on their methodological approach or how they define the concept. Until the 1960s, most of the theoretical work on leadership had focused either on a description of the leader rather than the relationship between leaders and followers or on the characteristics of an effective leader without considering the contextual cues. Specifically, there have been various approaches in the study of leadership and theory building

with a different emphasis in explaining effective leadership such as a) trait approach, b) behavior approach, c) power-influence approach, d) situational approach, and e) integrative approach, among others. According to Yukl, each theory reflects a different approach to the study of leadership emphasizing the role of leaders' characteristics, followers' characteristics or the characteristics of the situation. However, it is also possible to conceptualize leadership based on the type of constructs used to describe leaders such as an intraindividual process, a dyadic process, a group process, or an organizational process [10]. Recent research has classified leadership approaches in terms of various thematic categories such as neo-charismatic theories, information processing theories, social exchange/relational leadership theories, dispositional/trait theories, diversity and cross-cultural leadership theories, follower-centric theories, behavioral theories, contingency theories, power and influence theories, strategic theories, biological approaches to leadership and identity-based leadership theories, among others [24, 25].

The traditional traits approach to leadership (a person-based-who approach) emphasizes the role of personality, values, and individual skills in explaining effective leadership, implying that leaders are "born" rather than "made." Early research suggested that leaders tended to score higher on some characteristics such as intelligence, dominance, self-confidence, and knowledge of a task compared to non-leaders [23]. The behavior approach to leadership, which became prevalent during the 1940s and 1960s, was born out of the growing discontent with the simplistic traditional traits approach. According to behavioral theories (a process-based-how approach), leadership effectiveness is determined by the degree to which a leader is capable of resolving conflicts, coping with demands, overcoming problems and identifying challenges and opportunities. Leaders are either person or process-oriented, and the leader behavior could be altered through education and training. A similar distinction appears between a "consideration *versus* structure" approach where consideration refers to the extent a leader takes care of subordinates' feelings and ideas, whereas structure implies a leader's focus is on defining task roles. The distinction between transactional and transformational leadership is akin to the consideration versus structure approach (except for the addendum of the notion of "charisma" in the former). Transactional leaders focus on task requirements, whereas transformational leaders articulate a charming vision by challenging followers for higher aspirations. Although they vary in their sophistication and incorporation of increasingly more complicated ideas into the study of leadership, all those theories rest on the assumption that effective leaders

perform certain behaviors and share some common traits which drive success regardless of the situation [23].

The idea that certain situations require particular leader behaviors paved the way for contingency theories. A power-influence approach (a position-based-where approach) to leadership focuses on a leader's influence and exercise of power (or different bases of power) to direct followers towards various goals. A situational approach to leadership, mainly trending from the 1960s onward, emphasizes the role of contextual factors in effective leadership such as characteristics of followers, the type and size of the organization, the nature of the work and the environment. An integrative approach includes more than one variable to explain the nature of leadership processes and the achievement of effective outcomes. An example of an integrative approach is charismatic leadership, where the influence of a leader is explained by both the characteristics of the leader and the characteristics of the followers who are willing to engage in extra-role behaviors. According to Mary Jo Hatch, among the many sources of power and control that individuals can draw on to influence others, the following are prominent (p. 231) [26]:

a) personal characteristics or charismatic power,
b) expertise or knowledge, abilities, skills and so on,
c) coercion or the force of threat and use of fear,
d) control of scarce resources,
e) use of normative sanctions or cultural values and informal rules,
f) upward influence or the ability to access people in positions of power.

Warren Bennis listed several shared characteristics that leaders (of all size, shape, disposition, gender and time) share, including a guiding vision, passion, integrity, trust, curiosity and daring (p.33–35) [17]. There is something special about these constituents of leadership; that they cannot be taught (by business schools of leadership development programs), but they should be learned. According to Bennis, the mechanistic and deterministic view produced the "organization man" who is a considerably logical, analytical, controlled, conservative and administrative social being. However, modern society also needs a form of leadership that incorporates right-brain qualities such as intuition, synthesis, and artistry as well as conceptualization with those of the aforesaid left-brain qualities. There is an increasing need for whole-brained people who are capable of combining right-brain and left-brain qualities without assuming a delineated structure of the mind. Such leadership requires learning to lead through a personal experience of leading.

As Gardner has finely expressed, the scholarly and practical interest in leadership is rooted in very humanitarian concerns such as the seemingly collective need for a leader in saving the day:

> Why do we not have better leadership? The question is asked over and over. When we ask a question countless times and arrive at no answer, it is possible that we are asking the wrong question—or that we have misconceived the terms of the query. Another possibility is that it is not a question at all but simply convenient shorthand to express deep and complex anxieties. It would strike most of our contemporaries as old-fashioned to cry out, "What shall we do to be saved?" And it would be time consuming to express fully our concerns about the social disintegration, the moral disorientation, and the spinning compass needle of our time. So we cry out for leadership [17].

3. The Unabating Debate on Leadership versus Management

Conceptually, leadership has existed as a notion since antiquity, being one of the oldest preoccupations of the world. The conceptual roots of management date back to relatively closer history, however. Following the industrial revolution, the emergence of large organizations stimulated the need for organizing, planning, coordinating, effective resource utilization, and a scientific approach to management. As such, leadership and management are considered to be distinct notions not only in terms of behavioral roles, functional requirements, etymological definitions but also in conceptual roots [18].

Behaviorally, managers are rationality and control-driven people who spend most of their energy on resolving issues related to organizational goals, resources, structures, and people. Compared to leaders, this makes managers "more scientific in nature, structured and deliberate in their approach, authoritative and stabilizing in their behavior, and persistent and tough-minded in their routine (p.64)" [18]. According to a comprehensive description of managerial role expectations and responsibilities, "the manager is someone who uses authority and reason for efficient and effective problem solving and to mobilize, coordinate, and control organizational resources by the use of standardized procedures that are a part of organizational policy" [15]. On the other hand, leadership requires a more communicative and participative approach incorporating a comparatively more flexible and encouraging attitude. According to Zaleznik, leaders are more empowering, acquiescent of chaos, anti-routine and problem seekers, whereas managers are problem solvers, more

process-oriented, and seeking stability [16].

Operationally, management is a function comprising various activities such as planning, organizing, coordinating, budgeting, evaluating, and facilitating. Managers are responsible for allocating the scarce organizational resources in the most effective and efficient way possible based on a division of labor. However, leaders are more oriented towards motivating people to contribute to the overall organizational vision, empowering and encouraging employees so that they align their self-interests with organizational goals [18]. Researchers also note that managers strive to work in tandem with established paradigms, whereas leaders are the ones who create new paradigms [27]. As creators of new paradigms, vision, and inspiration, leaders develop brand new ideas, whereas managers are concerned with existing systems, procedures, and structures. Terry used mechanism versus organicism dichotomy to explain the difference between management and leadership: "…leadership theorists have relied primarily on organicism to describe the role and responsibilities of leaders in complex organizations while mechanicism has been the theory of choice used to describe the role and responsibilities of managers as well as to differentiate management from leadership" [28].

Table 2-2 provides a comparative summary of the differences between leaders and managers, as proposed by various researchers [29, 18].

According to Koçel, one of the most prominent concepts within postmodern and contemporary approaches to management is leadership because phenomena such as earned authority, flattened organizational structures, empowerment practices, and team-based organizations point to the significance of leading instead of managing based on a formal authority of the position [3]. Leadership has several characteristics that differentiate it from management:

a) leadership is not only limited to boundaries of a formal organization, but it is likely to occur in any form of community or social group,
b) leadership does not require the legitimate authority of a position or status as leaders could emerge in informal contexts, and it is also likely that extensive authority of a formal position could be underutilized and thus create a lack of effective leadership,
c) leadership and management are not synonymous,
d) leadership is not the priority of top-level executives, but it is likely to occur at any level of the organizational hierarchy.

However, the question is about the concept, the span and the bases of power available at one's command. Otherwise, the job of any leader is the

same regardless of such circumstantial and environmental factors [3]. In a nutshell, Watson claims that management is about 3Ss consisting of strategy, structure, and systems, whereas leadership is about 4Ss involving style, skills, shared goals and staff [30].

Table 2-1 A Comparative Perspective on Managers versus Leaders

A Manager "Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall." [31]	**A Leader** "People ask the difference between a leader and a boss…The leader works in the open, and the boss in covert. The leader leads, and the boss drives." [32]
Warren Bennis, 1989 [33]: • Administers • Is a copy • Maintains • Focuses on systems, structure, policies, procedures • Relies on control • Takes a short-range view • Asks how and when • Has their eye on the bottom line • Imitates • Accepts the status quo • Is a classic good soldier • Does things right • Surrenders to the context • Adopts the truth from others and implements it without probing the facts • Is concerned with efficiency • Opts for "push" rather than "pull" • Provides resources • Becomes what the company wants them to become	• Innovates • An original • Develops • Focuses on people • Inspires trust • Takes a long-range perspective • Asks what and why • Has their eye on the horizon • Originates • Challenges the status quo • Is their own person • Does the right thing • Conquers the context • Produces visions, concepts, plans, and programs • Is concerned with effectiveness • Opts for "pull" rather than "push" • Provides vision and influence • Is synonymous with becoming yourself
Abraham Zaleznik, 1977 [16]: • Focuses on system and structure • Has subordinates • Has formal authority • Minimizes risks • Makes decisions • Doing things right • Short-range perspective • Transactional	• Focuses on people • Has followers • Informal influence • Takes risks • Facilitates decisions • Doing the right things • Long-range perspective • Transformational

• Plans and budgets • Maintains • Rules • Standardization	• Sets strategies and vision • Challenges • Values • Innovation
Elwood N. Chapman, 1989 [34]:	
• Protects their operations • Accepts responsibility • Minimizes risks • Accepts speaking opportunities • Sets reasonable goals • Pacifies problem employees • Strives for a comfortable working environment • Uses power cautiously • Delegates cautiously • Views workers as employees	• Advances their operations • Seeks responsibility • Takes calculated risks • Generates speaking opportunities • Sets “unreasonable” goals • Challenges problem employees • Strives for an exciting working environment • Uses power forcefully • Delegates enthusiastically • Views workers as potential followers
Samuel C. Certo, 1997 [35]:	
• Mind • Rational • Consulting • Persistent • Problem solving • Tough-minded • Analytical • Structured • Deliberate • Authoritative • Stabilizing	• Soul • Visionary • Passionate • Creative • Flexible • Inspiring • Innovative • Courageous • Imaginative • Experimental • Independent
Peter G. Northouse, 2007 [36]:	
• Planning and budgeting • Establishing agendas • Setting timetables • Allocating resources • Organizing and staffing • Providing structure • Making job placements • Establishing rules and procedures • Controlling and problem solving • Developing incentives • Generating creative solutions • Taking corrective action	• Establishing directions • Creating a vision • Clarifying the big picture • Setting strategies • Aligning people • Communicating goals • Seeking commitment • Building teams and coalitions • Motivating and inspiring • Inspiring and energizing • Empowering subordinates • Satisfying unmet needs

John P. Kotter, 1990 [37]: • Organizing and staffing-decides structure and allocates staff; develops policies, procedures, and monitoring • Controlling-problem solving; monitors results against plan and takes corrective action • Produces order, consistency, and predictability • Plans and budgets-decides actions and timetables; allocates resources	 • Establishes direction-vision of the future; develops strategies for change to achieve goals • Aligning people-communicates vision and strategy; influences creation of teams which accept the validity of goals • Motivating and inspiring-energizes people to overcome obstacles; satisfies human needs • Produces positive and sometimes dramatic change
Fred C. Lunenburg, 2011 [38]: • Focuses on things • Looks inward • Executes plans • Improves the present • Sees the trees • Controls • Subordinates • Directs and coordinates • Does things right • Manages change • Serves superordinates • Uses authority • Avoids conflict • Acts responsibly	 • Focuses on people • Looks outward • Articulates a vision • Creates the future • Sees the forest • Empowers • Colleagues • Trusts and develops • Does the right things • Creates change • Serves subordinates • Uses influence • Uses conflict • Acts decisively
Michael Macoby, 2000 [39]: • Principally administrator • Writes business plans, sets budgets, and monitor progress • Plan, budget, evaluate and facilitate • More about mind	 • Change agents • Gets organizations and people to change • Selects talents, motivates, coaches, and builds trust • More about soul or heart, rather than the mind
E. L. Zimmerman, 2002 [40]: • Managers are captains, analysts, conductors, and controllers	 • Leaders are visionaries, collaborators, salespeople, and negotiators

Genevieve Capowski, 1994 [41]:	
• Rational • Consulting • Persistent • Problem solving • Tough-minded • Analytical • Structured • Deliberate • Authoritative • Stabilizing • Draws power from position and authority • Good analytical ability	• Visionary • Passionate • Creative • Flexible • Inspiring • Innovative • Courageous • Imaginative • Experimental • Initiator of change • Draws power from personal traits and attributes • Referent power • Good intuition and insight
Tamer Koçel, 2015 [3]:	
• A career practice • Requires a formal structure • About effective completion of tasks • Uses the authority of a formal position • Management has a job description • Management is a scientific job based on statistics, calculations, procedures, and instructions • Management is about achieving predetermined goals • Management focuses on the internal structure and dynamics of the organization • A manager does things right	• A process of influencing and stimulating people • The formal structure is not a must • About setting objectives and goals • Uses personal power by giving people a vision, trust, and inspiration • No job description • Leadership is more of an art • Leadership is about change and transformation • Leadership focuses on external structure and dynamics • A leader does the right things

Source: Adapted from Algahtani, A. (2014) and Toor, S. R., & Ofori, G. (2008) and individual works of cited authors whenever possible.

4. Discussion

Leadership is different from management, but not for the reason most people think. Leadership is not mystical and mysterious. It has nothing to do with having the charisma or other exotic personality traits. It is not the province of a chosen few. Nor is leadership necessarily better than management or a replacement for it: instead, leadership and management are two distinctive and complementary activities. Both are necessary for

> success in an increasingly complex and volatile business environment [4].
> "I've found that many people want to be president. But few people want to do president (p.4)." [42]

The management and leadership theories have been criticized for being too fragmented, unconnected, decontextualized and confusing [6]. Both streams of research have been extensively studied, yet neither has been able to overcome their conceptual uncertainties and weaknesses. After a review of the relevant research and listing several differences between leaders and managers, researchers usually look for a balance between the managerial and leadership roles, behaviors and characteristics by making a "call for sobriety" and reminding that overemphasis on either of these two concepts is unhealthy and undesirable at best. Too much emphasis on management could hinder innovation, the development of new approaches and ideas, whereas too much leadership could disrupt daily order and routine works to be completed within a schedule. According to this line of thinking, an organization needs both management and leadership despite any alleged differences and similarities between the two concepts.

Watson stated that everyone is a manager to some extent, given the relentless human endeavor to shape one's destiny across obstacles and hardships. However, some people assume the responsibility of managing as a formal occupation to shape larger social structures called organizations. According to Yukl, a search for an integrative "managerial leadership" would do greater scientific good than to distinguish between good leaders and good managers [10]. A managerial leader or a leader-manager could apply participatory management by empowering employees and valuing their unique contributions to overall organizational vision [43]. Previous research justifies this attitude such that leaders and managers have shared roles as described in primary functions of management, i.e. planning, organizing, directing/leading and controlling. Leading is hence inevitably a part of any managerial role, maybe one of the most critical and prominent aspects of managing.

According to a more integrative and power-based perspective on management and leadership convergence or divergence, a four-part framework could be utilized to conceptualize leadership and management [6]. This power-based conceptual framework involves four quadrants based on a power construct in which leaders are either assigned or emergent: managers "doing" leadership, managers "becoming" leaders, "being" managers and leaders, and finally, leaders "doing" management respectively (Fig. 2-3). In quadrant one—managers "doing" leadership—management is based on positional power and leadership is based on personal influence. This quadrant represents the traditional perspective on

leadership, where an effective leader emerges when an assigned manager adopts some specific behaviors. Quadrant two—managers "becoming" leaders—is where both management and leadership are positions of responsibility that are assigned. The prevailing literature usually depicts leadership positions as hierarchically higher than managerial ranks and holds "leadership" as synonymous with top management. Accordingly, for this quadrant, leaders are people who occupy top-level positions and have more authority to manage and allocate resources as compared to managers. Quadrant three—"being" managers and leaders—is where managers and leaders emerge based on their personal powers. Here, management is about reducing uncertainty, and it is free from organizational authority. Similarly, leadership emerges regardless of organizational role assignment. Quadrant four—leaders "doing" management—is where leadership stems from an assigned position and management from an emergent one. This quadrant reflects the widespread interest in the biographies of charismatic corporate leaders and the successful journeys of their large organizations.

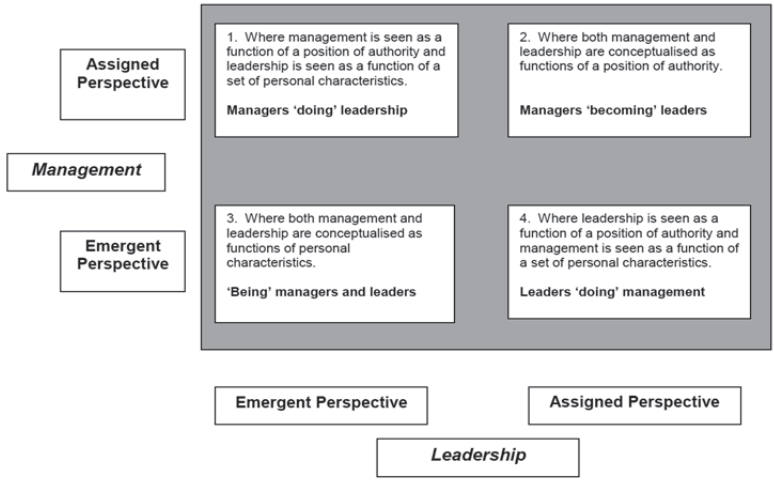


Figure 2-3 Leadership and Management Quadrants
Source: Edwards et al. 2015

Leadership has sometimes been sanctified as the priority of a chosen few. There has been a large number of lists of commandments attributed to leaders, explaining what people should and should not do to make perfect leaders. Sometimes, famous leadership coaches, mentors, and gurus hinted that leadership could be learned by way of the sayings of a wise man or the

biography of an established leader who guides through a labyrinth of an intricate web of relationships in the corporate skyscraper. Kouzes and Posner [44] list ten truths about leadership as follows: 1) You make a difference, 2) Credibility is the foundation of leadership, 3) Values drive commitment, 4) Focusing on the future sets leaders apart, 5) You cannot do it alone, 6) Trust rules, 7) Challenge is the crucible for greatness, 8) You either lead by example or you do not lead at all, 9) The best leaders are the best learners, and 10) Leadership is an affair of the heart. There is both a scientific element, practical side and a leadership mystique in such prescriptions. However, an overly romanticized or esoteric view of leadership probably makes more harm than good as we might fall prey to a fallacy of transferring the tasks that we had better do to some ulterior leaders.

Given that the "*sine qua non*" of the day is constant change, the nature of the managerial roles and responsibilities as well as the dynamics of leadership are increasingly more chaotic and demanding. According to Yukl, the changing configurations of the management environment make it inevitable for managers to follow some guidelines to manage their energy and time effectively: 1) Understand the reasons for demands and constraints, 2) Expand the range of choices, 3) Determine what you want to accomplish, 4) Analyze how you use your time, 5) Plan daily and weekly activities, 6) Avoid unnecessary activities, 7) Conquer procrastination, 8) Take advantage of reactive activities, 9) Identify essential problems that can be solved, 10) Look for connections among problems, 11) Experiment with innovative solutions (p.56) [10]. For effective leadership, he suggests the following [10]:

- Help interpret the meaning of events,
- Create alignment on objectives and optimism,
- Build mutual trust and cooperation,
- Strengthen collective identity,
- Organize and coordinate activities,
- Encourage and facilitate collective learning,
- Obtain necessary resources and support,
- Develop and empower people,
- Promote social justice and morality.

Although there has been an accelerating pace of development and proliferation, particularly in leadership research and theory, and a substantial increase in our knowledge of leadership, much remains to be explored by dedicated researchers. Yukl states that most of the descriptive research on the tasks of a manager/leader was conducted decades ago. As

such, few of them can take into account the role that significant changes in technology, workforce and new forms of organizing could have on their activity patterns and roles.

Moreover, leadership research has neglected a broader focus and the need for integration that takes into account the combined effects of traits, power, and behavior as well as the situation. Other limitations in leadership research involve the following: use of quantitative survey methods that are likely to be biased and fall short of robust inferences about causality; the use of convenient or unrepresentative samples in field or (in the quite few, if any) laboratory studies; the problems about level of analysis and the overrepresentation of dyadic samples (leader-subordinate) even when it is incompatible with the conceptual underpinnings; temporal limitations and the need for longitudinal studies; problems about mediating variables and data sources, i.e. single or multiple. As the last word, much of the work into leadership and management is based on a functionalist paradigm under the assumption that there is an objective organizational and social phenomenon to be taken care of by some leaders/managers [45]. However, a multiparadigm or critical perspective (such as social constructivist or interpretive approaches) could offer novel and more in-depth insight into the unabating debate on leadership and management.

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CHAPTER THREE

ETHICAL LEADERSHIP

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Abstract

This section will attempt to present the concept of ethical leadership, which has become more common in the literature due to an increasing number of ethical scandals in recent years and takes ethics more centered on leadership behavior. The concept will be discussed along with its predecessors and certain individual and organizational outcomes. It is stressed that in ethical leadership, which is essentially a role model, when making any decision, a two-way communication channel should be employed by the leaders in an ethical and moral way and also in their behavior and actions. The effectiveness of environmentally-friendly management, corporate social responsibilities, participatory management, transparent management and ethics-centered management perspectives has increased in managerial decisions in terms of attaining sustainable development, keeping in view the evolving and altering economic factors and also globalization in the present-day business life. However, these perspectives are not effective in bringing about high profits. Therefore, this section discusses the ethics and ethical leadership behaviors that are gaining increasing significance in the present times, as well as the different premises and the affected yields that have an impact on the conceptual structure. Furthermore, studies on ethical leadership and their outcomes have been explained and a conceptual infrastructure has been determined for the aspects of ethical leadership. Consequently, certain assessments were performed for practitioners and academicians and recommendations were put forward for ensuing studies.

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Introduction

In the present day, change is occurring at a more dynamic and rapid pace than previously. Because of globalization and the active part played by the virtual world in this process, firms have been compelled to adjust to these changes in their respective fields. This transformation process requires organizations that stress their social, cultural, political and economic cooperation to formulate different strategies to ensure the effective and efficient use of their resources. The firms willing to acquire and maintain sustainable development [1] in their existing markets are compelled to extend further than the perspective that humans are machines in terms of attaining efficiency from their manpower in traditional management and becoming a productive organization. This is because, in the present times, a more critical position is held by information and intellectual capital. In addition to individual business compatibility, other aspects are gaining significance, including the conformance of the individual to the institution as a whole, highly flexible work settings, individual empowerment, and leadership as a role model with the intention of generating a shared vision, ethical orientations and environmentally-friendly management understanding. In this regard, enterprises are now incorporating human resources and considering them to be a more critical feature of business management models while comprehending that humans will always be an important part of business, despite technological progression.

Organizations are logically organized in such a way that they accomplish various objectives and eventually achieve maximal benefits. Here, it is presumed that managers and employees can choose the correct alternatives and outcomes with respect to the development of decision processes and the future of their organization [2]. In the present times, it is imperative to incorporate necessity into the management models of various inputs, because of which it becomes imperative to prioritize a participatory perspective and a common mind. An important aspect of the common mind is the social capital that includes mutual understanding and shared behavior and values. Organizations possess human capital and social capital which function as an adhesive, causing the internal factors to work in concordance and to keep the organization functioning as a whole. This gives rise to the trust factor, which is a critical factor of human as well as social capital. Trust functions as an important input element in various attitudes, behaviors and activities of the organization. This is why leadership and leader behavior receive higher significance so as to put the required degree of trust in organizations and to sustain this at different levels of the organization in the form of institutional culture.

Employee perception is another factor that serves as a vital input to enhance organizational outcomes. Individuals react to their environment according to their perspectives, while demonstrating particular attitudes and behavior in this regard. Hence, it is vital for employees to consider their work setting as a place where just decisions are made and implemented [3]. In this regard, the ethical qualities of managers, for example, trustworthiness, impartiality, truthfulness and other ethical behavior and ideals that are exhibited by individuals within the organizational setting will perform a vital part in the assignment of trust and the attainment of creativity. It is at this point that the ethical and moral constitution of decision processes surfaces as a factor as the significance of the concept of ethics has increased for managerial decisions and applications, particularly in the working domain with respect to the Y and Z generations (millennium or internet generations as referred to in various sources). The practical outcomes of various managerial books and articles show that these new generations give importance to many other factors other than money. The significance of money as a source of motivation as claimed in traditional motivation theories has decreased in the present times. This is why Generation Z, which is starting to receive greater attention in the workplace, as well as Generation Y have become more conscious about ethical and moral practices and leadership approaches—so as to remain content and connected to the workplace. For this, managers need to incorporate ethical aspects in their behavior, for example being just, truthful and reliable, and to serve as a role model so as to develop trust as discussed earlier. This showed that a more central role was played by the ethical and moral point of view and gave rise to role models that stressed this form of ethical leadership.

Keeping in view the reasons given, this book section presents the literature on ethics and formulates a conceptual model pertaining to ethical leadership. After this, evaluations are carried out on the theories and outputs of ethical leadership and several recommendations are put forward for subsequent researchers and academicians.

1. Ethics and Morality

The word moral emerges from the Arabic word “hulk,” the Greek word “ethos” and the Latin word “mos.” “Ethics” is used to signify “morality” in English and has been derived from the Greek word “ethos,” whereas the word “morality” refers to “morality” in English and is derived from the Latin word “mos” [4].

The word “morality” incorporates non-written standards regarding how to be treated and refers to a person’s ability to differentiate between right and wrong behavior [5]. Morality commences from making sure that people have rights in their relationship with one another, and that mutual actions are based on specific principles and values. Morality starts with the management of the relationships of people with one another and is based on the premise that social life should not be damaged by the actions of people and organizations. Hence, in the absence of moral values, a social institution will not be able to thrive. This is because moral values make shared values the basis of uniting society and are critical for ensuring social order [4].

Morality is referred to as an amalgamation of the regulations, laws and principles of ritual behavior that manages the relationships of people with one another [6] that have been accepted by particular human communities in a given period. There can be differences in the moral principles and values of one business to another and from one society to another in terms of sub-dimensions [7]. Furthermore, there can be changes in the prevailing moral values because of social, economic, legal or political factors [8].

In conceptual terms, ethics is described as a philosophy that determines whether the behavior of individuals is right or wrong [9]. That is, it can be considered as an ethical and moral doctrine and explained as a concept that assesses moral life, regulations, forms and ideals. Ethics and morality aim to identify the concepts of goodness, virtue, moral personality, happiness, evil, dignified living, etc. and to formulate a particular theory of morality.

Previous studies have often used the words moral and ethical interchangeably. At other times, different dilemmas emerge regarding these concepts. Hence, the difference between the two needs to be highlighted. Morality signifies a philosophical evaluation of moral ideals. It not only refers to the distinction between right or wrong but also to what moral obligations actually are. Ethics constitutes a philosophical discipline and raises questions on a particular behavior, rule or system that establishes principles regarding the behavior of people. In addition, the term morality also explains the system of value judgments that are applicable to a particular place and time. When there are distinct value judgments in distinct groups, or when these value judgments are different for the same group at different times, then an action performed is assessed differently based on the framework of ethical guidelines—this context is a natural consequence of an act or scenario that is called good or bad by an individual. It is likely that the reason for this change is the fact that a relative scenario is depicted by morality.

The outcomes of literature reviews give rise to the distinctions between concepts of ethics and morality presented in Table 3-1.

Table 3-1[1] Conceptual Framework for Ethics and Morality

Ethics	Morality
It is based on the Greek word "ethos" meaning tradition and habit.	The term "morale" is analogous with the word "ethics" that is derived from the word "mos, mores" in Latin, meaning tradition, character or habit.
It refers to the beliefs of individuals regarding whether the actions/character of others is good or bad.	It not only refers to what is right or wrong but also to the moral duties and responsibilities of individuals.
It signifies the overall rules and norms of living together with human behavior that give rise to the responsibilities of people towards one another and the society.	It refers to the discussion pertaining to morality and the philosophy of morality.
It includes a set of moral ideals or value systems and the principles and codes of conduct that determine the actions of an individual or group.	It refers to the field of moral philosophy.
Religious and sexual problems are dealt with in a dogmatic manner.	It is of a comparatively neutral nature.
A more prevalent sociological phenomenon is assessed by it.	It assesses the criteria in terms of ethical values in relationships and the rules of behavior that should guide them.
There can be distinctions between society and time regarding rules of conduct.	It consists of universal guidelines that are applicable all over the world.
Its norms are based on the knowledge pertaining to human value.	Its norms are based on a particular morality.
It has an obligatory nature.	It is of a comparatively secular nature.

2. Ethical Leadership

An organization can attain its desired outcomes with the help of efficient management that incorporates the planning, organizing, leadership and controlling activities. The responsibility is delegated to managers at various levels of an organization for the purpose of attaining these specific targets. However, the managers may fail to achieve these targets due to official restrictions of their authority which stimulates the need for leadership which is also a significant aspect of achievement of targets. In other words, it can be said that strong leadership is imperative alongside management to help an organization reach optimal competence.

[1] The definitions are compiled by the authors

The main role of a leader in the current highly active business scenario is to introduce flexibility in the existing business activities, to encourage fresh changes in business operations and to motivate the workers. Leadership has remained the main requirement for humankind for centuries. Social interaction came into existence due to the interface of humans with other humans and with their surroundings. The evolution of social interaction provided humans with the facility to live, systematize and act in collaboration with others for the accomplishment of collective objectives. These collective activities cannot be conducted efficiently without effective leadership that guides the groups of people and inspires them to attain their goals.

It is imperative to represent a common opinion regarding leadership and to reach a comprehensive definition of leadership prior to developing a theoretical basis for ethical leadership. The following information was extracted by studying the literature available on this subject: A leader helps in the achievement of collective objectives by directing the focus of a group of individuals towards these objectives and motivating them for their achievement. This definition suggests that the capability of controlling and inspiring a group of people to perform specific activities is the core of leadership. In short, leaders set targets and control the people regarding the direction and the process of reaching those set targets.

Our definition of leadership implies that the leaders are responsible for impacting, guiding and motivating their followers to pursue and identify their personal ideas and finally to guide their followers to collective principles. The beginning of the definition is concerned with the personal ideas of the workers since it is the basic priority of any individual primarily to accomplish his own objectives. The subsequent part of the definition takes into account the collective objectives. Therefore, the incorporation of the personal and collective objectives of the employees is imperative in this regard. At this point, the leadership controls the workers and instructs them regarding how to attain their goals. It is crucial to first achieve personal goals in order to prepare the employee to look forward to achieving organizational goals. Burns [10] and Handy [11] approved the statement given by Maslow's [12] hierarchy of needs that "anyone needs to be raised further to go beyond one's self-interest." This means that an individual requires the opportunities for promotion and development of his personal potential in order to generate the potential for following an ideal. Hence, it is necessary for the leaders to stimulate the employee's attitude to participate in the accomplishment of collective goals by directing them ahead of Maslow's hierarchy. This will determine both the personal and collective visions.

The structure of the organization and the process of decision making have been modified to a great extent due to the rapid technological advancements and the resulting globalization. Profitability has become a vital element for an organization to survive in competitive markets. This has stimulated the organizations to improve their profitability by hook or by crook, disregarding the ethics of business. This issue is developing into a global concern due to globalization. The increasing ethical issues worldwide have raised the concern for addressing the ethical element of decision making regarding the expectations of leaders. In the present social world, people are expected to depict a more civilized attitude towards each other. Moreover, organizations are expected to consider the expectations of the majority and modify the associations among organizations, workers, consumers, contractors and others to represent more sincerity. In this context, more emphasis is laid on the ethics of leadership. This implies that a leader must place more stress on an ethical attitude than previously to exercise his authority over his subordinates. Due to the increasing trend of employing unfair practices for reaching their targets, organizations around the globe have modified their programs to include subjects about the wrong practices of leadership. Therefore, considerable research is being done regarding ethical leadership to theoretically identify the things that should be practiced by leaders.

The existing advancement of globalization and technical devices has inspired workers to contribute to the organization's progress through the execution of duties in a flexible manner. In order to develop such a working environment, they require a leadership that is not bossy and intrusive but one that represents friendliness, trust, concern and importance for workers. In short, the workers require leadership that is driven by ethical and moral attitudes.

The global controversies of Enron and Dupont enhanced the need for promoting the concept of ethical leadership which implies that ethical leadership is inevitable in the current scenario. This leadership controls the attitude of leaders considering the moral viewpoint in all organizations whether aimed at delivering goods or services. The inclinations of the upcoming generation of workers towards morality have further enhanced its significance. The association between ethics and successful leadership has been advocated by many experts. They hold the view that the essentials of effective leadership are identified to be the ethical values of reliability and honesty [13]. Here, leadership is anticipated to reap beneficial outcomes if it is based on ethical principles.

Social interaction among people and groups must incorporate ethical attitudes and since leadership is a social process, it is also required to be

based on ethical principles. Leadership attains an all new meaning when the ethical element is incorporated in it. The ethical principle is the core of current leadership and imperative for an organization's survival [14]. Leaders having an ethical sense and a value system can serve as a driving force and can control their followers which is significant in the current business scenario.

Brown et al. [15] regard ethical leadership to be the representation of personal attitude and strong associations within the standards. It is also believed to encompass the conveyance of these attitudes to the followers through mutual interaction, decision making and support.

The researchers hold the view that the employees are informed about the advantages of adopting ethical values and the disadvantages of depicting improper attitudes by ethical leaders. Moreover, such leaders establish a moral criterion to be followed by employees and the employees falling short of maintaining this set of criteria are brought to account and are given due punishment.

In ethical leadership, the employees are allowed to independently participate in decision-making processes [15] by incorporating their issues and anticipations during the process [16]. It is highlighted that ethical leaders direct the attitudes of their followers by using ethical criteria. They also make use of mutual interaction in relations and decision making for internal processes. This is done by the incorporation of values and moral criteria [17]. Additionally, various researchers state that ethical leadership is characterized by the establishment of certain structures for regulating the attitude of all parties in the organization, specifically the workers. Such structures act as systems of values that identify what is right and what is not in view of the systems of values. Ethical leaders are individuals with a high ethical attitude and personal characteristics that make them role models for others to follow [18]. Altogether, it can be said that ethical leaders outline the right and wrong practices within an organization and support mutual interaction in an ethical manner for the evaluation of ethical attitudes. They also support expansion in ethical attitudes by being a role model for their employees.

Table 3-2 shows various definitions of ethical leadership obtained from the literature available on this subject.

Table 3-2 Definitions for Ethical Leadership [14–24]

Authors	The definition of Ethical Leadership
Sergiovanni, (1992)	An ethical leader is defined as the leader who manages to balance both the ethics and the intrusive property in his character and describes certainty by developing a system of values and viewpoints.
Connock and Johns (1995)	A leadership that is based on controlling the attitude of workers by setting up a moral criterion, incorporating values in this criterion and to efficiently put this predetermined criterion into action.
Bolman and Deal (1995)	The kind of leadership that considers the values, opinions and aspirations of the leader as the core of leadership.
Fulmer, (2004)	He defined ethical leadership as the core of leadership and an essential element of the success of an organization in the long run. The ethical leader employs morality, truth, integrity, sympathy, devotion and basic rules to control his workers.
Brown et al. (2005)	The kind of leadership that supports the workers to make decisions on their own.
Hoogh and Hartog (2008)	The leaders that participate in the decision-making phase of the decision-making process.
Piccolo et al. (2010)	The leadership that develops suitable attitudes among the workers along with decision making regarding the employee-leadership relations and employee-employee relationships by supporting mutual communication within the organization.
Jordan et al. (2013)	The potential of seniors having more ethical sense to convey their ethical traits to their subordinates and followers and setup examples for them and create awareness in this context.
Demirtas and Akdogan (2015)	The leadership whereby the leaders perform in accordance with the rules.
Javed et al. (2018)	The leadership that ensures that the leaders act in accordance with rules and that depicts confidence in their attitude and advocates honesty and serves as a source of knowledge for their followers.
Ko et al. (2018)	The leader whose attitude is ethical and reliable and is a source of motivation for his followers.

3. Ethical Leadership Research

While studying the content available on ethical leadership, it was revealed that ethical leadership is usually studied in the context of a social learning model and the ethical leaders are found to depict the prosocial features and serve as a source of inspiration for their followers [25–27]. Hitt [28] suggests that an interlink is observed between the ethics and leadership which implies that effective leadership develops in the environment where there is a prevalence of ethical values and this leadership will, in turn,

facilitate the adoption of ethical attitudes. Hence, ethical leadership promotes ethical attitudes and ethical attitudes promote ethical leadership. The leader must set up the principles that are responsible for controlling the attitudes of people in the organization. This highlights the contribution of the managers in the context of ethical leadership. It was also stressed in this study that ethical attitudes require an ethical environment which must be set up by the ethical leaders.

Sergiovanni [19] and Bolman and Deal [20] considered ethical leadership to be the core of leadership and they stressed that the value of management is enhanced by ethical leadership. They hold the view that it would be difficult to comprehend the actions and decisions of a leader's mind and heart. They state that the continuous enhancement of the intellectual aptitude of a leader is indicated by his mind while the ethics, points-of-view and aspirations of a leader are represented by his heart.

A few of the characteristics shared by culture and leadership were investigated by Aycan [29]. Hofstede [30] considered Turkey to be a female country since it steers clear of uncertain situations. Turkey has a high power-distance rate which implies that the distribution of power among its people is uneven. The uncertainty avoidance in Turkey depicts a long-term orientation and a paternalistic leadership approach wherein the employees are treated as members of a family by the commanding body.

Aronson [31] conducted research to determine the association between ethical and transformational leadership. He found that both these leaderships corresponded to each other with respect to ethical reliability, influence and intellectual capability of managers.

Aikman [32] also conducted research to identify the association between the ethical leadership and culture of an organization and revealed that both were correlated with each other. Ethical leaders played an important role in designing the culture of an organization. Moreover, the leaders' attitudes were influenced by the principles and values prevailing in the organization.

Harvey [33] identified ten traits that were attributed to ethical leadership. Some of them are: to generate values and beliefs, to set up examples for others, to make decisions on the basis of values, to provide guidance for values and morality and to hire workers that have a sense of morality.

Brown et al. [15] state that the followers can be supported in their decision-making process through ethical leadership which is based on the moral principles of honesty, trust and integrity. The study highlighted the benefits offered by ethical leadership to the employees in terms of job satisfaction, employee devotion and resolution of job-oriented issues. The

study formulated a scale for ethical leadership by using a method that involved seven stages. The process started with trials to achieve structural validity. This was followed by the development of a scale with ten expressions. The study highlighted some of the features shared by both the transformational leaders and the ethical leaders. These features were identified as a selfless approach, integrity in associations, honest leadership and guidance of individuals towards a vision. Lastly, this study also pointed out the constructive association between attitudes of ethical leadership and the attitudes that support a constructive voice attitude. Such a context supports a wide-ranging adoption of ethical leadership and facilitates the communication of productive ideas for the organization without raising any issues.

Covey [35] depicted the impact of ethical leadership by quoting Gandhi's example. He is of the view that Gandhi was successful in having an influence on the British despite the fact that he neither held any office nor possessed political status. Still, he managed to influence the British with the help of his high morality that enabled him to show kindness and bravery and prevent 300 million people from being politically influenced. Treviño et al. [36] considered ethical leadership to be a model representing ethical sense, ethical inspiration, ethical opinion and ethical attitude as per the Four-Component analysis of James Rest.

Diverse suggestions have been proposed by Brown and Treviño [13] in the context of social learning theory. These suggestions are related to the follow-up attitude and environment of an organization. These are stated as follows: 1) Ethical leadership is positively related to the ethical environment and serves as a source of inspiration with respect to ethical values. 2) The association between ethical environment and ethical leadership is supported by the ethical influence. 3) Ethical leadership is enhanced by the increment in self-appraisal, clarity and reliability. 4) Consciousness, strategy, anxiety, and panic have adverse impacts on ethical leadership. 5) Dynamic traits of ethical leadership are displayed by leaders who are responsible for internal control. 6) A prosocial attitude is enhanced and an anti-social attitude is reduced by ethical leadership. This study also compared ethical leadership to various kinds of other leaderships that are concerned with ethical values and the results shown in Table 3-3.

Table 3-3 Similarities and Differences between Ethical Leadership and Authentic, Spiritual and Transformational Leadership

	Similarities with Ethical Leadership	Differences from Ethical Leadership
Transformational Leadership	Thinking of others (altruism) Ethical decision making Integration Being a role model	Ethical leaders emphasize moral management (more transactional style) and emphasize ethical standards Transformational leaders emphasize vision, values and intellectual mobilization
Spiritual Leadership	Thinking of others (altruism) Integration Being a role model	Ethical leaders emphasize moral management Spiritual leaders emphasize vision, honesty, faith/hope and work as a profession
Authentic Leadership	Thinking of others (altruism) Ethical decision making Integration Being a role model	Ethical leaders address the awareness of others and emphasize moral governance (in a more interactive, i.e. transactional style). The authentic leader emphasizes more individual awareness and authenticity

The table above depicts that there are similarities as well as differences in the three kinds of leadership stated. They depict similarity in the intellectual property of the followers of the leader, while the difference is observed in the leadership technique employed by the leaders.

Mayer et al. [37] hold the view that collaboration at the group level can be envisaged with the help of ethical leadership. Group-level collaboration is a typical branch of the extra-role attitude of employees.

Walumbwa and Schaubroeck [38] revealed that the direct relation between ethical leadership and the voice behavior provided the existence of emotional security. The employees are ready to take risks if they place their confidence and trust in their leader's expertise, honesty and integrity. This trust will encourage the workers to take risks since they are aware of the fact that they will not be held to account unfairly in case of any damaging outcome of the risk. This also implies a favorable impact of ethical leadership on the mental well-being of the employees.

Jordan et al. [18] stressed that senior managers who are ethically sensible can convey their ethical traits to their subordinates and followers

and set an example to them so that the juniors can also develop into potential ethical leaders.

Demirtas and Akdogan [22] revealed a favorable impact of ethical leadership on the devotion and ethical environment in the organization. The research also highlighted that the ethical environment acts as a moderator for the associations between ethical leadership, the devotion of the organization and proposed turnover.

Demirtas [39] conducted another study to identify the favorable impact of ethical leadership on the integrity of the organization and work engagement. He also discovered that ethical leadership discourages any activity that is against the organizational values. It was revealed that the ethical principles act as a moderator in the association between attitudes of ethical leadership and the integrity of the organization.

Demirtas et al. [40] discovered a positive impact of ethical leadership on work engagement and organization identification provided the significance of work acts as a moderator. Furthermore, another moderator in the relation between ethical leadership and the significance of work was identified to be the cognitive emotion regulation model.

Gok et al. [41] revealed that the manager-based and organization-based attitudes are controlled to a certain extent by the ethical leadership and that ethical awareness acts as a moderator.

The association between the existing approaches of leadership and the diverse outcomes of leadership (i.e. behavioral and perceptual) were investigated by Hoch et al. [42]. They revealed that work performance, the employee's voluntary commitment to the organization, extra-role behavior, work engagement, job satisfaction, psychological attachment of the worker with the organization, just distribution of resources, morality, reliance on the leader and leader-member exchange (LMX) are all favorably influenced by ethical leadership. In addition, ethical leadership reduced the rate of turnover and differing attitudes. The research revealed that this leadership approach showed a 70 percent correspondence with transformational leadership and a 19 percent correspondence with transactional leadership.

Javed et al. [23] revealed in their study that the creativity of a leader is enhanced by ethical leadership. It was found that trust in the leader serves as the moderator in this association, whereas no such role was played by personal experience in this context.

Ko et al. [24] investigated sixty-four studies relating to the association of ethical leadership with predecessors, mediators and outputs. This study is of high significance since it throws light on the status of ethical leadership in the previous studies and also highlights the prospective areas

to be taken into consideration. The ethical leadership predecessors were identified as the traits of the leader and the situational aspects. The moderators are identified as the traits of the leader and followers, leader-follower exchange and the organizational, environmental and emotional aspects. The outputs taken into account were the moral attitude of the followers, personal and collective goals of the workers, satisfaction of the workers with respect to the balance between work and family life, the productivity of the group and the level of the organization. The study discovered that fifty-one out of the sixty-four studies focused on the medium level of management and thus there is a dire need to evaluate ethical leadership at a more senior level of management in the future. The study proposed the adoption of qualitative methods to conduct research on ethical leadership.

Conclusion and Discussion

The significance of additional value, awareness and concepts has been highlighted by the novel management concept. Moreover, the issues of the financial and human resources of an organization are of significance in this regard. The terms personal empowerment, work-family life balance, person-organization fit, flexible working conditions and others have surfaced due to the participatory management strategy and the advancements in technology. There is a modification in the emotional contracts between organizations and employees due to the evolution of new practices. The responsibility of the leaders involved in management has been increased due to these new contracts. The old human resource strategies of increment in salary and bonuses have become outdated and obsolete since the future generation is more inclined towards the business life rather than the objective means of motivation. Hence, managers are required to devise new means for motivating the human resource to ensure their satisfaction, comfort and devotion to work.

The new concept of management also requires the incorporation of additional ethical values in controlling and decision-making processes. The moral attitudes of goodness, truthfulness and integrity are significant for businesses in this regard. Different means of motivation are used by the upcoming generation in the current business scenario. This generation is characterized by more frequent turnover and switching to different professions due to their vast academic expertise. In the past, employees were considered to be faithful and selfless people who rendered absolute service to their employers throughout their lifetime, but this is not the situation currently as indicated by a study conducted by the human

resource department of Cornell University. This study found that there were approximately eight switches of organization by a regular manager during his employment and three switches in his career [43]. This raises the requirement for management models that use the participatory approach for decision making and are based on the centralization of ethical perspectives. Moreover, the organizational environment must be employee-friendly to retain the employees that will consequently stimulate the sustainability and progress of the organization.

Human life is essentially composed of ethics and morals. Human society is a complex system composed of philosophy, principles, values, feelings, objectives, behaviors and practices [44]. Some of the ethical values are inherent while others evolve with the passage of time and by the interaction of the individual with the environment and people. Every act of the individual is governed by these ethical values. The course of action is also determined by the feelings, perceptions and anticipations of others. Prior to committing an act, it is estimated on the basis of an individual's ethical principles. In addition, people are expected to demonstrate ethical attitudes since they have intellectual properties to help them identify what is good and what is bad. Moreover, they are part of a society and are expected to behave decently in the social context.

The literature available on leadership focuses on morality, truthfulness, privileges, integrity and dynamic principles of ethics which are very important in the context of the current management theory. The generation of the idea of ethical leadership has enhanced the importance given to ethical principles instead of efficiency in the context of leadership.

Currently, there is no scope for bossy and intrusive leadership for controlling and directing the workers in the business world, and a more ethical form of leadership with a focus on values, principles, sentiments and confidence is in demand. Such leadership should be based on moral and ethical principles. Ethical leadership has been acknowledged as a significant form of leadership due to the need for optimization of interests for everyone in the context of social interactions within the ethical norms. Diverse methods must be coupled with effective management techniques and ethical awareness for controlling the current associations, specifically those related to social interaction. This situation regards ethical leaders and their ethical attitudes to be significant aspects of productivity in business management.

A leader should intrinsically be ethical and honest. Ethical leadership, void of honesty is impossible. Moreover, there are three critical components of integrity, which are sincerity, self-knowledge and maturity [45]. Consistency between the leader's thoughts, speech and actions

display sincerity towards their work. A good leader must have self-knowledge regarding their strengths and weaknesses—this is important for the leader so that they can perform optimally. Once a leader knows what their aim is, they can direct themself towards it and act accordingly and in all honesty to achieve it. A leader displays maturity when they exhibit accepting and tolerant behavior, when they coordinate and cooperate well with others and are open to criticism because they believe in development [13]. Leaders can be the least hypocritical if they are honest in their work and relations. Ethical leaders cannot emerge without the basic trait of honesty which helps them develop associations based on trust.

Trust can be perceived as the glue that keeps relationships intact and gives them strength. An ethical leader's thoughts, actions and speech reflect their personality and help them to acquire the trust of their associates. Furthermore, trust in the leader also determines the input that a leader's team is willing to give and the overall output of the organization. The findings of several pieces of research regarding the scope of ethical leadership suggest that trust in the leader is the major determinant of all the contributing internal factors and external factors efficacy and efficiency. This implies that once a leader has gained the trust of their team, their work will become more facilitated, worthy and effective. An ethical leader is also expected to exhibit tolerance and kindness toward their team and their behavior must not be judgmental.

Furthermore, Brown and Treviño [13] showed that the strengths of any leader can be the selfless and compassionate attitude of the leader towards the employees along with a transformational, spiritual and authentic approach. Crude judgments, coming from an ethical leader are never appreciated.

With passing time, ethical leadership has become ever more important in organizations. The reason being that irresponsible and selfish behavior from the executives has barred many compliant employees from rising to the top, while they apply the rules where it suits them best. Furthermore, the management approaches that executives tend to apply aim to solely gain profits and to gain a competitive advantage through any means. If the leader believes in ethical standards, these means will not progress as the ethics will stand between the undue advantages and the approach. A wrong approach can never pave the way for a justified and content position for the organization. A leader that observes ethical standards will ensure that any moral or legal idiosyncrasies are avoided. Instead, he would help the organization chase competition and earn performance targets through proper means [46]. Experts advise that leaders should conduct ethical code programs to create a two-way communication channel between them and

the employees. This should be an established code of conduct and should be broadcast in the organization in writing to ensure that misconduct is avoided at all costs. This methodology will give the employees a comprehensible insight into what they can and cannot do in the vicinity of the organization. Leaders are further recommended to adopt the whistleblowing approach (disclosure, problem reporting, etc.). This approach is dynamic in the sense that it ensures that the employees keep their own behavior regarding fellow employees, machines or the organization in check. This is because the whistleblowing approach engages various channels of reporting of any negative behavior by the employees.

Organizational culture is yet another determinant of ethical behavior which is evident through the conduct of the team [47]. To have a common ethical viewpoint assists the employees to be accordingly decisive and brings the entire team onto common ground with regards to philosophies, social facts and principles. This approach allows an ethical leader to gain a respected place with his team members and employees and allows room for creativity. The employees, in return, will be able to trust their leader and the organization with the decisions and instructions that are passed down. An ethical system can help in devising common social facts. Right and wrong should be undoubtedly differentiated for the employees working in the organization. The organizational culture critically depends on these ethical foundations of right and wrong. Organizational practices can bear a certain weight if these practices comply with social and ethical values. These practices are beneficial in the long run and go beyond legal penalties. They are monitored through internal and external audits, rules of conduct in the organization, defined duties and responsibilities. A code of conduct is tailored to the requirements of every organization and it defines how the employees are to behave at all times. These rules can bear legal or corporate consequences if violated, which is how employees keep their behavior in check. A thorough code of conduct also helps in guiding the employees when the instructions are inadequate and when and where they are allowed to quote opinions. It is, therefore, a major responsibility of the ethical leader to create an all-round code of conduct which will warrant that a fortified organizational culture is established.

For a leader to be able to develop an ethical organizational environment, they should be rich in social capital. For an ethical leader, this means that their employees and associates should be able to fully trust them, their actions should exhibit sincerity towards them and they should not put others down by conceiting. Kahne et al. [48] state that social capital founded on trust contributes to the esteem of the organization with

its fellow competitors. An ethical leader appreciates the importance of social capital and does not shy from investing in it to fashion an organizational climate that is ethically correct due to which it gains the trust and loyalty of the people. Besides these advantages, the ethical leader inevitably earns the place of a role model for their followers due to their sincere services towards the people. Lately, social ties are losing value and respect is also seen to be diminishing, thus organizations must strive to bring these back to the norm. Bringing awareness to people is one of the most reasonable ways to create social capital. As ethical leaders, managers have an important responsibility to devise a thinking system which is compliant with ethical standards. These should first be observed in the organization itself to spread out into society.

An ethical atmosphere can ensure that employees are aware of their social responsibilities. A society, state and the environment take a direct impact from the behavior of organizations and the individuals that run it. Therefore, it is crucial to create an ethical infrastructure for these organizations to follow. The subservient employees will follow in the footsteps of a leader who makes it their main responsibility to behave in an ethically correct manner. The leader's actions and behavior ensure that they foster an environment which will nurture socially responsible employees.

Organizations can benefit immensely if their human factor is strategically employed and engaged. The Y and Z generations today are endowed with knowledge about the latest technology and techniques; hence they can play a major role in the progress of the organization. If these generations are put to task in an optimum manner, they can contribute to strategic success for the organization. For this purpose, ethical leaders can lead the employees towards beneficial targets for the organization and cast them according to the cultural needs of the workplace. These strategies will help the organization to gain an edge over the others and tackling the human capital effectively will demonstrate the managerial skills (planning, organizing, leadership, and control) prevalent in the organization. If an organization is able to create coherence among its human capital, this coherence will radiate into a healthy, coherent environment outside the organizational vicinity as well.

Organizations which are able to effectively manage deviances of the employees are sure to find success. This means that inequalities based on gender, religion, ethnicity, language and patronage should be avoided at all cost and only individual aptitude should be the gauge of any decision and success among employees. The prevalent organizational culture today is that men have a gender-based advantage. This has shifted in the last

decade due to technological progress and integration. With the change in the labor market, a report by the International Labor Organization (ILO) states that the need to hire women in the workforce is more important than ever. Female employees make up as much as 40% of the global labor force, but they are rarely found to be on the senior executive posts. Women mostly earn at a lower wage level and their progress is often hindered due to gender-based discrimination. This mindset prevents women from optimally performing and so it is important to circumvent this issue and cater to talent and aptitude for the benefit of the organization.

Additionally, an innovative culture in the organization can direct the employees and the team towards successful and achievable targets. This is achievable through the metamorphosis of the ethical and moral grounds to cater to diverse human capital. Individual aptitudes and responsible behavior can be preserved when a range of skills are employed fairly in the organization [49]. One of the integral constituents of individual aptitude is cultural competence. Cultural competence encompasses several aspects that determine human behavior, such as i) perception of the individual's behavior in the group and how they create mental strategies; ii) apprehension of the strategy; iii) how to incorporate other team members' ideas into that strategy; iv) respect everyone's ideas and contribution to the strategy. An organization cannot achieve cultural competence without a fair input of the leader in ethical regards. This will also lead to a dynamic and positive outcome individually and on behalf of the organization as a whole. Ethical leaders, therefore, have a responsibility to assimilate cultural competence in their management approaches. They are required to completely trust their strategy; they should have an intrinsic ability to deal with a variety of people and empathetically deal with their team members.

Recently, the issue on the rise and much debated is equality. The need for this debate shows our standing as a society and the need for social justice in the environment. In day to day social dealings, equality should be catered for since it is an integral moral aspect of a successful society. Customarily, the role of leadership requires that social equality and justice is served at all costs. Discounting the importance of this aspect leads to unaccounted injustice and inequality which in return reflect the ethical ignorance of the leader [50]. Respect for all followers is the nucleus of ethical leadership. The behavior of the ethical leader is determined by such a culture of respect and leads to a chain reaction of inducing ethical behavior at organizational, national and global levels. Social justice also finds its roots in equality. A harmonious society is created when humans are regarded with respect and gives rise to social justice from which

originates ethical leadership [51]. Leaders are therefore encouraged to have an open-minded approach towards people from all walks of life and to be mindful of social justice and equality.

Recent developments in the country have contributed to immense progress which has given rise to beneficial research and development studies, technical advancements, input and output procedures which keep the human role in mind. This has led to some complications in the managerial and leadership roles in organizations. Since an organization cannot progress without the optimum performance of its employees, management models have given this aspect due consideration and recommended ways in which the team can work together towards common goals. Furthermore, the bodies that are impacted by the outputs i.e. stakeholders, suppliers, market actors and people should be managed according to their perception level. With the growing complexities in society, ethical leaders should be able to demonstrate role model attitudes tha will comply with ethical and moral grounds. It has been observed that when an organization primarily depends on people for desired outputs, a leader who abides by moral and ethical standards ensures that the desired targets are met and chases the competitive advantage effortlessly.

Ethical leadership should be probed further to create new methods for this field to flourish and to be integrated into new generations. It is believed that the progress in this field since 2005 will end the hiatus between production and service enterprises. Furthermore, the belief that a leader's behavior will impact stakeholders' attitudes leads to leadership that not only concentrates on profits but the overall association as well. This contributes to satisfaction, organizational commitment, engagement and identification. This implies that once the cycle completes, the leader can direct their team to gain significant advantages by engaging all the internal and external stakeholders in an effective manner. The academic literature in this regard can expand by researching common aspects such as work engagement, commitment, satisfaction, performance and turnover intention. A common observation about recent studies is that these studies are made at middle management levels and the impact of ethical leadership upon them [24]. It is also important to check the ethical leadership behavior and its impact on executive levels of the organization.

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CHAPTER FOUR

TRANSFORMATIONAL LEADERSHIP

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Abstract

In this section, we will focus on transformational leadership, one of the most prominent leadership styles, which still continues to attract attention and stay up to date in today's conditions. Leadership is the art of mobilizing a particular group of people in order to achieve a particular goal. Leadership requires having qualities such as personal traits, talent, and experience. However, today, leadership is not limited to the specified features. Therefore, it is not possible to adapt to the change process with the old leadership behaviors nowadays where the change is rapid and intense. In the developing world increasing and changing needs, and technological and scientific developments have brought different dimensions to organization and leadership. A leadership understanding that adapts to the requirements of the new era, emphasizes the environment and human values and internalizes the quality is inevitable. In this context, it has been accepted that the use of the most valuable resource, the knowledge, skills and talents of humanity, is vital. Under these conditions, transformational leadership emerged as a leadership style that seeks to go beyond the current system and encourages it, adopts the future, innovation, and change.

Introduction

Humanity had to learn how to organize in order to meet their needs and to achieve their goals. This reality has been part of human life since our existence on earth and this necessity has brought leadership and management phenomena to our intellectual and social life [1].

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Transformational leaders place extremely important values such as justice, freedom, and equality over all leadership characteristics [2]. In transformational leadership, the relationship is not based on material elements but on purely personal value systems such as providing justice and order. The main purpose of transformational leadership is to achieve organizational transformation by adapting to a rapidly changing environment.

In this era where the business world experiences various challenges, transformational leadership is considered to be the most effective way to overcome these challenges. Over the last two decades, especially in the process of the restructuring of reputable institutions and organizations, transformational leadership has been proved to be the most effective leadership style.

One of the most important features of transformational leadership reveals the development, ability, and skills of people who are intractable and capable of resolving complex problems, redefining their position, goals and responsibilities. As a result of increasing self-esteem and maximizing performance, people are encouraged to take an active role in the changing system, take the initiative and aim to get better than expected results.

The transformational leader makes life meaningful for their employees by providing empathy and an atmosphere of loyalty which keeps the excitement and enthusiasm emotions alive. The transformational leader works to increase the interests of the society and the environment in which they work beyond their interests.

When the studies on transformational leadership are examined, it can be said that the focal point of all studies is human and the effective leader criterion is to meet the human needs, reveal their interests and provide for their development [3].

If we are talking about transformational leadership, the founder of the Republic of Turkey, Mustafa Kemal Atatürk cannot be ignored. Atatürk has all the characteristics of the transformational leader [4]. He has carried out a radical transformation process by establishing a modern new state from an empire that was about to be fragmented or even destroyed.

1. Historical Development of Transformational Leadership

The transformational leadership theory was initially proposed by James McGregor Burns in 1978 as the opposite of the transactional leadership theory. He described the difference between the two styles in relation to

the offer made by leaders to followers and vice versa. Transformational leaders offer a purpose which expands outside the personal objectives and requirements of their followers [5]. Therefore, transformational leadership emerged as an extension of Maslow's self-actualization theory in which the leaders promote the values of conscientiousness, selflessness, consideration, team spirit, and public duty to inspire their followers to embrace group or organizational benefits by bringing into line their personal interests for the greater good [3]. Transformational leaders involve their followers through motivation and moral values [6]. Charm aids the transformational leaders in motivating and assigning moral values to their followers [7]. Whereas in transactional leadership an exchange of value for value among the leaders and its followers is involved [5]. These leaders intermingle with their followers by donating something required by the followers in exchange for something they require [6].

Transactional leadership is a common practice in comparison to transformational leadership, although transformational leadership has a long-term effect on the organizational outcome [5].

Transformational leadership was further extended by Bernard Bass [8] in 1985. Initially, he disagreed with Burn in placing transformational and transactional leadership at the opposite ends of the leadership scale. From Bass's point of view, these two leadership styles are separate concepts but a few of the best leaders display both of these styles [5]. The good leaders followed the transformational style more frequently [7]. Therefore, his consideration of the transformational and transactional leadership as complementary concepts got greater acceptance. As they are complementary concepts, both styles aid in the actualization of goals with transformational leadership supplementing transactional leadership to increase the followers' performance using a variety of motivation tactics [6].

The concept of the "augmentation effect" appeared only to describe the role of transformational leadership in improving transactional leadership [5]. Bass [9] also described the behaviors that depict transformational and transactional leadership by using the Multifactor Leadership Questionnaire (MLQ). The questionnaire explained that transformational leadership exhibits 1) "charisma or idealized influence" 2) "intellectual stimulation" 3) "inspirational motivation" and 4) "individualized consideration," whereas the transactional leadership exhibits 1) "contingent reward" 2) "management-by-exception (active)" and 3) "management-by-exception (passive)" [10]. Transactional leadership is considered "contingent reinforcement" or the use of positive support for a required outcome and negative support for an undesirable outcome [10]. The MLQ also made an addition to non-leadership or *laissez-faire* leadership as a comparator to

differentiate between the transformational and transactional leadership styles with the absence of leadership.

2. Transformational Leadership Theories

Burns' Transformational Leadership Theory

Burns [11] defined transformational leadership as the interaction between the leader and the target audience, and the promotion of morale and motivation. According to Burns [11], transformational leadership is an effort to raise the awareness of the target audience and develop them in line with the ideals of equality in peace and serenity, where competition does not turn into hatred and jealousy, where morale and motivation are prioritized. According to Burns, the transformational leader does not discriminate against his subordinates while addressing the targets. According to Burns [12], leadership is only a process, while the impact on individuals is minimal and their impact on systems and institutions is at the highest level. Transparency and sharing have an important place in the group.

Bennis and Nanus

Bennis and Nanus [13] attempted to demonstrate the weak and strong aspects of transformational leadership with a five year study and they identified four different strategies in their transformation.

1st Strategy: Transformational leaders, in accordance with the vision they set, will make the target audience attractive and make the image of a simple and understandable future. They identify design and implement methods that will be able to transfer powers to the followers and make them feel that they are an important part of the objective, based on the actual needs of the target audience.

2nd Strategy: Transformational leaders are social architects of organizations. They mobilize the followers by identifying an understanding and identity for the determination of common values and purpose.

3rd Strategy: Transformational leaders clearly determine the position of the followers. They instill faith and confidence in the target audience. If changes frequently occur in positions, it causes loss of faith and confidence. In Bennis and Nanus's [13] studies, they emphasized the importance of trust and belief by comparing the organization with a healthy identity.

4th Strategy: Transformational leaders never neglect their negative and positive aspects. However, they express their positive aspects. They hold a

strong link between their goals and their positive aspects. They create a close relationship with the target group and create a sense of mutual trust.

Tichy and Devanna

In their work, Tichy and Devanna [14] conducted research on the relationship between transformational leadership and organizational transformation. They were interested in how and in what way the transformation affected the organization. The changes and innovations brought about by the era tried to reveal the effect of the leader against technological, social and cultural developments. As a result of their studies, it was determined that the leader manages the change in the organization through three actional processes [14].

These processes are seen as successive stages that follow the formation of a new vision that begins with the determination of the need for change and then institutionalizes the change [14].

Determining the need for change: In this process, why change is imperative and what is meant by change is explained to the employees in an easy, concise and convincing manner. It should be remembered that there is always resistance to change in societies because unknowns always create doubt and anxiety in people. At this point, transformational leaders have the responsibility to influence followers with their change-oriented attitudes and behaviors.

Creation of a new vision: The second stage is the process of re-existence and transition in which the future will be designed. This process refers to the time spent in the process in which the target group will move from the past to the future. According to Tichy and Devanna [14], vision is not created by only one leader. Vision is a result obtained from different perspectives

Institutionalizing the change: The third stage involves the process where the facts are settled, the abstract concepts are embodied, and the target audience adopts and motivates the goals. According to Tichy and Devanna [14], transformational leaders must execute the following against change and threats:

- To ensure that the opposing views and opinions are questioned,
- Creating information networks to provide effective knowledge,
- To maintain a dialogue with them in order to learn how other organizations with similar problems have overcome them,
- To compare the performance of the organization with its competitors.

Bass's Transformational Leadership Theory:

Bass described transformational leadership as the leader's impact on the target audience[10, 15, 16]. The target group performs more than expected as a result of the combination of love, respect, trust, and a sense of engagement with motivation. According to Bass [3], a leader can transform his followers in these ways:

- By increasing the awareness of the meaning and importance of the mission,
- By instilling the idea of keeping the organization's interests ahead of their own interests,
- By mobilizing the higher demanded needs.

To encourage the employees and improve the organizational outcome the transformational leadership style is considered as the best leadership pattern[7]. In order to address the existing and upcoming challenges in the complicated and quickly changing workplace environment, it is considered as the best leadership style as it is the best way of raising organizational capability and flexibility [7]. The rise in expectation on the constructive impact of transformational leadership makes it essential to take into account the status of this leadership theory in its historical development, the theoretical developments that happened and the evidence received from the theoretical and empirical studies [7].

3. Theoretical Developments and Criticism of Transformational Leadership

Even after the emergence of criticism, the theory of transformational leadership continued to be developed by its supporters. The varied support for transformational leadership reasoned for the criticism of this leadership style [17]. This criticism aided in the development of the transformational theory in making clear the aspects of this leadership style as well as their applicability.

The criticism of the concept of transformational leadership exists due to many reasons which may include its operation as a two part process, the exclusion of few significant behaviors, the lack of practical explanations of the leadership style, an impractical heroic origin of a transformational leader, and non-specification of the circumstances that bound the exercise of this type of leadership [18]. The vagueness also arises when transformational leadership and charismatic leadership are treated equally for which arguments are made as it is observed that charismatic leaders are

not essentially transformational leaders and transformational leaders are not always charismatic [10]. A recommendation was put forward by Yukl [18] that the transformational leadership and charismatic leadership concepts are separate but they overlap, partially because transformational leaders can be charismatic. The existence of transformational and charismatic leadership together is not common and is unstable. Charisma is not automatically reflected by the behavior of transformational leaders. The charisma exhibited by transformational leaders lasts only for a short period. The second area of confusion is the description or explanation of the dimensions of transformational leadership. The Five-Factor Model of transformational leadership suggested by Rafferty and Griffin [17] consists of specific dimensions of "vision, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition." The vision is described as a precise element of charisma that relates to an ideal which signifies common standards. Inspirational communication is the one that makes inspirational leadership clear, which means the use of verbal communication to encourage followers. Supportive leadership helps in clarifying the individualized consideration by directing on behaviors proposed to fulfill the needs of followers. The intellectual stimulation includes engaging follower attention on problems, exploration of different viewpoints of complications and awareness of issues. Personal recognition is defined as the one which reflects the relationship between transformational and transactional leadership, involving the recognition of individual effort in a reliant reward system. These proposed five dimensions practically impact on leadership behavior matters in future planning, constructive messages regarding the vision for the future are strong motivators for followers, and knowledgeable motivation gives shape to an emotional connection towards the organization.

Transformational leadership is also criticized because it revolves around the condition of motivation and morality. Transformational leadership is criticized for not being ethical as it is based on emotional factors and not on a rational basis and it is missing checks and balances in the interactions and exercise of power in the organization; thus the transformational leaders are not always ethical [10]. As a response to this, a new concept of transformational leadership emerged. Supporters of this concept claim that analysts based their opinions on the failure to differentiate between authentic transformational leadership and pseudo-transformational leadership [7]. On one side, the authentic transformational leadership includes the identification of essential values that unite the members of the organization, build pluralistic leadership, foster the potential of the members, and enable the satisfaction of members

[10]. The essential organizational values comprise uprightness, equality, trustworthiness, justice, fairness, and respect for human rights [7]. Whereas on the other side, the pseudo-transformational leadership comprises the superiority of the leader and suggestion of followers, fondness for a few members over others, and favoritism towards unique interests [10]. An authentic transformational leader is ethical in providing the problematic process of uniting the values of the organization and its members with acculturation as an element that eases the process. The authentic transformational leaders may issue transactional orders or make petitions throughout the initial process of bringing into line individual and organizational interests. These are both ethical actions if these happen with the consent of members in the organization and this consent rests on trust towards the leader [7]. In opposition to this criticism, authentic transformational leaders add to organizational growth by employing process observation and other organizational growth strategies to achieve a better hold of group interaction. Authentic transformational leadership also goes with the principle of checks and balances from the role of the board and reporting standards. As ethics is related to culture so the authentic transformational leader does not facilitate an ethical design for its members of the organization to follow. Therefore, the leader keeps to the ongoing process of pursuing moral excellence, a leader encompasses a moral character, followers can freely accept or reject communications and programs, ethical values manifest in the leader's vision, and moral values are apparent in the decision making and other organizational processes. An authentic leader also permits as a moral agent when assessed by intention, conscience, means employed, and results of actions [10].

4. Research on Transformational Leadership

Multiple studies on transformational leadership have been carried out; they have helped towards a better understanding by elucidating the confusions already present which has led to the betterment of the theoretical concepts. These studies also aided in checking how applicable the theory is in the real world. Multiple types of research have come into existence afterwards.

One type of research carried out included theoretical investigations related to transformational leadership. A strong relationship existed between the two concepts of leadership which were found by Judge and Piccolo [5] in 2004. The research backed up the relationship between the two leadership concepts and the intensifying effect. A study was carried out under the heading of the emergence of the authentic transformational

leadership concept [19]. In that study, authentic leadership and transformational leadership were compared to each other in order to see if there was anything unnecessary. Both were highly related and similar in this aspect and pointed towards redundancy of one concept, but neither was thought to be weaker. The two leaderships were seen as individual and it was seen that authentic leadership had a greater impact on performance and behavior, whereas transformational leadership focused on the satisfaction of the employee. Both kinds of leadership had a strong effect on individual and collective results.

Another form of research was based on experiment and observation with emphasis on how transformational leadership effects the results in different areas. A study carried out by Lowe et al. [6] showed how effective transformational leadership and transactional leadership are. They checked this by interrogating the various aspects of the styles of leadership in organizations in both the public and private sectors.

The outcomes showed that transformational leadership is more effective than transactional leadership. It was seen that at lower levels transformational leadership is more important. In the education and military setup stimulation of the mind plays a huge role by having an effect on both the organizational and subordinate measures. There is a strong relationship between the rewards of transactional leadership as compared to the means of effectiveness. It was shown that this relationship plays a part in organizational effectiveness.

Wang, Oh, Courtright, and Colbert [20] conducted a study in which it was shown how transformational leadership affects the performance of a person. They showed various aspects including the effect on the task, different measures, the location and the level of leaders. There can be a healthy relationship at both individual and organizational levels. The way of leading can greatly affect the efficiency of the team and also improves the effect of transactional leadership on individual performance as well as the team performance. Transactional leadership forms the basis of the transformational leadership in terms of the reward. Rewarding a group of people enhances the transformational leadership by giving rewards for boosting individual performance. On the other hand, transformational leadership supports the performance of the team. The studies which were carried out favored the enhancing effect and also the application of transformational leadership. Several other studies focused on a more particular context. An important relationship was found between transformational leadership and the creativity of the employee, and also the creative self-efficacy. It was found in a Taiwanese insurance company and it was seen that this way of leadership can greatly improve the

creativity of the employee if there is regular communication between the leader and their employees. Gumusluoglu and Ilsev [21] depicted how transformational leadership affects individual creativity by psychologically empowering individuals and also the healthy impact of the style of leadership with changes in the organizations which included small software development firms in Turkey.

Transformational leadership helps in improving creativity in those industries in which new changes are being made and their workers need to be motivated to work more competitively. In China, in those companies which are related to manufacturing, it is important for those that are moderately competitive to be involved in developing new processes because of the strong competition. On the other hand, those companies which are working in a highly competitive environment to enhance transformational leadership. This is applicable to those firms where the economy is flourishing. An experiment was conducted by Purvanova and Bono [22] on university students. It was seen that the style of leadership had a positive influence on the communication and also on the project satisfaction of teams. The teams used both face-to-face and computer-mediated communication. The leaders who were given greater ranks showed high transformational leadership styles in virtual teams. Transformational leadership had a strong influence on those teams that used computer-mediated communication. It was seen by Braun, Peus, Weisweiler, and Frey [23] that transformational leadership also had a really good influence on the individual as well as team performance in a German research university. The one thing which aided the individual's view of transformational leadership and also individual job satisfaction was trust in the supervisor. On the other hand, trust within teams did not help the team's view of transformational leadership.

Another portion of research emphasized those factors which affected the functioning and the influence of transformational leadership. Bass [3] suggested that both moral and personal development along with education and training affect the style of leadership. Transformational leadership is applicable to individuals and collectivist cultures. Good management by the top managers promotes a transformational organizational culture. Women tend to be more satisfied with this. Employee culture was exposed by Muenjohn and Armstrong [24] as a factor which affects the leadership behavior of those managers who were not natives in Thailand in order to back up the acceptance of the transformational leadership. In a German pharmaceutical company, it was shown by Kearney and Gebert [25] that transformational leadership supports the healthy impact of nationality and educational diversity on the performance of the team. While, on the other

hand, low transformational leadership does not have a positive impact on the variables.

Low transformational leadership has a negative influence on the link between age and team performance while high transformational leadership has no effect. High transformational leadership supports employee characteristics and team performance by clearing up confusions in the task-related information and collective identification. In a broader aspect of the firms of South Africa, positive aspects of the features of the employees and their good beliefs about themselves indicated the influence of transformational leadership on the work commitment. Leaders can involve those employees who are quick learners and think on their own when they are given more tasks and more authority.

Employees who are brilliant and can come up with good ideas when their brain is stimulated can be involved by the leaders. This hypothesis of Cho and Dansereau [26] on the prominent role of an individual and group perception of justice in the association between transformational leadership and organizational citizenship behaviors was backed up by the data collected from a multinational bank in Korea. A leader has the power to motivate individually beneficial organizational citizenship behaviors by making employees accountable for their individual considerate actions. A leader can demonstrate mutually advantageous organizational citizenship behaviors through charismatic actions that advance employee perception of fair treatment and ethical practice. Transformational leadership works best in motivating developments in employee performance through leader-employee interaction established on the results of a quasi-experiment on call center workers as shown by Grant [27]. The interactions of leaders and employees is also assisted by the better motivational influence of transformational leadership between the government workers. Moynihan, Pandey, and Wright [28] suggested that transformational leadership affects the application of performance improvements by using performance information and suggested that transformational leadership nurtures the use of performance information through the clarification of goals and organizational culture.

5. Characteristics of Transformational Leadership

Creative thinking: It is a process of change involving new methods and new ideas. When used correctly, it is the key to success. The most critical aspect of this feature is the belief in the power of positive thinking [29], [30].

Joint working and sharing for the determination of the future: Sharing all the work, determining the intended and imagined future, planning,

developing and picturing the future [29, 30].

Communication and high motivation skills: The purpose of transformational leadership is to realize the process of change and transformation. In order to achieve this aim, the illustrated goals are conveyed to the people who will realize these goals together. At this point, effective communication skills are required. The mobilization after this transfer shows a high level of motivation to initiate the transformation and to be credible [3, 29–31].

Representation of change: The transformational leader has to be creative, to try different and new methods, rather than known and applied methods. It is the representative of the metamorphosis that breaks the known taboos [3, 29–31].

Charismatic effect: Charisma is the ability to easily influence people, to have superior persuasion ability and confidence. Charisma in transformational leadership is used to provide a high level of performance for the audience and to better connect to goals. In a sense, this means "charismatic power." Charismatic leaders vitalize ideas and inspire them [3, 17, 30].

Flexible management approach: Transformational leaders are prepared for variable situations. Instead of unchanging, rigid and strict rules, they give importance to alternative and flexible changes which are consistent with the target. For this, they change the conditions that their employees work in [3, 29–31].

Emotional endurance: Being brave, taking risks. The transformational leader must have a structure that is resilient in every environment, without fear, with a strong and decisive attitude [3, 10, 29–31].

Empowerment: Transformational leaders attach great importance to teamwork. They also attribute great importance to participation in the taken decisions. They give initiatives to their subordinates to be the driving force. They see the entire picture [3, 17, 29–31].

Reliability and self-confidence: Trust is one of the most prominent features, not only in transformational leadership but in all leadership styles. The first requirement to influence a group or society is to ensure a sense of trust. For this reason, discourses, goals, and behaviors must be coherent and compatible [3, 17, 29–31].

Today, reliability, honesty, and sincerity are among the most demanded features. Otherwise, success will never be achieved. Confidence and risk can move in parallel. Indeed, it is not possible to talk about risk in a place where there is no trust. This means that neither change nor success can be achieved[31]. Transformational leaders must have full confidence. Without waiting for any driving force, they should trust their own talents

and intelligence, but also trust in their followers. It should be known that self-confidence will create a great energy source when combined with power. However, it should be remembered that excessive confidence will cause uncontrollability [3, 17, 29–31].

Lifelong learning: Lifelong learning is a process without end. In the century we live in, it is an inevitable need to create a set of new knowledge because of the developments and changes in science and technology almost every day. The end of learning means the end of development. This is an indication that the learning of the world is going to last forever. In this context, the transformational leader is committed to self-learning in order to achieve their goals and must be aware of developments and changes and be able to produce solutions with their knowledge and skills [3, 10, 29–31].

Valuing teamwork: Synergy, a concept we have often heard about in recent years, highlights the importance of working together. The effect of the combined forces has more influence than the sum of the forces to be generated individually. This is why teamwork, synergy, is an inevitable necessity of success [17]. Teamwork increases the sense of love, respect, and dependence among individuals as well as success. There are exciting aims in teamwork, and team members are happy to be a member of that group. The most important feature of success in teamwork is to have positive and constructive human relations [3, 10, 29–31].

The sense of humor: The 34th President of the United States, Eisenhower, has, in fact, made the best definition of leadership and humor by saying "The sense of humor is a part of the art of leadership to manage people and make things work." In the research, humor is seen as the power of character, positive psychological structure, sincerity, and the mitigator of stress. Humor is also one of the indicators of emotional well-being [3, 10, 29–31].

Dimensions of Transformational Leadership

The dimensions of transformational leadership are similar to those of different management scientists. The dimensions of transformational leadership are concisely explained below:

Idealized impact (charisma): The transformational leader is completely solution-oriented and makes the most radical decisions, even in the most difficult cases. Charisma is like respect; it is obtained by deserving, not by request. In this case, the justification is a product of respect, love, trust, and faith [17]. The transformational leader and the target audience should be identical. Transformational leaders should take their leadership on the

basis of strong ethical and moral values. A long-lasting, healthy and sustainable leadership approach ensures that the leader stands up and respect is deserved and permanent [22, 29, 30].

Inspirational motivation: a sentence we hear often says “believing is half the battle.” This sentence is like a saying for the transformational leader. Because if you do not believe it, you cannot make it believed, and cannot achieve it [17]. The transformational leader must understand the characteristics and mood of the target audience well and choose the appropriate form and style to inspire and motivate. They communicate with the followers rationally and reliably. They set an example for them by strictly adhering to their goals and methods [22, 29, 30].

The transformational leader stands behind what they want to do and has the responsibility to explain the questions of why, and how. Motivation evokes a sense of enthusiasm, ambition, and continuity in people. It keeps excitement and ambition alive [22, 29, 30].

Intellectual stimulation: The transformational leader encourages their target audience to accept change. They convince them that creativity found in them should be unleashed, different perspectives will bring new inventions, and stereotypes will cause deadlock. They believe in understanding the thoughts of their target audience and instilling the challenging spirit [22, 29, 30].

The transformational leader makes the target audience totally and sincerely accept the principle of being allocentric not egocentric.

Individualized attention: Transformational leaders establish a one-to-one relationship with their subordinates and give importance to their personal development. They empathize with their followers. They behave in the way their subordinates want to be treated. They give them the feeling that they are valuable, important and special. Other characteristics include:

- Not so far-fetched as to be the practitioner of tomorrow,
- They have the objective skills to distinguish between the unconventional and the novel,
- They have the objective skills to distinguish between the unconventional and the novel,
- They encourage lean management,
- They take risks, and they are brave,
- They awaken the target audience for change and stimulate them to instill the spirit and excitement of the transformation,
- They are the leader who has put forward the leading organizations so that they can consciously come out of the uncertainties, who provides support by developing their knowledge, skills, and experiences.

- They improve the environment to address other's development and needs. In a way, they see them as a team and they are the coach [17].

Perseverance against conflict: History is filled with examples of reform and renaissance movements such as fundamental changes, struggles for freedom and independence, new formations and their effects. The transformational leader, too, will find many obstacles in the face of a sudden wiping out the old and aiming for a new reform. If the leader has the characteristics of transformational leadership, this conflicted environment will not be a big problem for them and they will succeed in their domination. Because change is their power and energy [17].

Qualifications of a Unique Transformational Leader

- Ready to convert and flexible enough to capture time,
- Has a creative approach,
- Is focused on the purpose,
- People-oriented to be open to and supportive of change processes, creativity, and different ideas,
- Not so far-fetched as to be the practitioner of tomorrow—has the objective skills to distinguish between the unconventional and the novel,
- Lean and open to confusion,
- Able to think, to question, to see themselves as a representative of change, to take risks, to succeed and to be brave,
- Able to awaken the target audience for change and stimulate them to instill the spirit and excitement of the transformation,
- Are the leader who has put forward the leading organizations so that they can consciously come out of the uncertainties.

6. Conclusion and Discussion

Transformational leadership has worth as a concept when considered as a supplement to transactional leadership, particularly through an augmentation effect on the reliant reward aspect. The theoretical improvements in this style consist of the proposal but do not equalize transformational leadership with a charismatic leadership style and the five dimensions of the leadership style recommended. The theoretical studies have helped to clarify confusion around the leadership theory. The empirical readings displayed the application of transformational leadership

in different contexts, the positive influence of the leadership style on the numerous organizational consequences and the features that impact the effect of the leadership style on these outcomes. It helps to encourage positive organizational outcomes that consist of greater creativity, job satisfaction, performance, and trust. Although the positive effect is not automatic. The organizational outcomes are moderated by contextual factors.

The transformational leader ensures that the transformation takes place when the required behavior is performed as a whole. When the leader applies these features and injects these features to the target audience, success will be inevitable and the transformation will be realized. The results obtained from the research show that there is a significant relationship between transformational leadership behaviors and organizational commitment and the hypothesis is confirmed. The target audience in transformational leadership is the focal point. If the target audience is endowed by the feeling that he/she is cared about, the dependence on the organization will increase and the "my mentality" will be completely transformed into "our mentality."

In today's world where technology is changing every day, competition is peaked and those who cannot keep up with innovation cannot survive, there is a need for transformational leaders who can pass this process successfully.

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CHAPTER FIVE

TRANSACTIONAL LEADERSHIP

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Abstract

Transactional leadership is defined as an exchange wherein the leader explicitly expresses his/her aspirations and the tasks that followers must complete to achieve certain goals and promises various gains and rewards to followers for accomplishing their objectives, thereby obtaining outputs that are valuable to both parties. Transactional leadership is an effective form of management implemented by managers in various organizations. Therefore, it is important to understand the basis of transactional leadership to improve organizational processes and increase the well-being of followers. In this chapter, the scope, components, theoretical foundations, and effects of transactional leadership are explored in detail to form a comprehensive resource for both practitioners and researchers.

Introduction

In 1978, James MacGregor Burns developed the transactional and transformational leadership theories as political leadership theories. Burns first defined the concepts of transactional and transformational leadership in his book, "Leadership" [1]. According to Burns, transactional leaders garner obedience and effectiveness by explaining task requirements and the resulting rewards, thereby establishing a transactional relationship with their followers. Therefore, a transactional leader's interest towards their followers is based on an exchange-based relationship. This relationship

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focuses on the expectation of both parties (the leader and the followers) that they will earn value or benefits for themselves. In contrast, transformational leaders achieve success by transforming the needs, beliefs, and values of followers beyond mere obedience [2]. The concepts of transformational and transactional leadership were adapted to the organizational context by Bass [3]. According to Bass, transactional leaders often focus on issues such as improving and maintaining performance, eliminating resistance to certain activities, making and implementing decisions, and fulfilling objectives. Transformational leaders, on the other hand, focus on the results and targets to be achieved and strive to unite their followers and other stakeholders around the same vision.

Although developed in the last quarter of the twentieth century, interest in these leadership theories is increasing and several research studies are being conducted regarding the variables related to these leadership styles in the organizational context. Moreover, businesses need effective leaders to increase productivity, grow, and make efficient growth sustainable. Organizational leaders can implement different leadership styles, including transactional leadership, or a mix of various styles [4]. Therefore, it is important for practitioners and researchers to understand the role of transactional leadership in the success of enterprises and in ensuring the well-being of followers. In this context, this chapter aims to provide a comprehensive resource and guide for practitioners and researchers of transactional leadership to promote understanding of this subject. In this framework, the concept of transactional leadership is defined, followed by a discussion on the theoretical bases of transactional leadership. Next, the effects of transactional leadership on organizations and followers are examined. Finally, the implications and suggestions for future research are discussed.

1. Scope and Components of Transactional Leadership

Transactional leadership is defined as a trade-off between followers and their leader to achieve certain goals wherein both parties mutually affect each other and obtain valuable outputs for themselves [5,6]. According to transactional leadership theory, a leader and his/her followers interact mutually and ultimately both win. In other words, transactional leaders meet their followers' expectations in return for the fulfillment of their wishes and the achievement of the determined targets. Thus, there is mutual dependence between a leader and his/her followers. Hence, effective transactional leadership depends on a leader's ability to respond

to his/her followers' reactions and to meet their changing demands [7, 8]. However, although transactional leadership has been described as an exchange between a leader and his/her followers, where both parties achieve results that are valuable to them, not all exchanges occur at the same level [9]. Exchanges between leaders and followers occur at two levels: high and low [10]. While high-level relationships include the support and emotional resources of the leader and strengthen the link between the leader and his/her followers, low-level relationships include the provisions of a contract between the leader and his/her followers (i.e. the employer and the employees). These provisions cover the salary for the working period, annual leave duration, health insurance, and similar rights and benefits. Low-level relationships are more common than high-level relationships. In a low-level exchange relationship, the leader describes the rules that followers must follow, the tasks they must complete, the goals they must achieve, and the rewards they will receive if they succeed. In contrast, high-level exchange relationships are based on mutual respect and trust, and involve promises and commitments [11, 12]. While low-level exchange relationships depend on the leader's control over wage increases, premiums, promotion decisions, and similar resources, high-level exchange relationships are based on intangible rewards to sustain performance [13]. For example, in a high-level exchange relationship, a leader may express increasing support, sincerity, consideration, assistance, protection, and courtesy in exchange for the loyalty, respect, diligence, and acceptance of his/her followers. It can be assumed that transactional leadership, wherein high-level exchange relationships are common, is similar to transformational leadership as it is also based on the personal values and beliefs of the leader rather than the exchange of tangible gains [14]. In fact, some researchers believe that transformational and transactional leadership are polar opposites, while others consider these leadership styles to be complementary [15]. Thus, many leaders exhibit transactional leadership behaviors. However, effective leaders go beyond this and support their transactional leadership behaviors with transformational leadership behaviors. In this way, leaders become more effective when they display both transactional and transformational leadership behaviors compared to when they display transactional leadership behaviors only [16]. Transformational leaders, unlike transactional leaders, motivate followers to do more than expected. In doing so, transformational leaders transform their followers' goals and beliefs by emphasizing the importance and value of common goals, encouraging them to internalize shared goals regarding the organization's mission and vision, and creating a spirit of unity and solidarity, thereby

enabling them to see beyond their own interests. Transformational leaders have been described as charismatic, caring, considerate, inspiring, and intellectually impressive individuals [17]. Transformational leadership occurs when followers adopt and internalize the values and original standards of their leader, identify with those values and as a result, actualize a change in their attitudes, behaviors, beliefs, and goals. In this way, followers strive to achieve macro-organizational goals beyond their individual goals [18]. However, transformational leaders also exhibit transactional leadership behaviors when necessary [19]. Transformational leadership is based on a leader's charisma and value system, the core of which comprises justice and honesty [20]. Charismatic leaders are perceived as a symbol of success and attract their followers. They gain great influence over their followers through their personal knowledge, skills, and abilities [21]. Influencing followers intellectually includes exhibiting behaviors that encourage them to think creatively and develop their own problem-solving skills. Leaders express their care and consideration for their followers through behaviors such as valuing them as individuals and being aware of their specific needs. Leaders inspire their followers by setting high standards and encouraging and motivating followers to achieve these goals [22].

Although these leadership styles can be viewed as complementary, transactional leadership, unlike transformational leadership, has three main components. The first component is contingent reward. Transactional leadership based on contingent reward is considered as an active and positive trade-off between a leader and their followers. Contingent reward refers to a situation wherein the followers are rewarded in various ways by their leader, if they fulfill their tasks and successfully achieve the goals expected from them. Contingent rewards comprise practices such as recognition and appreciation by the leader, bonuses, premiums, and promotions. Another component of transactional leadership is active management-by-exception, which refers to a management style that includes interventions such as solving the problems faced by followers and showing them their errors. The last component of transactional leadership is passive leadership or passive management-by-exception, which refers to a management style wherein followers are given freedom in their work and the leader intervenes only when necessary. The main difference between active and passive management-by-exception is the time at which the leader intervenes. In active management-by-exception, the leader actively controls and monitors the performance and activities of his/her followers. Thus, a potential error is corrected by the leader's intervention before it turns into a bigger problem. The leader continually checks followers' tasks

to identify any deviations from the goals or standards and whether any errors have occurred. In this management approach, the leader initially sets out the standards explicitly and checks whether these standards have been exceeded during a task. In the case of passive management-by-exception, the leader intervenes in a task after an error or problem occurs and criticizes, reprimands, scolds, and/or condemns the followers responsible for the malfunction. The leader waits for the task to be completed and only then, informs the responsible followers about the problem or error and explains the standards that must be met. What is important here is that, in both management styles (i.e. active and passive management-by-exception), the leader provides negative feedback to followers and punishes and/or disciplines them [23–29].

2. Theoretical Bases of Transactional Leadership

Drawing on psychoanalytic theory, Bass [30] identified some personality traits that distinguish between transactional leaders and transformational leaders. However, how certain personality traits combine to form different leadership styles has not been fully explored. To this end, Kuhnert and Lewis [31] utilized the constructive/developmental theory to understand the formation of the transactional and transformational leadership styles [32].

Constructive/developmental psychology essentially examines the lifelong development of an individual's meaning making and understanding of his/her environment. The constructive/developmental theory was built on Jean Piaget's [33,34] research. Piaget described the different processes involved in constructing perceptions regarding the outer world, which occur in a series. In fact, a child develops and grows in these processes. Piaget stated that development is not a gradual accumulation of knowledge but a process that involves the transition from one developmental stage to another and transforms knowledge. Further, he specified that ideas regarding concepts, such as numbers, space, and quantity, are not known in advance but are later constructed by the individual who needs to understand the world. When an individual's perceptions regarding the world contradict reality, meaning is reconstructed to eliminate this contradiction. Over time, researchers [35–43] have developed an approach to express a context for the emotional, personal, and social worlds that individuals build until they reach adulthood [44, 45]. This context, formed by studies built upon Piaget's research and which comprises theoretical evaluations that are complete within themselves, was first identified by Kegan [46] as the

constructive/developmental theory.

The constructive/developmental theory is also known as the neo-Piagetian theory because this new approach further developed Piaget's ideas in many ways. The core of the constructive/developmental theory is the process of meaning making that occurs throughout life. This theory is constructive because it deals with interpreting and giving meaning to an experience, and developmental because it explains how these interpretations and meanings evolve over time. The theory is based on the development and details of an individual's ways of understanding himself or herself and the world. It assumes that there is an ongoing developmental process wherein different systems of meaning evolve over time both naturally and in response to the constraints of existing methods of meaning making. Each meaning system is more complex than the previous one because each system includes more diverse experiences and can distinguish between and integrate them [47].

The constructive/developmental theory deals with two aspects of development. The first is the regulatory principles that govern how individuals make sense of themselves and the world (i.e. developmental stages or orders) and the other is how these regulatory principles are constantly created. The developmental stages are subjective because an individual is the subject of his/her capacity for meaning making. The beliefs that an individual does not question regarding the world are subjective and are accepted as true by the individual. Development includes an individual's increasing awareness of his/her own stage of subjective development until he/she is able to question the developmental stage in which he/she exists. When a certain point in the developmental process is reached, the regulatory principle/developmental order, which was subjective so far, becomes objective thereafter. Thus, an individual passes through a new developmental stage wherein he/she becomes the subject again. According to the constructive theory, an object is the opposite of the subject and can be questioned. When an individual moves to a new developmental stage, he/she has the ability to distinguish and integrate more complex life experiences. In this case, the previous developmental stage becomes the criticized and questioned object. The driving force of development is often the confronted difficulties and new challenges that reveal the constraints of the current developmental stage. A developmental stage refers to a complex interaction between an individual's ability to assign meaning and his/her environment/context. This context includes the individual's social environment where he/she experiences emotional, familial, and professional relations. Moreover, this context either confirms and supports or opposes the current developmental

phase of an individual. Development occurs over time with the transformation of an individual's method of learning new things or his/her interpretation system. In fact, due to the development caused by this transformation, the subjective order that governs an individual becomes a questionable, reproachable, and controllable object. Therefore, the development process is an interaction between ensuring order by interpreting the current context and the difficulties confronted in new environments filled with relationships that reveal the constraints of the current developmental stage [48–52].

According to Kegan, individuals experience development in six stages. The development of an individual begins with the incorporative stage. Therefore, the incorporative stage is indicated by zero in the time sequence. This phase covers the first eighteen months of an individual's life. At this stage, it is not possible to talk about subjective and objective beliefs. The next stage is considered to be the first stage and is called the impulsive stage. Children between the ages of two and seven are in the first stage and are subject to their own impulses and perceptions. The second stage is the imperial stage and occurs in the pre-adolescent period. At this stage, an individual's needs, wishes, and interests are subjective, and his impulses and perceptions have become objective, i.e. they can be questioned and criticized. Thus, an individual can control his/her impulses and comprehend his/herself. The third stage is the interpersonal or traditional stage, wherein an individual's needs become objective. Therefore, an individual can control his/her needs at different levels but is subject to roles, rules, and relationships with others. In other words, an individual's social relations are subjective. The individual is now experienced in conducting business, considers consequences before acting, has friends, builds a meaningful life around certain ideals, is fully socialized, internalizes social values, can think abstractly, can define his/her internal contradictions, and becomes aware of his/her feelings. The fourth stage is the *institutional stage* also known as *modernism*. At this stage, the individual has been questioning his/her relationships with other people and therefore, is more autonomous. However, he/she has become subject to the institutional structures he/she is a part of, such as a family, work place, and profession, has limits that he/she carefully protects, tends not to reveal his/her weaknesses, exhibits control, is aware of the systems he/she is part of and self-possessed. The individual's relationships and roles are shaped around the institutions that the individual is subject to. Thus, the institutions that an individual is part of become the subject and the individual's relationships with others become the object. The last development stage is called postmodernism. An individual reaches this

stage mostly when he/she exceed forty years of age. An individual in the postmodernism stage is interested in the tensions, relations, and dynamism between decision-making systems, believes that these relationships are more important than systems, considers the operation's processive structure and changes as a primary feature of reality, prefers to be responsible for rather than to systems, is less certain about his/her ideas, considers every active system as not fully developed or temporary, is spontaneous, focuses on processes that produce results rather than the results themselves, is aware that he/she, like everyone else, may occasionally be wrong, tends to cooperate with others, considers differences and difficulties as opportunities for development, and is more interested in the transformation process rather than the transformation itself [53–56].

The constructive/developmental approach, as defined by Kegan, explains why some leaders exhibit more high-level transactional leadership behaviors, while others exhibit more low-level transactional leadership behaviors and some leaders display transformational leadership behaviors. According to Kuhnert and Lewis [57], the differences between transformational leaders, high-level transactional leaders, and low-level transactional leaders arise because these leaders are at different developmental stages. That is, transformational and transactional leaders perceive and understand the world differently because they undergo different developmental processes. Therefore, each leader's perception regarding himself or herself and his/her followers is different. According to this view, low-level transactional leadership is in line with the imperial stage (second stage) in Kegan's constructive/developmental model, that is, for an individual in the second developmental stage, personal goals, agendas, and other purposes are subjective, while his/her perceptions, urgent needs, and emotions are objective. At this stage, an individual evaluates his/her environment, comprising his/her relationships with others, based on the goals to which he/she is subject. For example, a leader aiming to become the youngest person to be promoted in his/her unit and who is in the second developmental stage may evaluate his/her followers by dividing them into two groups: those who support this goal and those who block it. For such leaders, the regulatory process involves unquestioned personal goals. Therefore, personal goals are exchanged between low-level transactional leaders and their followers, who are motivated by these goals. In other words, low-level transactional leaders ensure that the needs of their followers are met in return for the achievement of their goals. In contrast, high-level transactional leaders rely on trust-based relationships with their followers. Moreover, mutual

support, loyalty, commitment, expectations, obligations, and relationships based on rewards play an important role in the sustainability of these leader-follower relationships. This leadership style is in line with the interpersonal stage (third stage) in Kegan's constructive/developmental model. At this stage, an individual can both criticize and question his/her interests and objectives and evaluate them along with the aims and interests of others. For such individuals, while relationships with others and the mutual obligations and responsibilities arising from these relations are subjective, personal goals and interests are objective. Therefore, an individual who has reached the third stage defines himself or herself through the relationships he/she has established with other individuals and is subject to rules, his/her roles, and relationships with others. At this stage, leaders experience values, such as mutual trust, commitment, and respect, which constitute high-level transactional leadership. As the leader's ability to match his personal goals with others matures, his/her commitment to followers and employers becomes a subjective value. Thus, the leader sacrifices his/her individual goals to maintain relationships with his/her superiors and followers. Therefore, the main transactions for a leader who has reached the third developmental stage include mutual support, making promises, and mutual expectations, obligations, and rewards. High-level transactional leaders are aware that, for some followers, maintaining mutual respect is more valuable than their wages. Accordingly, attitudes toward effective communication, such as trust and respect, are critical factors that constitute high-level transactional leadership. In fact, followers can maintain and increase their performance by feeling and exhibiting these attitudes. Although the evaluations so far seem to bring high-level transactional leadership and transformational leadership closer, in reality they differ from each other. Although followers are motivated to maintain their relationships with high-level transactional leaders based on mutual respect, responsibility, obligation, and loyalty, and strive to do their best, neither change nor transformation occurs in their beliefs and goals. However, transformational leaders ensure transformation and change in their followers' beliefs and goals by infusing their personal value system into followers and motivating them in line with his/her personal values. Such a leadership style corresponds to the institutional stage (fourth stage) in Kegan's constructive/developmental model approach because individuals in this developmental stage identify themselves by a unique identity. Such individuals feel independent, can ignore and control their own needs to achieve organizational goals, identify themselves with their own values and standards rather than their relationships with others, can criticize and question their personal goals

and affiliations, take actions by considering their personal value systems that comprise components such as honesty, self-esteem, justice, dignity, and equality. In this way, they act as transformational leaders by infusing their principles in their followers, thereby transforming followers' value systems and goals into their own [58, 59].

According to Kuhnert [60], the fact that transactional and transformational leaders differ in the criteria that they consider for sharing authority is because these leaders are at different stages of development. Thus, according to transactional leaders, effective authority sharing represents a process that supports the achievement of group objectives, helps increase shared knowledge, and reinforces mutual interdependence and loyalty. In contrast, transformational leaders approach effective authority sharing from a wider context in line with the organization's long-term objectives. Indeed, transformational leaders share the authority of important tasks and give followers the opportunity to become more independent. Based on these evaluations, it can be said that the most important contribution of the constructive/developmental theory to leadership research is understanding how leaders develop meaning about themselves, their environment, and their experiences and thus, how they exhibit behaviors because previous studies mainly examine the relationships between the developmental processes that individuals experience until adulthood and the leadership styles they apply [61].

Another theory that can be utilized to understand the transactional leadership approach is the path-goal leadership theory. Thus, the transactional leadership approach, in the organizational context, can almost be derived from the path-goal leadership theory [62]. According to the path-goal leadership theory, a leader's behaviors are effective and motivational to the extent that they are perceived as satisfactory by his/her followers, meet their needs and expectations, and provide them with the necessary orientation, guidance, support, and rewards. The dependent variable in this theoretical model is the satisfaction and motivation levels of followers and the independent variables are the leader's behaviors that explain the paths and goals pursued by followers and that meet followers' needs and expectations. These behaviors include guidance, support, participatory behaviors, and behaviors that encourage success [63, 64]. In studies conducted to test the validity of this theory, it was determined that a leader may exhibit different behaviors based on the situation and these behaviors fall within the scope of at least one of the four behavior groups. Followers' personal differences, their duties and tasks, their teamwork with other followers, and the organization's management system are examples of subjects that cause situational differences [65]. The path-goal

leadership theory was developed by drawing on the expectancy theory, which is a more inclusive theory. According to expectancy theory, an individual experiences job satisfaction when he/she works hard to obtain a valuable output and receives a valuable reward or benefit as a result of his/her efforts. This concept has been used to explain how leadership behaviors affect the motivation of followers, leading to the development of the path-goal leadership theory [66]. Recall that, according to the transactional leadership theory, the leader and his/her followers interact, and at the end, both sides gain. Transactional leaders meet their followers' expectations and needs in return for the fulfillment of their wishes and achievement of determined goals. In this way, a relationship based on the mutual dependence between a leader and his/her followers is formed [67]. As it is understood, both the path-goal and transactional leadership theories describe a trade-off between leaders and their followers. The path-goal leadership theory has been used to adapt transactional leadership theory to the organizational context. However, while followers' satisfaction and motivation levels can be examined as the dependent variable in the path-goal leadership theory, the level of goal achievement determined by the leader can be examined as the dependent variable in the transactional leadership theory.

Social exchange theory can also be used to explain transactional leadership theory [68, 69]. According to the social exchange theory, individuals expect to obtain both tangible and intangible value in return for exhibiting desirable behaviors [70]. Intangible value can take the form of reputation, respect, or approval, while tangible value may refer to rewards, money, bonuses, promotions, premiums, and similar benefits. Individuals always require compensation for the output they provide. Similarly, individuals who gain profits from others feel compelled to respond. This situation explains a process that leads to changes in individuals' behaviors depending on the size of the gain and occurs between the giver and the taker. While gains provided can be considered as the cost or effort, those received in return represent the prize. The difference between the reward and the cost is the earnings. If the value of a reward is more than the cost or effort spent, the exchange is considered a lucrative transaction. Individuals tend to increase their earnings [71]. According to the reciprocity principle of the social exchange theory, individuals feel obliged to fulfill what others expect from them in exchange for obtaining what they need. With this in mind, followers are expected to be rewarded by leaders in return for their high performance that meets the targets determined by the leaders. This evaluation can explain, to some extent, the exchange relationships that occur between leaders and followers within the

scope of transactional leadership theory. Therefore, it is possible to draw on the social exchange theory in understanding the logic and perspective underlying transactional leadership behaviors.

3. Transactional Leadership Outcomes

Leaders use various methods and exhibit various behaviors to achieve specific goals. These behaviors constitute the integrity within themselves and can have a positive and/or negative effect on followers. Thus, transactional leadership behaviors based on conditional reward are expected to have a positive impact on followers' achievement of predetermined or agreed performance goals. In fact, many studies [72–75] have shown that transactional leadership behaviors based on conditional reward have a positive effect on the job satisfaction and performance of followers. In contrast, transactional leadership behaviors based on management-by-exception have a contradictory effect on followers' job satisfaction and performance. In some studies [7–79], this effect was found to be negative, while some studies [80] found it to be positive and others [81, 82] observed no significant effect. Nevertheless, when the findings of various research studies are evaluated as a whole, it is evident that a leader's continuous condemnation and criticism of his/her followers leads to anger, hostility toward the leader, reduced efforts, and low performance [83]. In support of these evaluations, Bycio et al.'s [84] findings indicate that a positive relationship exists between a leader's conditional-reward-based behaviors and his/her followers' extra effort and emotional commitment to their organizations, while a negative relationship exists between a leader's conditional-reward-based behaviors and followers' intention to quit. In the same study, it was found that a negative relationship exists between management-by-exception leadership behaviors and followers' extra efforts and emotional commitment toward their organizations, while a positive relationship exists between a leader's management-by-exception behaviors and followers' intention to quit. According Pillai et al.'s [85] findings, there were positive associations between transactional leadership behaviors and followers' trust, perceived distributive justice, perceived procedural justice, organizational commitment, job satisfaction, and organizational citizenship behaviors. Moreover, in the same research, it was found that transactional leadership behaviors had a positive impact on followers' perceptions of procedural justice. Jung and Avolio's [86] findings revealed that there were positive associations between transactional leadership and followers' trust in their leader, value congruence with their leader, and job satisfaction. Additionally, it was observed that transactional leadership behaviors had a

positive impact on followers' trust in their leader. Jung [87] found that followers in groups led by transformational leaders were able to generate more creative and original ideas than followers in groups led by transactional leaders. MacKenzie, Podsakoff, and Rich [88] found that a negative relationship exists between transactional leadership behaviors and followers' role ambiguity while a positive relationship exists between transactional leadership behaviors and followers' trust in their leader and their extra-role behaviors. Moreover, they observed that transactional leadership based on management-by-exception had a negative effect on followers' role ambiguity and transactional leadership behaviors based on contingent reward had a positive impact on followers' trust in their leader, that is, it strengthened the followers' trust. Bass et al. [89] found that positive relationships exist between transactional leadership behaviors based on contingent reward and followers' potential, unity, solidarity, and performance, and negative relationships exist between transactional leadership behaviors based on passive management-by-exception and the same variables. They also found that transactional leadership behaviors based on contingent reward have a positive impact on followers' performance. In other words, contingent reward behaviors increased followers' performance. In contrast, transactional leadership behaviors based on passive management-by-exception have a negative effect on followers' solidarity and performance. According to Bryant [90], transactional leadership behaviors may have a positive impact on knowledge usage, a component of the organizational knowledge management process. The extent of this impact was presented using a theoretical model that has not yet been tested empirically. The findings of Hoyt and Blascovich [91] indicate that positive relationships exist between transactional leadership behaviors based on contingent reward and followers' trust in their leader, value congruence, satisfaction, and interdependency. Moreover, while a positive relationship exists between transactional leadership behaviors based on management-by-exception and followers' value congruence, a negative relationship exists between management-by-exception behaviors and the quality of followers' performance. Judge and Piccolo [92] found that transactional leadership behaviors based on contingent reward and active management-by-exception have a positive impact on a leader's effectiveness, followers' satisfaction with their leader, and their motivation. In contrast, transactional leadership behaviors based on passive management-by-exception have a negative impact on a leader's effectiveness, followers' satisfaction with their leader, and their motivation. Rowold ve Schlotz [93] found that positive associations exist between passive management-by-exception and followers' chronic stress, which

comprises work overload, dissatisfaction, performance pressure, and social conflict. This means that passive management-by-exception may increase followers' stress levels. According to Zagoršek et al.'s [94] findings, transactional leadership behaviors have a positive effect on organizational learning components (i.e. acquiring, distributing, and interpreting information, and behavioral and cognitive changes). Pieterse et al. [95] found that a positive relationship exists between transactional leadership behaviors and followers' psychological empowerment, while a negative relationship exists between transactional leadership behaviors and followers' innovative behaviors. They also found that transactional leadership has a negative impact on followers' innovative behaviors which strengthens as their level of psychological empowerment increases. According to Oğuz's [96] findings, a positive relationship exists between transactional leadership behaviors and followers' organizational justice perceptions. Breevaart et al. [97] stated that the level of autonomy and social support that followers received mediate the positive associations between transactional leadership behaviors based on contingent reward and followers' daily work engagement. Moreover, they found that transactional leadership behaviors based on active management-by-exception limits followers' autonomy. Kılıç et al.'s [98] research showed that transactional leadership behaviors have a positive impact on followers' silence due to managerial and organizational reasons and their personal inexperience. Hamstra et al. [99] found that transactional leadership behaviors have a positive impact on followers' achievement of their performance goals. Okçu's [100] findings revealed that positive relationships exist between transactional leadership behaviors based on contingent rewards and followers' attitudes and behaviors, organizational values and norms, and managerial practices and policies. Additionally, positive relationships exist between these variables and transactional leadership behaviors based on active management-by-exception. However, negative associations exist between the above variables and passive management-by-exception. Moreover, in the same research, it was found that, among the components of transactional leadership, only contingent reward behaviors have a positive effect on followers' attitudes and behaviors, organizational values and norms, and managerial practices and policies. Uluköy [101] found that negative relationships exist between transactional leadership behaviors and followers' motivation. Finally, Şeşen et al. [102] discovered that positive associations exist between transactional leadership behaviors and the components of followers' psychological capital (i.e. optimism, psychological resilience, hope, and self-efficacy). When the findings of these studies are evaluated as a whole, it is evident that transactional leadership behaviors have a notable effect on followers.

Behaviors based on contingent reward, a component of transactional leadership, mostly increase the performance of followers and have a positive effect on them. Regarding transactional leadership behaviors based on management-by-exception, it is not possible to make the same evaluation because conflicting results were obtained in previous studies. Nevertheless, it seems that transactional leadership behaviors based on management-by-exception have relatively fewer positive effects on the followers.

4. Future Research

Although there have been many research studies regarding transactional leadership, further research must be conducted to produce novel and practical solutions to practitioners' problems and to contribute to related literature to enhance the understanding of the leadership phenomenon. For example, further work is needed to determine whether the transactional and transformational leadership structures are complementary or contradictory. In this way, efforts to ensure effective leadership can be supported and the leadership process can be explained more clearly.

Future work should focus on empirical research, the use of experimental, longitudinal and multi-level designs, and increasing the representation rate of selected samples to improve the validity and generalizability of the findings. Moreover, when sampling, rather than collecting data from a single source (i.e. only from followers), data should be collected from different sources (i.e. from both followers and their leaders) and the data analysis strategy should be determined accordingly. Thus, constraints that reduce the validity of findings, such as common method variance, can be overcome. Additionally, based on our assessment, to better understand the effects of transactional leadership on followers and organizations, researchers should develop more theoretical models that describe the mediator and moderator variables of transactional leadership and test them empirically. Moreover, more research is needed to explain the conceptualization and formation processes of transactional leadership. In these studies, researchers should focus on the antecedents of transactional leadership and identify mediator and moderator variables that explain their effects on transactional leadership.

Regarding Turkey, there is a need for a transactional leadership scale adapted to Turkish from the original scale or developed in Turkish according to universally accepted criteria, because, to our knowledge, researchers in Turkey use Turkish translations of the original transactional leadership scale whose reliability and validity have not been tested properly. Additionally, in Turkish leadership literature, researchers use

various expressions to refer to transactional leadership and its components. To prevent conceptual confusion, it is recommended that Turkish researchers use "*işlemsel liderlik*" to refer to transactional leadership, "*koşullu ödüllendirme*" to refer to contingent reward, "*pasif istisnalı yönetim*" to refer to passive management-by-exception, and "*aktif istisnalı yönetim*" to refer to active management-by-exception. Moreover, there is a need for the development and diversification of the methods used in the transactional leadership studies in Turkey. To the best of our knowledge, nearly all transactional leadership studies conducted in Turkey had a cross-sectional research design and low sample representation rates. Therefore, it is recommended that researchers first develop theoretical models that explain transactional leadership processes and fill the significant gap in the literature and then test them properly. Moreover, in Turkish literature, researchers prefer to express and describe transactional leadership as a leadership style, a practice that should be avoided and often produces negative results. However, various researchers have demonstrated that transactional leadership behaviors increase effectiveness, if applied by managers in appropriate conditions. Therefore, describing the place and role of transactional leadership in the effective leadership process will be beneficial for both practitioners and researchers.

Conclusion

This chapter aimed to comprehensively describe the phenomenon of transactional leadership. For this purpose, the components, theoretical bases, and concepts of transactional leadership along with future research considerations were broadly explored. Thus, this chapter aimed to contribute to the understanding of the essence of transactional leadership and increase awareness of its role, necessity, and functions in the effective leadership process, and to produce a comprehensive resource for all those interested in the subject. Therefore, the issues and topics mentioned in this chapter are intended to enlighten and attract the interest of transactional leadership researchers and practitioners working in various organizations.

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CHAPTER SIX

PARTICIPATIVE LEADERSHIP

SERDAR YENER[1]

Abstract

Participative leadership has been studied intensively and is defined in this chapter as the participation of members in decision-making processes; it is widely accepted as one of the main approaches to leadership. The effect of organizational participation on organizational performance has gained more attention recently. There have been many studies in the management field that reveal the indisputable effects of the qualitative and quantitative dimensions of organizational participation on qualitative and quantitative components of performance since the 1980s. A number of studies give insights into the future of participation in decision-making processes by examining the level of participation even in typically structured organization settings. Findings from longitudinal studies are quite enlightening in predicting the effect of the quality of decisions and the level of participation in decision-making processes. According to the self-determination theory, participation in decision-making processes not only affects outputs of organizations but also increases employees' satisfaction as it meets their psychological needs. In this section, the role of participative leadership for productive and efficient use of human capital will be addressed. Firstly, a brief literature review on theoretical grounds of participative leadership will be presented. Later, the studies of participative leadership will be explored. Finally, current applications and suggestions with regards to the implementation of the participative leadership approach will be given.

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Introduction

In businesses where environmental models and the resource-based approach are preferred, human resources are considered to be the most effective component in the resource-based perspective. The resource-based competition approach suggests that organizations should focus on efficient and productive use of organizational resources while gaining sustainable competitive advantage [1]. Thanks to the resource-based approach, businesses are aware of their strengths and weaknesses; this approach enables the efficient and effective use of resources to respond to threats and opportunities [2]. Positive outputs of using human resources as a competition tool have resulted in widespread human resources management (HRM) studies [3]. It is believed that HRM practices basically aim to create qualified human resources (HR) personnel who are thought to increase organizational performance. There are also arguments suggesting that HR may be the most important and beneficial competition instrument when used productively and efficiently [4].

Compared with other organizational resources, HR could help an organization stand out in a crowd of competitors by promoting heterogeneity. According to the human capital theory, knowledge, abilities and skills of HR constitute human capital in an organization thus HR plays a significant role in a genotypical classification of organizations [5]. At this point, the quality of outputs of an organization depends heavily on a leader's abilities in the efficient use of HR [6]. The primary mission of a leader is to direct members towards the objectives of the organization; it can be considered that a leader can successfully perform their duty as long as he/she enables human resources to participate in organizational processes. When a leader creates opportunities for followers to actively participate in organizational processes, success would be inevitable. Morris defined leadership as "effectiveness in getting the vision accepted, creating team spirit and in having a member accomplish a responsibility" to explain a multiplier effect of a leader in an organization [7]. Participative leadership is regarded as a highly advantageous approach in leadership practices; it provides efficient use of HR and meets members' psychological needs.

1. Participative Leadership

Participative leadership, also known as democratic leadership, is based on the classical three-style leadership model of Kurt Lewin who is known for his studies in social psychology and experiential learning [8]. According to

Lewin, participative leadership is the balance point between autocratic and *laissez-faire* leadership; furthermore, he asserts that it is established through mutual respect between a leader and his or her followers. In the famous longitudinal study conducted by Lewin and colleagues, three groups of ten-year-old children were observed to examine the impact of three leadership styles on group behaviors. In the group in which the autocratic approach was used, participants were directed through normative behaviors in their activities. While choosing playmates and in similar situations, the decisions were taken by an assigned authority that set all the rules of situations without consulting the children in an autocratically directed group.

On the other hand, in the democratic group, all group members actively participated in the decision-making process and, in the third group, all decisions and activities were determined by group members without consulting a supervisor. In the autocratic group, activities performed aligned with the rules of authority when a leader was present; the group members performed better compared with other groups. However, when a leader was absent in an autocratic group, the group members did not comply with the rules. In a democratically directed group, all participants were observed to be happy and satisfied. Lewin defined an organization as a conflict field in which the driving forces of leaders/supervisors and restraining forces of other members come across. He named this conflict area as a force field. The force field theory is commonly used to explain the dimensions and processes of organizational change and management of change in current studies.

In his famous quote "there is nothing as practical as a good theory," Lewin emphasized the role of interactions and practices between a leader and followers. In his studies, Lewin sought to derive inferences from interpersonal relationships in social life. Furthermore, he preferred Galileo's approach based on probability and experiences to Aristotle's normative invariant rules-based approach. Classical leadership taxonomy is based on the research model tested by the longitudinal study of Lewin, his student Ronald Lippitt, and Ralph White, who later joined the research. The results of the study were reported later in White and Lippitt's book called Autocracy and Democracy (1960). Another researcher who contributed to participative leadership studies was Henry Landsberger, who examined the process and results of Mayo studies in the 1950s. During experiments conducted in Mayo, Landsberger observed that participative employees felt satisfied and worked more productively.

In Maslow's theory, participation in a society satisfies higher level needs and provides great motivation to reveal an individual's potential

which eventually leads to professional growth. Then in the findings of Yukl (1971) participation is regarded as a dimension of a high-level phase of organizational culture. Yukl (1971) presented four leadership styles which are aligned with previous studies.

- Autocratic Style
- Consultation Style
- Joint Style
- Delegation Style

A number of studies reported that the consensus style system of decision making is seen as the highest level of participation in organizations [9].

In many studies, participative leadership is regarded as the opposite of the autocratic approach whereas in Lewin's leadership styles, it is defined as the balance point between autocratic and *laissez-faire* approaches. Even though it is thought to be within the frames of the traits theory by some researchers, the taxonomy of classical leadership is stated to be within the frames of leadership styles theory by Lewin.

The popular matrix to show leadership styles made by Tannenbaum and Schmidt (1973) explained them as autocratic and democratic as shown in Fig. 6-1.

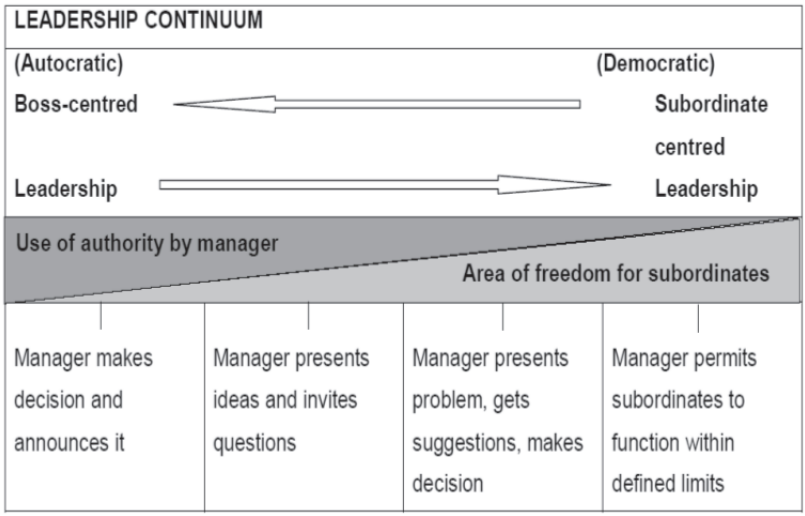


Figure 6-1 Leadership Continuum (Tannenbaum, R. and Schmidt, W. (1973). How to choose a leadership pattern? Harvard Business Review).

A comprehensive examination of the X-Y studies of Likert, Ohio State University and Douglas McGregor reveals some implications for Lewin's taxonomy. According to the Ohio State University leadership studies, four types of leader behavior have been identified within two categories. Two of the four categories were named "Consideration" and "Initiating Structure." Among these, participative leadership was categorized under "consideration behavior" that refers to the behavior of leaders who are concerned about employees and attempt to create a friendly and supportive atmosphere.

Participative leaders, unlike autocratic leaders, benefit from the knowledge, skills and experience of all members of the team while not giving up their responsibilities, as opposed to *laissez-faire* leaders. Sharing or distributing authority and responsibility in current leadership practices, staff empowerment, strategic management stages, etc. have led researchers to explore different dimensions of participatory leadership. The value of each member's contribution regardless of their status is invaluable when it is assessed objectively by the leader. Building participative organizations not only results in good decisions but also improves the quality of outputs and performance. At the same time, outputs are backed and supported by members since they are produced by them. Empowering employees and assessing the decisions from different perspectives through participative decision-making processes are only two of the remarkable benefits of participative leadership. Employees as a part of organizations in which participative culture is prevalent may act as agents of participative practices in different domains. Lewin insisted that several domains of everyday life are determined by the behaviors and discourses of actors, and leaders should consider existing discourses and behaviors to shape the consequences in daily life [10].

2. Participative Leadership in the Literature

Beside scientific studies conducted in the field of leadership since the twentieth century, some writings about democratic leadership have existed since the ancient period. In his famous work called "Republic," Plato reported the ideas and thoughts of Socrates about democracy [11]. Socrates' ideas about democracy were given in discourse through a character named Adeimentus in the sixth book of Republic as a series of events that takes place in a ship. Socrates asks Adeimentus "Who would you ideally desire to manage the vessel if you were traveling with this vessel." Adeimentus responds "An educated and experienced one about seafaring." Then Socrates reflected the issue of vessel management into the context of country ruling.

He stated that within the frames of the vessel management example "An educated and experienced person who has knowledge about administration should rule the country." Besides, Socrates also emphasized the importance of the education of and knowledge held by voters in voting activity in his dialogues. Although he emphasized the importance of educated administrators in public management, he also revealed the importance of education, knowledge and experience in general. For this reason, participative leadership is accepted as an instrument to minimize the negative effects of leader centric management; it provides a situation in which different perspectives come into play and interact. Whether the leaders or administrators are selected through assignment or election, the participative leadership style suggests a ruling model that considers the thoughts or ideas of members who are knowledgeable, experienced and educated in the field. Therefore, negative outcomes and decisions taken by administrators might be minimized as suggested in the dialogue of Socrates—the participation mechanism can be used as a safety tool.

Within the practices of prophets in monotheistic religions, instructional leadership can be emphasized to teach practices of a religion to a community. As for public administration, participative approaches are seen as emergent approaches among prophets of monotheistic religions.

There are also some implications of participative leadership in the suggestions of Jethro (Moses's father in law) to Moses while administrating his tribes. Also, in Deuteronomy, some implications of participative leadership as shown below:

Deuteronomy 1:12-15 King James Version (KJV)

- How can I myself alone bear your cumbrance, and your burden, and your strife?
- Take you wise men, and understanding, and known among your tribes, and I will make them rulers over you.
- And ye answered me, and said, the thing which thou hast spoken is good for us to do.
- So I took the chief of your tribes, wise men, and known, and made them heads over you, captains over thousands, and captains over hundreds, and captains over fifties, and captains over tens, and officers among your tribes.

When considered from the perspectives of Christianity, servant leadership practices can be observed to teach and develop the twelve disciples and His community [12].

A decision-making mechanism called Shura had been used in religion and the public management process in Islam. Shura is used for issues that

are not directly addressed in the Holy Quran and Prophet Mohammed's Sunnah (traditions). From this point of view, it can be understood that the Holy Quran and Sunnah are the main references in terms of public and private law [13]. Therefore, an administrator in an Islamic community should be accountable from the Holy Quran and Sunnah point of view. But for some issues which are not determined and explained exactly in the Holy Quran and in Sunnah, Muslim intellectuals reach a conclusion within the frames of Shura. They approach and assess a situation from different perspectives and explain and support their thoughts with reasons then come to an agreement. From the modern management approach, Shura can be considered as a perfect model for participative management [14].

The participative leadership approach has been also argued in politics. After the first world war (WWI), because of the prevalent political and economic crisis, almost every country experienced difficult times. In those years, the general character of the ruling style in these countries was autocratic in order to respond to several threats. In the years after World War II, the general trend of political administration was monocentric. When leadership in the 1940s and 1950s was analyzed, studies comparing democratic and autocratic leadership were found to be the main trend of leadership studies [15]. Until the 1940s, Galton's Great Man theory linked the leadership to the traits approaches that were accepted as the main view in leadership studies. New models in leadership studies such as contingency and transactional models were taken as new approaches after the 1960s—thanks to social changes and developments [16]. Similarly, in the last phase of the Cold War, the number of democratic leadership studies (today known as participative leadership) increased.

2.1. Participative Leadership for Total Quality Management

All shareholders' participation in organizational processes is considered a proven way of problem solving, idea generation, and dialogue forming in any given organization. Leaders' success in her/his duties and responsibilities when guiding an organization is dependent upon the contribution of shareholders [17]. In many studies, the performance of an organization is seen as a result of collaboration among members [18]. Members' collaboration in an organization requires the active participation of the members which is facilitated by the leaders' behaviors. A leader's intention and behaviors about facilitating collaboration are reflected in his/her behaviors when starting an interaction with members in organizational processes. It requires the dedication of leaders in terms of energy, time and other personal resources. Also, an organization culture

that facilitates power, information and reward sharing is indispensable for establishing a participative climate in an organization. It is obvious that leaders of successful companies spend most of their time with their followers in different contexts. These leaders always try to seek and find ideas and welcome the views of their followers. They take followers' ideas, suggestions and feelings into consideration during the decision-making process. In such an organizational climate, the majority of followers will have a chance to participate in decision-making processes which will enable the emergence of innovative suggestions. In addition, high participation rates in transforming organizations predict high levels of acceptance of changes for gaining a sustainable competitive advantage.

In developed societies, participative leadership experienced its golden era in Japan within the idea of total quality management (TQM) approaches. To prevent unwanted consequences, ambiguity and confusion in organizations, the participative style of management is used as a perfect instrument for countering these situations. In search of excellence, every negative case is regarded as a learning opportunity; they can be used as a reference while planning for the future. In the business world, great Japanese corporations' participation is referenced in every phase of the TQM process in reaching excellence. A participative culture in an organization is seen as the core of TQM to improve quality in a cutthroat competitive environment. Empowering followers through participation and establishing the management style that leads to continuous improvement in activities and outputs has become popular when the achievements of these great Japanese organizations are examined. Many researchers have attempted to figure out the process of their management styles. In TQM, each member of an organization becomes empowered to analyze processes and take actions for continuous improvement through quality chains (QC). After establishing organizations according to TQM, Deming analyzed outputs and processes statistically to reveal defective outputs. Not only did they take followers into consideration to improve the production, but they also consulted other shareholders, such as customers to reveal acceptable products. They reached out to almost all of their shareholders via meetings, surveys, PR practices, etc. They measured the level of acceptability of their products through surveys and tried to determine customers' needs and desires. Through these surveys, which enable customers or other shareholders to participate in the decision-making process and provide feedback, analytical participation is accomplished. With these techniques and practices, the participative decision-making process which was formerly presented theoretically is put into practice. After establishing TQM in an organization, Deming experienced some

positive changes which are listed below [19]:

- Quality increased
- Productivity increased by 6%
- Costs in operations decreased,
- Profits increased,
- Capacity of operations systems live increased by 6%
- Shareholders satisfied

For Deming, the leaders' commitment to TQM is imperative for establishing the TQM process in an organization. After a while, leaders in organizations where TQM was established begin to embrace the change for continuous improvement. Since the market share of an organization is highly dependent upon customer satisfaction and loyalty, organizations should take the needs and desires of customers into consideration in each phase of operations. Customer satisfaction based on needs and desires is constantly changing in a competitive environment. Organizations that get real-time feedback and the participation of customers and other shareholders can take the necessary measures for continuous improvement. Both customers and other members of an organization play a significant role in gaining a sustainable competitive advantage through continuous improvement. Turnover of employees in an organization may cost a company up to the annual earnings of the employee in its human capital value. Turnover rates in organizations are predicted by the psychological satisfaction of employees.

As was emphasized in Maslow's theory, participation in a society fulfills the satisfaction and needs of individuals. Yener (2015) in his studies on shared leadership and psychological safety and turnover intentions of employees found that shared leadership enables followers to take part in decision-making processes and decreases turnover intentions of employees; similarly, a psychologically safe climate plays a mediating role in this respect [20]. Moreover, psychological safety is defined as the shared perception of followers that when they suggest solutions to problems or alternatives for operations these will be listened to and accepted and is as an indispensable factor for creating a participative climate. Leaders in each level of an organization implementing TQM [21], establish a climate in the organization for continuous improvement through quality chains. In each level of an operations system, members decide perfect solutions in a determined case which is framed by the expectations of shareholders, norms of the organization and the requirements of the market. Through quality chains, members assess and analyze current situations from the perspective of shareholders and take

the measures necessary to meet expectations. Members of quality chains are also members of each operations unit who are employed on the job. Consequently, they can analyze and assess situations in a broad manner.

One or more members of sub-level quality chains are natural members of the upper level quality chains in organizations. These members play the role of an agent for stating a sub-level quality chain member's thoughts and suggestions in the upper level quality chain member meetings. This process might also be practiced in a reverse manner. These members state the expectations of upper level quality chain members in sub-level quality chain meetings. Quality chain practices enable continuous improvement through dyadic information exchange in quality chain meetings. In case of failures and negative situations experienced in operations, all members of the related quality chain come together and determine the source of the problem and brainstorm ideas through scientific research methods in a participative manner. Members of the quality chain always assess and analyze the current situation whenever required for continuous improvement. Findings from different studies suggest that Deming's participative management style has a positive effect on worker satisfaction since it establishes trust and commitment among employees [22]. Participative methods of decision-making systems in TQM enable leaders and followers to explore ways of setting goals and standards, identifying expectations and quality assessment. Furthermore, members have the opportunity to use their skills, abilities and experiences through participative climates in organizations. Consequently, organizations benefit from human capital productively and efficiently.

2.2. Participative Leadership for Enhancing Cultural Diversity in Multicultural Organizations

Thanks to the effects of globalization, multicultural organizations have become a vital part of the modern business world. In the last few decades, not only in the business world but also in political life, cultural diversity and multicultural management practices have gained prominence. In addition to globalization, political conflicts in the Middle East, Africa, East Asia, and the Southern Cone Countries have led to a huge increase in immigration in nearly every part of the world. Countries hosting immigrants and other types of culturally diverse groups are in search of solutions for the integration and adaptation of these people into their societies.

Starting from Western countries, almost every country is working hard to make legal and social adjustments to make life easier for culturally

diverse groups. Diverse groups differ from other groups in terms of characteristics that are a part of their social identity [23]. Characteristics that create diversity are defined as primary and secondary characteristics. Visible characteristics such as race, ethnicity, gender, age, sexual orientation, physical or mental abilities are used to categorize individuals and are categorized as primary characteristics. Primary characteristics shape our views about the world and self-image. Less visible characteristics such as religion, work or life status, income, family status, and education are seen as secondary characteristics; they shape our self-definition and esteem [24]. Generally, legislation for anti-discrimination and cultural integration is based on definitions of primary characteristics. Perceptions, beliefs, assumptions, values and group norms seen as a part of tertiary characteristics are shaped with primary and secondary characteristics and other factors such as leadership styles, management practices, etc. In some studies, tertiary characteristics are observed as being moderating factors on the relationship between diversity and its outcomes such as performance or satisfaction [25–27].

In today's globalized world, for culturally diverse organizations that seek to obtain sustainable competitive advantage (SCA), to acquire intercultural communication competence has become a necessity. Findings from several studies revealed that members with different cultural backgrounds working together are most likely to have difficulty in communicating effectively with each other and often experience communication breakdowns due to cultural differences [28]. Therefore, leaders of culturally diverse organizations, firstly must be aware of and address these differences and then take the steps necessary to ensure the participation of diversity while guiding them through the objectives of an organization. It is claimed that the only way to ensure the participation of diversity in organizations is through developing intercultural communication competence [29]. Intercultural communication competence as required in diversity management is defined as having a deeper understanding of different cultures, including one's own, and being able to use this understanding in communicating with people from other cultures [30]. When a leader and members of an organization lack this competence, members with different cultural backgrounds tend to assimilate into the dominant culture to avoid negative reactions and misunderstandings [31]. The modern management approach sees diversity as the source of creativity and innovation. It is seen as a threat to the SCA development process because different cultures constitute both the market and the source of employees in many aspects of an organization. Therefore, to benefit effectively and efficiently from cultural diversity,

building an intercultural communication-based organizational climate will increase participation within an organization [32]. As a result, increased participation through an intercultural communication-based organizational climate will lead to outcomes enriched by different perspectives as well as ensuring the satisfaction of all the members and shareholders [33]. In this respect, it is very important for administrators or other members to develop intercultural communication and use it as a means to increase participation within the organization.

It is also claimed that the gestures, facial expressions, the tone of voice, body language and posture, proxemics, and eye contact used in communication all play a vital role in conveying our messages to the interlocutor by making the content clearer and more comprehensible [34]. Hence, competence in nonverbal communication is considered as an essential element of intercultural communication competence. From this point of view, it is important for leaders and members in organizations to know that the communication process is shaped by culture. For successful intercultural communication, they should be aware of the cultural differences within an organization. In addition, they should have the necessary knowledge and skills to address and reflect these differences in their interactions with members of other cultures. Only through gaining intercultural communication competence is it possible to eliminate prejudices and develop empathy towards differences. Leaders' skills and abilities in verbal and nonverbal communication, adaptation, perception of values and intellectual levels influence their intercultural competence [35].

Through members and leaders who develop this competence, individual behaviors in organizations can be replaced by collectivist behaviors serving the goals and objectives of an organization. A number of models for intercultural communication have been proposed in the literature.

Among these are:

Ruben's (1976) Seven Fundamental Dimensions of Intercultural Communication: Tolerance for ambiguity, interaction management, self-oriented role behavior, empathy, orientation to knowledge, interaction posture (non-judgmental) and display of respect [36].

Chen's Models: Besides Ruben's seven dimensions, Chen identified four more dimensions. These are cultural awareness, psychological adjustment, communication competence and individual attributes [37]. In his later studies, Chen argued that in addition to these dimensions, intercultural communication competence also consists of emotional, cognitive, and

behavioral processes and must be addressed with a holistic approach. Moreover, Chen (2005) later proposed dimensions of self, culture maps and interaction regulation that would provide openness and flexibility in the global communication competence model [38].

Spitzberg's Model of Intercultural Communication Competence: The model comprises three levels that consist of individual, episodic, and relational systems. The individual level includes the characteristics that a person might have to enable a successful interaction in a normative sense. The episodic system refers to the perception of competence that the level of fulfillment of interlocutor's expectations shapes. The relational level develops through mutual trust, influence and support from both parties and determines the quality of the relationship [39].

Hajek and Giles' Process Model of Intercultural Communication Competence (2003): According to this model, perspective, cultural orientation, type of interaction, and cognitive readiness are among the factors influencing intercultural communication. These components altogether determine individuals' success in interacting with people from different cultures by identifying their empathy and flexibility [40].

Arasaratnam's Culture General Models of Intercultural Communication Competence: This model was originally developed based on the perceptions and descriptions of foreign students studying in the United States. The former version of this model included a global attitude or positive attitude towards people from other cultures, motivation, the capability to pay attention, empathy and ability to listen and experience as key qualities for successful intercultural communication. However, the experience variable was later replaced with sensation seeking [41].

Saee's Model of Intercultural Communication Competence (2006): This model was developed based on a study conducted in hospitality in Australia. According to the findings, to have intercultural communication competence, people must first have a theoretical background then have skills in communication or stress management. Finally, they should have behavioral characteristics such as empathy, respect, non-prejudice, tolerance for ambiguity, trust, ability to listen and justice [42].

Although various dimensions and characteristics for developing intercultural communication competence have been emphasized in different studies and models, in general terms, we could say that people

must at least have empathy, openness to other cultures, tolerance for ambiguity and trust to successfully interact with people from different cultures.

Leaders in the globalized business world desire to build organizations that enable safe and encouraging environments for culturally diverse members to enhance performance through creativity and openness to change. Workplace diversity is regarded as one of the main issues for leadership. To be able to overcome issues arising from cultural diversity, leaders must possess certain skills. Besides, they should set a good role model for their followers.

When managed appropriately, cultural diversity leads to creativity, openness to change, and competitiveness. In organizations and societies, experiences learned from past practices have raised awareness of the sounds of culturally diverse members. These experiences made it obvious that it may not be possible for marginalized and discriminated individuals to have enough motivation to contribute to organizational processes [43]. Practices and management styles that handle diversity in favor of the majority create barriers to the participation of minority groups in organizational processes. Also, these practices and management styles impact the level of social justice perception in organizations. The participation level of minorities in decision-making processes indicates a multicultural structure of organizations. These types of organizations are called learning (developing) organizations [44] because the level of involvement of all employees determines the success of change in an organization. Competitive organizations exploit positive outputs and the skills of all employees to perform better and meet the expectations of shareholders. Establishing mutual trust, openness, integrity, innovation, and teamwork are the key factors in succeeding in a competitive environment. At the highest level of participation, multicultural organizations have members from diverse cultures and have high levels of psychological safety perception. They can shape decisions of organizations and take social responsibilities in organizations. They can also take action to eliminate social oppression. In the lowest level of participation within the frame of multicultural organization review, the dominance of a culture over other cultures based on gender, social identity, race, etc. is prevalent. This type of organization is called an exclusionary organization; it uses exclusionary policies in recruiting and promoting practices. For culturally diverse countries such as developed countries of the Western world, multicultural participation is not a choice or an alternative but is one of the main requirements in public or organizational management.

Multicultural organizations are considered an arena for leaders who

struggle with both adapting followers and getting the required performance from them. High performance in multicultural organizations also indicates a high level of adaptation of employees. Organizational learning is also seen as a function of the perfect adaptation of followers who has originally come from different cultures. Conscious and mindful communication is recommended as an instrument to set an intercultural discourse with followers to leaders who lead multicultural organizations [45]. "Dialogue with followers" is seen as the conscious behavior of a leader while establishing dyadic relations in an organization. Goodall et al. (2013) offer some dimensions of mindful communication as [46]:

- Analyzing discourse situations
- Thinking about communication options
- Analyzing and adapting messages
- Evaluating feedback to determine other parties' purposes

Also, the practices of an organization in diversity issues shape its horizons and decision-making processes. Some practices to enhance diversity can be listed as below [47]:

- Setting a participative culture consisting of open access to resources, empowerment, accountability, and teamwork may promote the participation of diverse followers.
- Setting explicit objectives makes it easier for diverse groups to participate and contribute.
- Placing reward systems encourages followers to participate in all processes of organizations.
- Setting precisely defined responsibilities for each member of an organization without any exception makes each member take action to resolve problems.
- Promoting information sharing instruments such as social networks and technological tools can help diverse groups to participate.
- Training to develop knowledge provides the capability to participate.
- Distributing power and authority through a suggestion system, survey feedback, etc.; a quality circle encourages diverse groups in decision-making processes.
- Shaping leaders' behavior as a role model in decision-making processes can motivate diverse followers to take part in decision-making processes.

Cultural and managerial barriers can be counted among the main obstacles for participation in an organization [48]. House et al. suggested, in their

GLOBE study carried out in 2004, that a participating culture is more prevalent in northern European countries such as Sweden, Finland, and Denmark than in collective Eastern countries such as the Middle East countries [49]. According to the GLOBE study, in countries where higher rates of participation behavior are observed, higher rates of entrepreneurship and innovative approaches are also observed—this is interpreted as the outcome of a participative culture. Legitimizing participative leadership is regarded as an important alternative for countries where a participation culture is not common or does not exist at all. From the point of managerial issues, a loss of power is considered as one of the main reasons for implementing a participation culture [50]. Also, the awareness of leaders is not high enough to implement participative decision making in organizations. Although many leaders consider themselves participative, they just consult followers but do not give them enough opportunities to make decisions. A lack of political support in an organization is also another managerial barrier to implementing participative leadership. Some leaders believe that participative techniques in decision making are time consuming which might be counted among managerial barriers.

3. Participative Leadership Studies

A great number of studies on participation and participative leadership have been conducted since the beginning of the management literature. These studies attempted to find the best leadership approach or model which enhances productivity and efficiency for getting a sustainable competitive advantage. According to some studies [51–55], participation leadership is emphasized as a key factor for innovation. To enhance followers' contributions and engagement for creativity, several participation methods are used by big companies such as Google, Toyota, Facebook, etc. Some studies suggest that participative leadership encourages innovation through implementing decision-making processes in which followers actively take part.

Participative decision-making processes involve members of an organization and ensure psychological safety as a result which supports participation [56]. Innovation is defined as the implementation of new approaches to obtain SRA. Creativity is defined as an important part of the innovation process. With the positive effect of innovation, organizations can:

- Present new thoughts, products and services to the marketplace,
- Overcome the obstacles in competition, and
- Add value to their products and processes.

Researchers [57–59] suggest that participative leadership styles that place joint decision making, power distribution, consultation and empowerment in organizational processes increase job performance in their studies.

Furthermore, related studies show a significant relationship between participative management and job satisfaction becoming prevalent in the management literature [60]. Findings from studies on participative leadership showed that participative leadership styles provide a sense of followers' psychological ownership that results in job satisfaction [61]. Smith et al. suggested predictors of job satisfaction as below [62]:

- A job with dimensions of excitement, an opportunity for development, acceptance of responsibility, etc.
- Monetary rewards such as an increase in salary or wage.
- Opportunities for promotion.
- Leaders' supportive and teaching behaviors to encourage participation in organizational processes.
- Colleagues' supportive and teaching behaviors promoting participation.
- Physical and psychological conditions.

There are also studies that show that participative leadership leads to higher work performance through psychological empowerment and intrinsic motivation. Intrinsic motivation plays a mediating role between participative leadership and commitment [63]. Followers would regard their performance as beneficial in participative processes and consequently they become motivated to commit and engage more [64]. In several studies, participative leadership is regarded as an effective instrument to increase acceptance of organizational values and goals [65].

Conclusion

In previous studies, participative leadership was generally accepted as an effective instrument to encourage each follower to take part in organizational processes. Leaders use participative behaviors for raising awareness among followers about organizational issues experienced at all levels of quality circles. A great number of leadership studies regarding different types of leadership models have some reflections of participative techniques. Distributive, shared, transformational, and ethical leadership models are among these. As can be seen in these various studies, even if it is not mentioned directly as participative leadership most of the effective

leadership models emphasize participative techniques.

As a first step in establishing organizations, participative decision-making processes are suggested to tackle issues from all points of view in total quality management (TQM). The beginning phase is the most important stage for organizations; it is accepted as a system setting phase. When a system in an organization is established through the participation of all members' potential, problematic areas and other indefinite issues can be revealed and resolved quickly. Risky areas and alternatives can be determined after a risk assessment period with the participation of all members. After the establishment phase, all standard operating procedures (SOP) should also be determined through the participation of all members. Then, with quality circles in the operating phase of an organization, participative methods are used in decision-making processes. In almost every phase, participative leadership should be used except in crises that require an instant reaction. TQM is used for getting a sustainable competitive advantage (SRA) that requires the participation of all members. Organizations have been using these techniques for continuous improvement since the 1960s. The literature regarding TQM emphasizes the importance of the participation of all members.

There are lessons that should be taken from cultural barriers of participation. Considering the cultural barriers of participation, one should take into consideration the importance of the family context while establishing a participative culture. Education and training systems of cultures in which participation is higher should also be observed and examined extensively.

As stated earlier, sometimes participation may not be regarded as an effective instrument for leaders. In times of crises or problems, some autocratic practices are suggested to take instant measures to destabilize the situation. In these situations, instant and rapid actions should be taken and generally, there is not enough time to consult all members or shareholders.

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CHAPTER SEVEN

SERVANT LEADERSHIP

ALI BAYRAM[1] AND ASLI GEYLAN[2]

Abstract

Human beings as social entities by their nature need to share the division of labor and undertake roles to reach their goals in a group they belong to. The existence of a leader who decides which role will be performed by which person in a group is important. Many models, works, definitions, and applications have been put forward for the concept of leadership since the beginning of human history. From the earliest times, leaders took their place in the historical scene, but in the field of leadership, scientific studies began to emerge in the twentieth century. The initial research that was made in the field of leadership generally focused on the personal characteristics of a leader. Over time, along with personal characteristics, a leader's behavioral characteristics and situational leaders have begun to be examined; today, leadership has been addressed in many aspects.

It is obvious that classical leaders who remained in the present working life are incomplete in directing employees to reach their goals; they are not good at responding to human expectations and values. It has become a necessity for leaders to motivate employees by giving importance to their values.

The research on leadership generally reveals that definitions of classical and modern leadership have not been successful in terms of content; studies for the post-industrial management model are required. Servant leadership is one of a new generation of leadership understandings. It handles both behavioral and characteristic dimensions of leadership. It has attracted the attention of researchers and practitioners since its emergence, and studies on it have increased recently. According

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to many researchers and scientists, servant leadership is an important leadership style and is considered the leadership model of the present and the future.

Introduction

Changes in living conditions, organizational developments, definitions of leadership against the increasing and changing expectations of employees mean that traditional leadership types have become insufficient [1]. Nowadays, with the increasing importance of basic human values and morality, there is a need for leaders who can address the hearts of humans without the need for any coercion and authority. There is a need for leaders with a different stance, especially those who are equipped for managing humans and information resources in a way that focuses on the benefit of people. The servant leadership approach is seen as an important starting point focusing on human values [2]. Research in the field of psychology, sociology, administration and behavioral sciences shows that the classic leadership approaches are insufficient on the subjects that gravitate towards the human that has no inner peace and is increasingly worn out; more consideration of human emotions is needed, and a leader needs to provide the means for a follower to reunite with one's self to increase morale and motivation. Therefore, there is a need for the servant leadership approach, which takes people's emotions and soul structure into consideration, enriches their lives and uses the leader's power to meet the needs of people— these are increasing day by day [3].

1. Emergence and Definition of Servant Leadership

Robert K. Greenleaf (1904–90) was the first person to use and promote the concept of servant leadership. Greenleaf was born in Indiana, in the United States. He spent most of his professional life in the American Telephone and Telegraph Company (AT&T) and retired from there as a Director of Management Research. He taught as a visiting lecturer in important institutions such as the Massachusetts Institute of Technology Sloan School of Management, the Harvard Business School, the Dartmouth College and the University of Virginia. After his retirement, Greenleaf founded the Greenleaf Center for Servant Leadership as a writer, researcher, trainer and consultant [4].

Robert Greenleaf stated that after reading Herman Hesse's famous novel "Journey to the East," he came to the idea that a person can be both servant and leader at the same time [5]. In the novel, the narrator takes a

mystical journey with a group. Leo is a peaceful person who serves as a servant to the group; he also motivates them with his songs and his aliveness. Suddenly everything changes with Leo's disappearance. The group's talisman and success are completely lost. The journey ends and everyone returns home. Years later, the narrator contacts the group again. In the end, it came about that Leo, a director, a noble and a spiritual leader held the group together [6]. Greenleaf developed and worked on the servant leadership concept from this point of view.

In 1970, Greenleaf published three articles that create the basis of the servant leadership theory. The "Servant as Leader" is the first of the series of articles that shows not the system, but the concept of leadership in the system, as the source of the community problems. It emphasized that leadership behaviors should be criticized and developed. It proposed a form of leadership that required more sacrifice and devotion. In his article named "The Institution as Servant," he asked for the evaluation of organizational structures, which he believed suppress the power of employees and the employees' sense of community. In another article named "The Servants as a Deputy," he said that authoritarian leaders did not fulfill their duties to organizations, and they should be trained with servant leadership [7].

The well-known thinker Lao-Tzu (600 BC) said that leadership was a service business and that leaders should help and guide their followers and that they should strengthen them further [8]. Lao-Tzu's views on leadership are in line with the leadership concept that we define here.

Laub identifies servant leadership as a kind of leadership that values people and develops them, creates community, shows accuracy, encourages and promotes power, shares status, and service for the benefit of an organization as a whole and demonstrates righteousness [9].

On the other hand, Woodruff identifies servant leadership as the general purpose of an organization, the needs of an organization and the needs of people, the demands and needs of a leader as the guiding behavior for others [10].

According to Page and Wong [11], servant leadership is a style of leadership in which the primary goal is to serve others, to achieve common goodness, achieve goals, and improve others.

2. Relationship Between Servant Leadership and Religion

Some researchers indicate that the philosophical foundations of the concept of servant leadership extend to religious teachings and leaders [12]. In fact, in almost all religions, references are made to items retained

by servant leadership. In the various versions of the Bible, the holy book of Christianity, there are leaders that first had to be servants and to show humility.

Servant leadership is defined as a leadership approach that takes its origin from belief systems. It is rumored that the first event related to this concept occurred in the period of Jesus. Jesus, with the people who were on the caravan journey, stopped to rest, and a person was assigned to clean the feet of people who came from outside to avoid taking mud on the feet inside the place where they rested. When Jesus and his tribe arrived, they did not see the person at the door; they entered the place and ate inside with their muddy feet. At that time, Jesus stood up without telling anyone and cleaned the mud off everyone's feet. People around him took the incident as a surprise; Jesus turned to them and said that He was the master of them and now everyone had to wash each other's feet as He did. Here, Jesus showed good behavior to serve others as an example to others [13].

Whether it is a servant or a protector, it is emphasized that a Muslim leader should use power to be active. The existence of power in Islam is accepted, but it is suggested that the potency of the use of power varies according to manners [14]. Similar examples and words can be found in Judaism and Buddhism. Krishna, also known as God's manifestation in Bhagavad Gita, one of the important works of Hinduism, was portrayed as a servant driving King Arjuna's chariot, who chose to direct him in that way [15]. Sarayrah [16] reported that servant leadership behaviors were included in the pre-Islamic Arab-Bedouin culture and were a part of the culture.

3. Properties of Servant Leadership

In addition to serving in the first place, Greenleaf [5] mentioned some other important servant leadership traits that are the main features of servant leadership. These include initiative, listening and comprehension, imagination, retraction skills, acceptance and empathy, intuition, foresight, awareness and perception, persuasion skills, conceptualization skills, improvement and community building skills [17].

After Greenleaf, a number of studies have been carried out including on the characteristics of servant leadership [18–20]. In one of these studies the CEO of the Greenleaf Center, Spears, mentioned the ten major leadership features in his study. These include [21]:

- ***Listening***: Leaders are generally evaluated by their communication and decision-making abilities. It is among the most important

features of servant leaders to listen to others. A servant leader should be able to investigate and respond to the wishes of the group, to listen to what the group wants or does not want. Listening plays a major role in the development of a leader.

- ***Empathy***: A servant leader should try to understand others and empathize with them. People want their personal skills to be understood and accepted. Their performance will increase when their special abilities are understood and valued. Therefore, a good servant leader should be a good empathic listener.
- ***Treatment***: Learning to treat people well is an important force in transformational and integrative leadership. Many people in an organization can experience emotional distress and personal distress. This is the most natural result of being human. At this point, a servant leader should contact them and help them.
- ***Awareness***: General and personal awareness are among the qualities of servant leaders. A commitment to strengthening awareness can be daunting because people do not know what they face. To understand what is going on within an organization, awareness is important.
- ***Persuasion***: Another ability of servant leaders is their ability to convince. They prefer to persuade others instead of using force. A servant leader is in harmony with the group. This characteristic of a servant leader distinguishes him from other traditional leaders.
- ***Conceptualization***: Servant leaders pursue great dreams. Unlike classical managers, they do not make short-term plans. Instead of saving a day, they seek to build the future.
- ***Long-sightedness***: Long-sightedness is a skill that allows servant leaders to take lessons from the past, to see the realities of the present, and to make decisions about the future. Other features can be seen as qualities that can be improved; there is no consensus as to whether or not long-sightedness comes by birth or can be improved later. It has not been fully clarified in the leadership literature, but it needs to be emphasized.
- ***Servant***: Servant is the main philosophy of leadership. A servant leader seeks to serve rather than to be served.
- ***Ensuring People's Development with Stability***: A servant leader is responsible for the development of all people in the group. They should work for their personal, spiritual and professional development with all their strength.
- ***Community Creation***: Servant leaders must take lessons from the past to form communities that depend on each other and on the

organization's goals. An organizational success lies in the dependence of these communities.

4. Servant Leadership Dimensions

Dennis and Bocernea (22) explained the servant leadership dimensions as love, humility, vision, empowerment and reliability.

1. ***Empowerment***: Empowerment authorizes others. For a servant leader, empowerment includes effective listening, making people feel important, emphasizing teamwork, and valuing love and equality [20]. Russell [23] described empowerment as the sharing of power for servant leaders to be competent. Therefore, empowerment has been the central element in leadership, particularly in servant leadership [24].

2. ***Modesty***: According to Sandage and Wines [25], modesty is the ability to be unassuming towards one's own success and abilities. In this respect, humility includes the idea of focusing on others rather than focusing on oneself. In humility, people do not over-value their own value—servant leaders do not pay attention to their own accomplishments; rather they pay attention to others [26]. A servant leader uses opportunities to become a volunteer listener, to feel responsible for serving, and explicitly accept criticism, and to serve much more effectively [24]. Servant leaders are not arrogant, and their modesty enhances the sense of respect and appreciation in an organization; they are not interested in the glorification of themselves.

3. ***Love*****:** Love is the cornerstone of a relationship between a servant leader and pursuer [24]. Dennis [26] defined this love as leaders seeing and perceiving each individual as a whole with his/her own wishes and desires. A leader exhibits love by modest behavior and making sacrifices for his/her employees. In other words, a servant leader is doing the right things for the right reasons [24]. Love that is compatible with servant leadership requires a leader to be willing to learn the skills and abilities of their followers. Because this love is shown, servant leaders can instill courage and hope into the followers. For a leader, love is exhibited with leadership through emotions that nourish value, compassion, forgiveness, and kindness [27].

4. ***Reliability*****:** Reliability in competence and honesty is defined as trust and confidence in team members [24]. Reliability is combined with

aspects of ethics, value, morale, trueness, and honesty [21]. According to Patterson [24], reliability in effective leadership is based on four values: truth-telling, keeping your word, truthfulness and respecting individuals. Reliability and honesty constitute a clear environment of collaborative and collective work and are essential for building interpersonal and organizational compliance. Servant leaders create reliability and ensure that credibility remains within the organization. Servant leaders do what they say; therefore, reliability is a vital feature of servant leadership [23].

5. *Vision*: Vision in the servant leadership theory means that a leader looks ahead and wants to see a person as a worthy individual, to believe in the future of each individual and to help each of them to achieve this situation. This gives a leader the opportunity and advantage for the productivity of organizations. Vision in servant leadership is necessary to improve the atmosphere to focus on the future in an organization [28]. The role of a visionary leader is questioning, listening and hearing [26]. A servant leader that has a visionary feeling gives value, recognizes the potential of followers, and helps them [29]. This process involves seeing each person's unique abilities; this vision helps a leader in addition to affecting the leader's decisions that shape a plan for the future [24].

5. Relationships of Servant Leadership with Other Leadership Theories

In this part, the servant leadership theory will be compared with some other theories that are similar. Of course, any single leadership approach cannot be said to be effective. Even Greenleaf [5] said that perhaps servant leaders may not be dominant or in the majority, but the effects can lead to the formation of a civilized society at reasonable levels.

Transformational leadership is one of the theories most compared and analogized with servant leadership. In this context, both theoretical and applied studies have been investigated. In his article examining transformational leadership and other leadership theories, Bass [28], who developed the transformational leadership theory at an organizational level, reported similarities between servant leadership and transformational leadership. These similar features are vision, impact, credibility, trust, and service. Servant leadership goes a little further, determining the most important priority as meeting the needs of the followers.

Patterson [23] based his theory on the idea proposed by Kuhn [30], "if a theory is found to be unable to fully explain a particular phenomenon, a new theory is developed." In this context, according to Patterson [24],

transformational leadership exhibits complementary features with servant leadership, but it cannot explain altruistic behavior and a follower-focused mentality. At this point, it can be mentioned that servant leadership emerged with a different mission. The most important difference originates from the focal point of the leader. While both leadership approaches care for followers, transformational leader employees support them to achieve organizational goals whereas a servant leader focuses on serving and developing only his/her followers [31]. Van Dierendonck [32] stated that such qualities as humility, authenticity and interpersonal acceptance are not in transformational leadership but are in servant leadership. According to the results of the research, it is understood that the focal point of a servant leader is different and puts only the followers in the center.

The theory of leading member interaction is another theory that shows similarities with servant leadership. Although there are some overlapping features, Liden and colleagues [33] stated that the servant leadership theory includes emotional improvement, guiding the followers to servitude and encouraging the service to the community, whereas these traits do not appear in the theory of leading member interaction. The servant leadership theory emphasizes the importance of recognizing the capabilities that the leader has to develop all followers rather than forming bilateral relations as in the theory of a leader-member interaction. The integrity of members and their loyalty to the group are provided by tangible or intangible rewards in the leader-member interaction, while the integrity of servant leadership is more spiritual and permanent. Finally, in the theory of leader-member interaction, it is stated that assistance is given in the development of the followers of bilateral relations, but the importance of both employees and serving the development of shareholders, directly and indirectly, is emphasized in the servant leadership theory [34].

Considering the relationship between servant leadership and ethical leadership, an ethical leader must first carry some ethical values. In this respect, ethical leadership coincides with servant leadership. Ethical leadership is similar to servant leadership in the dimensions of honesty, integrity, and caring while looking at whether behaviors are appropriate in terms of norms and standards. Servant leaders care about the concept of justice in a work environment in accordance with ethical rules and give their decisions in fair practice.

It is an ethical responsibility of leaders to behave in a respectful and fair manner to other members of an organization. On the other hand, ethical leaders also exhibit behaviors that empower employees, in a similar way to servant leaders.

Ethical leadership has norms and values that guide more followers. In servant leadership, more emphasis is placed on the development of employees. In short, ethical leadership deals with how the work is done in an organization, depending on the way and rules; servant leadership is concerned with individuals doing these things on their own [35]. Ethical leaders incorporate others into decision-making processes to gain confidence from their audience. This is the case for servant leaders.

Patterson [24], when aligning the dimensions of servant leadership (social and moral love, humility, altruism, vision, trust, empowerment, service), sees being a visionary as necessary for a servant leader. In other words, being visionary is the *sine qua non* of servant leadership.

Max Weber, the architect of the charismatic leadership approach, used this notion to describe not just traditional or official authority, but rather an impressiveness that was based on the perceptions of its followers and equipped with extraordinary qualities [36]. When the above definition of Weber is examined, it can be said that charismatic leadership has similar characteristics in terms of servant leadership and focuses on followers and not using official authority.

Graham [37] stated that when comparing servant leadership with charismatic leadership, servant leaders have moral, inspiring, humility-based, and altruism-based characteristics, whereas charismatic leaders have a neutral and asymmetrical balance of power in terms of values. A servant leader wants to gain an appreciation of his/her surroundings by serving the followers and not by his/her extraordinary qualities. A servant leader does not have a purpose such as being a leader due to a particular feature. He/she has already won the hearts of employees by serving the people around him/her; he/she will be the leader to his/her congregation thus serving as much as he/she can.

The conceptual difference between spiritual leadership and servant leadership is that the basic foundations are different. Spiritual leadership is based on positive psychology and concepts and values from various religions. Servant leadership is a model that includes the values of benefactor and self-sacrifice that are deemed valuable and important in religions. Another difference is that the benefits of the cultural values are introduced in some of the variables of spiritual leadership. The importance of organizational culture is less distinct in the servant leadership theory. Therefore, some organizations have an employee-oriented organizational culture [38].

There are similar aspects to authentic and servant leadership. The fact that ethical understanding is at the forefront of both is a good example, as are the idea of a leader as a role model for their followers and the focus on the development of the followers to increase efficiency [35]. On the other

hand, Sendjaya and colleagues described the difference between authentic and servant leadership concepts as the motivation source—servant leaders create motivation for followers but in spiritual leadership, themotivation is spiritual [39].

6. Advantages and Disadvantages of Servant Leadership

One of the largest factors leading to the emergence of the modern management styles of the twenty-first century was that traditional governance models could not meet the needs of followers nor were adequate in certain situations. New methods were developed in parallel with emerging needs and innovations. These methods were implemented in the respective management areas, and the advantages and disadvantages of each method were revealed. Many studies have been carried out on the subject of servant leadership understanding; the first took place in the literature in 1970 by Greenleaf. In light of these studies, Waterman [40] stated that there are a number of advantages and disadvantages related to servant leadership and expressed these issues as follows:

Advantages of Servant Leadership

- It values people, the leader treats them not as a vehicle but as a goal.
- It contributes to human development and emergence.
- It exhibits promising and pledged behavior.
- It always shows a smiling face in intense interpersonal communication.
- It protects and maintains the concept of protection and maintaining.
- It prefers encouragement and facilitation rather than strength and authority.
- Improves performance by guiding its employees and improving them.

Disadvantages of Servant Leadership

- There is a similarity with the transformational leadership approach.
- It fails in goal-oriented systems.
- It damages the hierarchical order.
- It can be perceived as religious and may be alien to modern sensitivities.
- The term servant may harm some employees, such as nurses.
- Humility can be perceived as a weakness.
- Some employees may not respond to this approach.

7. Servant Leadership Research

Mahembe and Engelbrecht [41] used 288 cases to study the relationship between servant leadership and organizational citizenship behavior and team activity in the South African education system. They found organizational citizenship behavior played a mediating role in the relationship between servant leadership and team activity.

Savage-Austin and Honeycutt [42] combined the experiences of fifteen organizational leaders who applied the servant leadership philosophy and explored how business leaders relate their servant leadership practices to the effectiveness of their organization. The qualitative responses obtained showed that the perceived organizational barriers that prevent servant leadership practices are the culture of an institution, the fear of change and lack of the philosophy information of servant leadership. At the same time, it was found that one of these organizational barriers was the ability to implement servant leadership.

Rynetta, Sutton and Feild [43] investigated the relationship between empathy, honesty, competence and compliance, and servant leadership in their work with 288 followers and 126 leaders. Researchers found positive significant relationships between servant leadership and compatibility (R = 38), empathy (R = 48), honesty (R = 58) and competence (R = 57).

Beck [44] investigated the premise of servant leadership in his study using mixed methodologies. He collected data from 499 leaders in community leadership programs for the quantitative research and from 630 people using the Servant Leadership Survey. At the qualitative research stage, twelve leaders were selected from Phase 1 to discuss the results of Phase 1 in more depth. As a result of the analysis, four main findings were reached: (a) the longer a leader is in a leadership role, the more frequent the servant leader behaviors; (b) leaders who volunteer at least an hour per week demonstrate higher servant leader behaviors; (c) servant leaders influence others through building trusting relationships; and (d) servant leaders demonstrate an altruistic mindset.

Cerit [45] revealed the effect of servant leadership on job satisfaction with data collected from 595 teachers working in primary schools. The results showed that there was a strong positive correlation between servant leadership behaviors of school principals and teachers' job satisfaction and that servant leadership is one of the most important predictors of job satisfaction of teachers.

Jones [46], in a qualitative study, investigated the effect of servant leadership on customer orientation and employee satisfaction through in-depth and unstructured interviews with a sample of twenty-one senior

executives of sixteen enterprises. The results suggested that (a) servant leadership enhances profits through reduced customer turnover and increased organizational trust, and (b) employee satisfaction increases in organizations where leaders see themselves as servants first. The implications of social change include promoting the servant leadership style among larger segments of leaders and thereby increasing employee morale and commitment to organizational effectiveness along with concern for customer satisfaction and social responsibility.

Akhtar and Zaheer [47] compared the effect of transformational leadership and servant leadership on the organizational performance with data obtained from 155 participants working in the service sector in Pakistan. Findings have shown that transformational leadership has more influence on organizational learning than servant leadership. Researchers argue that organizational learning increases organizational performance.

Ehrhart [48] investigated the relationship between servant leadership and the processual justice climate and organizational citizenship behavior and found that the processual justice climate played an intermediary role in the relationship between servant leadership and organizational citizenship behavior.

Drury [49] examined the relationships between servant leadership perceptions, job satisfaction and organizational commitment. A significant positive relationship between servant leadership and job satisfaction was revealed; there was no relationship between leadership and organizational commitment.

Jaramillo et al. [50] investigated the effects of servant leadership perceptions of sales personnel on the intention to resign from their work found that servant leadership had a positive impact on the ethical level, organizational commitment and individual organization compliance in the research model and had a negative impact on the intention to resign from their work.

Liden et al. [51] provided information about the premise and results of servant leadership in their theoretical studies. According to researchers, the predecessors of servant leadership are listed as a desire to serve others, emotional intelligence, moral maturity, moral cognition, prosocial identity, and core self-evaluation. The results of servant leadership are leader-follower mutual trust, follower prosocial/moral identity, core self-evaluation, empowerment, autonomous motivation, and commitment to the supervisor.

Miao, Newman, Schwarz and Xu [52] investigated the relationship between servant leadership, trust and organizational commitment. The researchers, who identified positive relationships between servant

leadership and emotional and normative commitment with organizational commitment sub-dimensions, did not find any relationship between continuity commitment and servant leadership. In a second model, they found that trust played an intermediary role in the relationship between servant leadership and continued commitment and normative commitment.

Sendjaya and Pekerti [53], in their research on the effect of servant leadership on followers' trust in their leaders, concluded that subordinates who perceive high servant leadership behavior in their leaders, compared to those who perceive low servant leadership behavior, had significantly higher confidence.

Babakus, Yavas and Ashill [54] investigated the effects of customer orientation and servant leadership on burnout and intention to resign from work in their study with 530 bankers in New Zealand. The results showed that customer orientation and servant leadership both significantly reduced burnout and intention to resign from work. It also showed that person-business harmony is mediated by customer orientation and the influence of servant leadership on burnout and intention to resign from work.

In their study, Zehir et al. [55] examined the intermediary role of organizational justice in the effects of servant leadership behaviors of private college directors on teachers' organizational citizenship behavior and business performance. As a result of the analysis, the researchers showed that servant leadership had a positive effect on organizational citizenship behavior and job performance, and organizational justice played a mediating role in this relationship.

Yoshida, Sendjaya, Hirst and Cooper [56] investigated the effect of servant leadership on creativity and innovation with the data collected from 154 Indonesian and Chinese team employees. The results showed that servant leadership had a positive effect on creativity and innovation.

Conclusion

After revealing (since the beginning) all the ideas, opinions, and artifacts in relation to leadership, it is believed that leaders must have the ability to influence their followers. When we look at the numbers of followers who are led by leaders in real life, we can understand their necessity. Particularly with globalization, the issue of leaders, from the changes and developments that took place in many areas, has come to the forefront of research. In today's information age, many new leadership approaches have emerged due to the differentiation of the characteristics that leaders must have to pursue their followers.

Based on talents, characteristics, and values that leaders should have,

researchers have demonstrated transformational leadership, interactive leadership, visionary leadership, charismatic leadership, ethical leadership and many other types of sub-leadership. Servant leadership is one of the types of leadership that is included in this classification and is considered by many researchers as the leadership model of the present and future.

Robert Greenleaf's servant leadership concept was defined in his essay "The Servant as Leader" in 1970 as the form of leadership that encourages cooperation, confidence, predicting the future, listening and ethical use of authorization and power in his own words. As Greenleaf points out, servant leaders are more than a guide and are characterized as people who are willing to serve.

Servant leadership understanding differs from classical management and leadership styles in many aspects. A servant leader has a notion of leadership that prioritizes the needs and interests of their followers rather than their own needs; empathizes; reflects the feelings of compassion to its members; and trust, love, and humility.

It is possible for organizations to reach their goals only by meeting the needs of employees. For this reason, it can be said that servant leaders, whose characteristics are considered above, will benefit from providing motivation of employees, building and maintaining a flexible structure and increasing efficiency and productivity. It is inevitable for organizations to be successful in a ruthless competition environment; thanks to dedicated devotees, servant leaders, and those who are information- and people-oriented, have foresight, are honest, sincere, patient and compassionate, who work for all human development, especially for employees, success does not have to come at a cost to the employees.

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CHAPTER EIGHT

CHARISMATIC LEADERSHIP

COSKUN AKCA[1]

Abstract

In this section, the notion of charismatic leadership that gains more importance in the chaos environment is presented. Organizations in today's business environment are often exposed to a large number of regulatory, economic, competitive and technological forces that make organizational changes essential for survival. In these turbulent environmental conditions and in times of significant changes, organizations need charismatic leadership for effectively directing themselves. Charismatic leadership is a kind of leadership that sets out relationships between a leader and his/her audience, demonstrating outstanding performance and capabilities as an individual, business and organization. Working with a charismatic leader and being empowered by him/her has important effects on the followers. In this chapter, charisma, leadership, the charismatic leadership concept, charismatic leadership theories, premises, as well as the positive and dark sides of charismatic leadership are presented. Moreover, by presenting charismatic leadership researches and findings from the literature, a conceptual infrastructure has been established on which charismatic leadership will be based. Some evaluations are made for those who want to educate themselves about leadership and academicians; in the last part, suggestions for future studies are presented.

Introduction

Organizations need to maintain continuous development and change to achieve success, to strengthen their reputation, to increase employee performance, to gain a better place in the market, to increase customer

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loyalty and to establish better relations with other organizations. The ability of organizations to meet the needs of change and development is made easier with leaders who know how to take risks, who are self-sacrificing, have a positive effect on employees and possess superior characteristics. Personality traits and behaviors of leaders as perceived by employees reveal the basis of the subject. Today, leaders with the above qualifications are considered to be charismatic leaders.

In the studies conducted before 1980, the notion of charismatic leadership involved social activities and political leadership. However, charismatic leadership in later years was handled by various sciences such as organizational behavior, political science, psychology, management, sociology, human resources, and history.

Sociological and psychological approaches to charisma have demonstrated the effects of charismatic leaders on followers by identifying the tasks of the followers and conveying them ideological messages. Charismatic leaders explain their expectations of high performance and express their confidence to their followers. To reach their goals, these expectations and increased motivation and performance are vital. Charismatic leaders set high goals and give messages to their followers that they are expecting a high performance and convince them that they are capable of achieving the goals [1].

Charismatic leadership occurs in different societies in various ways, with a great impact in crises and chaos. Charismatic leaders can take the form of a military genius, a religious leader, or a company manager. Political managers and leaders who advocate religion, civil rights and freedom, such as Hz. Muhammad, Mother Teresa, Ataturk, Gandhi, Castro, Martin Luther King, Lee Iacocca, B. Franklin, and Anita Roddick are some examples. These leaders appeared in various ways in various organizational structures, but all of them have achieved success due to the adoption and acceptance of their own opinions and ideas by employees, followers, citizens or believers [2].

Leaders' superior abilities, high self-esteem, ability to affect people, sacrifice themselves for the sake of the facts, not to take risks, and to give importance to the needs of the century show that they are a charismatic leader. Charisma germinates in severe crises when the official authority has lost its influence, and in environments where traditional values and thoughts are lost. For this reason, charismatic leadership is especially useful in times of crisis. In times of crisis, when traditional leadership and management styles fail, a leader who appears and influences his/her environment is seen as a charismatic leader. With his/her talent, a charismatic leader influences people in times of crisis and convinces them

to work hard and make an effort in an extraordinary way.

1. Charisma and Leadership

Charisma has a history dating back to the ancient Greek civilization; in ancient Greek, it means divine inspirational ability or divine gift [3, 4]. The word charisma in sociology and management sciences was first used in Max Weber's concept of the charismatic authority [5]. Weber defines the charismatic authority as a devotion to an extraordinary individual; the charismatic authority is based on a personal characteristic of a leader [6]. Almost all of the work done from Weber until the 1980s discussed political, social or religious leadership in terms of charisma [3]. However, after the 1980s, there were rapid increases in the number of studies dealing with charisma in the context of organizational leadership.

Charisma can be defined as a power (or interaction process) which is obtained by the perceptions and references of a group; a) by the qualities and behaviors of a leader; b) influenced by the conditions of the time or conditions of a leader; and c) by the needs of the followers that can mobilize a follower to become a leader themselves [7].

Charisma is a reference to a particular person by the employees in an organization. Charisma is more likely to be attributed to leaders who have characteristics such as taking personal risks, self-sacrifice to achieve the defended vision, and confidence-raising [8]. In another definition, charisma includes the personal abilities that an individual reflects onto others to have a high level of influence, using the inherent superior characteristics of that individual [9]. In interpersonal communication, charisma is expressed as charm, a high level of persuasion and influencing power. In terms of emotional intelligence, charisma is perceived as a dramatic special ability to communicate with emotions and thus to inspire others [10].

Weber describes the term "charisma" as a personal characteristic that specifies at least some exceptional power that separates an individual from normal people. According to Weber, the meaning of charisma comprises the following [2]:

- Presence of a leader with magical characteristics.
- The emotional commitment between a leader and his followers.
- An addiction of the masses to a father figure.
- The existence of a convinced opinion that a leader is a strong, all-knowing and virtuous person.
- The fame related to planetary and religious supernatural powers of a leader.
- Public support based solely on love.

Leaders are different from people with similar characteristics within a group. Leaders are sometimes described as the strongest, smartest, most knowledgeable, and the most charismatic in a society. However, although the definitions differed, leaders are followed because of their characteristics which are different from the others; they try to provide a necessary order and stability to reconcile the common needs of a society [5].

Charismatic leaders are defined as people who have the most influence within a group. They are expected to carry the responsibility of leadership as well as for the followers in a group [6]. It can be said that people who influence the movements of the followers and who manage the social interaction processes are leaders [11]. Another definition is the superiority of a leader over the other members of a group, in terms of intelligence, charisma, and talent [12]. Leaders are those who regularly contribute to the social order and are expected to do the same continuously [13].

Leadership is the behavior of an individual at the moment when a group directs its activities to a shared purpose [14]. It is the process of influencing the activities of an organized group in a way that is directed towards achieving a goal [15]. In addition, it is a process that gives a meaningful direction to collective efforts and increases voluntary efforts to achieve the goals [16]. It is also defined as the process of realizing the objectives of an organization considering the aims and needs of employees and resources available [17].

The concept, when many definitions about a leader are examined and syntheses are tried, can be defined as the ability to gather people around specific goals and so utilize their abilities and knowledge and mobilize them to realize those goals.

2. Charismatic Leadership

One of the increasingly important leadership approaches is the charismatic leadership approach. Charismatic leadership has been studied by different branches of social sciences such as organizational behavior, sociology, history, psychology, human resources, political science, and management.

A charismatic leader aims to aid his/her employees' superior performance with his/her charisma [18]. Charismatic leaders follow their visions, have strict followers, motivate their employees to maximize their performance, are committed to their vision and create a future perspective [19]. Employees have full confidence in charismatic leaders. Employee confidence and belief in charisma will make it easier for a leader to make radical decisions to reach the organizational vision [20]. A charismatic leader is seen as a source of inspiration; this appearance brings new ideas

towards reaching the vision as it provides an example of a leader. Employees pursue the values and goals of a charismatic leader whom he/she takes as a model [2]. Charismatic leaders endeavor to motivate and increase their courage by believing in and trusting their employees to achieve their goals in a short time [21].

In charismatic leadership, managers have a sense of vision and mission. Other characteristics of charismatic leadership are respect, trust, and loyalty. These leaders ensure that viewers have a very strong identification with their personality and leave intense emotional impressions on the audience [22].

A charismatic leader's characteristics are listed as follows [23];

1) To have extraordinary abilities,
2) High self-confidence,
3) To need high influence and need to be dominant,
4) The ability to convince in the direction of their beliefs,
5) Take risks,
6) Sacrifice yourself for the cause,
7) To give importance to the needs of the audience,
8) To be able to produce radical solutions in crisis situations,
9) Continuity in their abilities, and
10) Having a superior intelligence.

Charismatic leadership demonstrates extraordinary performance and skills in terms of individuals, business groups and organizations, and tries to explain the relationship between a leader and his/her audience. Working with a charismatic leader and being empowered by him/her creates important influences on the audience. These employees in an enterprise internalize the vision of their leaders. Employees see the mission that this vision imposes on an organization as their missions. This effect of charismatic leadership with a strong organizational commitment that expresses the acceptance of the organization's goals and values has the same result. Employees trust and believe a charismatic leader at the highest level. This, of course, allows a leader to make any radical changes necessary to achieve the vision more easily. Working with a charismatic leader causes the self-confidence of the followers to increase. It can lead to a very high level of proficiency and strength in the fulfillment of tasks in an organization. In this case, followers take the initiative and become more active. Employees see a leader as an inspiration; they pursue the values and goals of a leader [24].

Effective charismatic leaders not only involve many employees in an enterprise but also reach a large number of people. Charismatic leadership

also includes shaping and preserving organizational culture in addition to the leader's ability to develop a vision and a competitive spirit. Bass [25] described a charismatic leader as a person who has power and influence. A charismatic leader, for his subordinates, is the person who arranges things in crisis situations. Thanks to their strategic visions they eliminate deficiencies. In addition, charismatic leaders show confidence with their high performances, take risks against the status quo and also highlight a collective identification. In general, charismatic leaders are superior in their personal exemplary behaviors and personal sacrifices [26]. Charismatic leadership is the kind of leadership that has aroused enthusiasm and loyalty in the followers by expressing a compelling vision and by increasing the confidence of followers in achieving this vision [27].

In short, charismatic leadership is about change, initiative, entrepreneurship, action, result orientation, self-confidence, and strong influence. Charisma is a relative concept. In the psychological map of those who follow a leader, a leader's reputable position and attractiveness to hold things together affect the power of influence [28].

For many years, it was thought that the concept of charisma was not a suitable concept for subordinate managers and that charismatic leaders could only be found at the upper levels of organizations. However, some theories (Bass et al. [29]; Conger and Kanungo [30]; House [31]; and Shamir et al. [32]) suggested that charismatic leadership can be found at all levels of an organization [33].

It is seen that charismatic leader behavior causes deep and transformational effects on the followers [32]. When the characteristics of charismatic leaders in history are examined in scientific researches, it is seen that the effects of a charismatic leader on his/her followers are usually obtained by setting targets for his/her followers and by giving messages to their followers' dreams. To reach the targets set by the followers, he/she expresses high performance expectations and motivates the followers. With this motivation, the followers become confident and can put in more effort than expected.

2.1. Theories of Charismatic Leadership

The first studies on charisma as a concept of organizational leadership were conducted by Etzioni, Katz, and Kahn. Further studies were conducted by Berlew. Studies on charismatic leadership gained momentum in the late 1970s with the theories about charismatic leadership. The theories relating to charismatic leadership (House's Theory of Charismatic Leadership; Bass's Theory of Charismatic Leadership; Shamir's Charismatic Leadership [Self-

Concept Based] theory; Conger and Kanungo's Attributional Approach to Charismatic Leadership) are explained below.

2.1.1. House's Charismatic Leadership

The work of House consists of a number of testable hypotheses about the characteristics of charismatic leaders, their behavioral orientations, and situational factors, rather than the consideration of charismatic leadership in a folklore or sufism (mystical) context. With the Charismatic Leadership Theory that House [31] developed in 1977, it was understood that defining leadership only with the effect on the subordinates would ignore the character traits, behavioral and situational factors that created charismatic leadership. According to House, the most important characteristic of a charismatic leader is that he/she is a person who, with his/her own personal power, has a deep and high influence on the followers, a person who has a high cogent power and conviction to be dominant and that his or her beliefs are morally correct. We can explain these behavior characteristics according to House [21].

Identifying and Explaining Ideological Targets: Charismatic leaders compared to non-charismatic leaders emphasize the two basic behavioral styles to ensure that they are deeply embedded in values, ideals, and desires among their followers and perceived by them as appropriate.

I. To deal with the behaviors designed to create an image for the effect of success and competence.
II. To clearly state ideological objectives related to the mission of an organization or a group.

Charismatic leaders develop an attractive vision of the future; they create a sense of excitement in a working group as well as a sense of excitement among their followers. The pronouncement of a mission and the vision by a leader will enable the followers to further link to a group mission and to further undertake group objectives.

Communicating with Followers in High Expectations: Another behavioral orientation of charismatic leaders is that they can convey their high expectations to their followers and make them feel that they have confidence in their abilities to reach the goals. Thus, in addition to providing the followers with the belief that they will contribute to the achievement of the goals, they will be able to form a group that strives to reach the standards of a challenging success and to reach the individual

standards. Additionally, it should be kept in mind that the commitment of followers to the targets with high expectations is only possible if these goals are perceived as realistic and accessible targets. In other words, if followers perceive the high expectations of a leader as very difficult targets, it is possible for a leader to resist the attempts to influence them and reduce the effort they spend.

Be an Example or Model for Followers: Charismatic leaders form a role model for their followers with their own behavior. Creating such a model goes far beyond the mere imitation of the behavior of a leader. As their follower's visibility increases (as they are perceived as more attractive, sufficient, successful), they follow their leader's values, taking into account the relationship between effective performance and the desired results; the workers respond with enthusiasm, positive attitudes towards work and organization as modeled by a charismatic leader.

Motivation Vitalization: The pursuit of groups and members of an organization, especially the success, power and attachment motives takes care of their value judgments; the motivation is kept alive with continuous inspiring speeches and behavior. House removed the concept of charisma from abstract and mystical concepts and made it a concrete concept. There are two conditions that facilitate the emergence of the House approach. The first one is the situation related to the crisis and chaos and the other is the fact that the concept strengthens the effectiveness of a group as a result of increasing the connection of group members with the ideology [1].

a) Situations of Crisis and chaos; As many experts and writers related to charisma have stated, House also stated that there is a much higher probability that charismatic leadership will occur in stressful and chaotic situations involving a crisis [34].
b) Harmonization of the tasks of followers to ideology: Since charismatic leaders are based on the hopes and ideals of their followers, it is extremely important for the followers for their roles to be defined with attractive ideological terms and to reconcile them with the mission. However, it is also true that some tasks have a low potential for ideological attraction (especially of low social significance or of low quality such as simple and routine work). In such cases, charismatic leaders must demonstrate the whole mission to people and perform the skills of connecting low-level jobs to the whole [3].

House's Charismatic Leadership Theory [31] was introduced in 1977; it is the most comprehensive charismatic leadership analysis in formal

organizations developed before the 1980s and has the features of a combination of personal characteristics, leader behavior and situational factors in leadership [1]. Besides, there is some uncertainty in the theory. At the beginning of these, it is not clear whether behavioral orientations highlighted in the theory determine the possibility of attributing charisma, or the fact that these behavioral orientations are exhibited by people who already have charisma. On the other hand, although House's theory is directed towards charismatic leadership in formal enterprises, it is seen that it originated from the analysis of political and religious leaders [34].

2.1.2. Bass's Charismatic Leadership Theory

The second fundamental view of charismatic leadership in organizations was given by Bass [25] in his research on transformational leadership. Bernard Bass, one of the pioneers of the concept of transformational leadership made some additions to House's theory and extended the theory to include leaders of organizations [35].

Bass's suggestions for behavioral orientations that may be considered in addition to House's theory are as follows [36].

1. Charismatic leaders encourage a change of attitude and behavior of their followers by stimulating exciting and emotional reactions towards them. They also stimulate a sense of enthusiasm and adventure.
2. In fact, charismatic leaders have a strong influence and are seen as more than what they are in the eyes of their followers. They make themselves useful leaders to be identified by their followers; they serve as a catalyst in creating some excitement in the followers.
3. The sharing of norms and group decisions among followers facilitates the emergence and success of charismatic leaders.

2.1.3. Shamir's Charismatic Leadership (Self-Concept Based) Theory

House [31] proposed charismatic leadership as a theory that can be explained by a series of testable propositions that include observable processes rather than folklore and effective skills. Shamir et al. [32] revised and extended the theory by including more aspects of human motivation and a more detailed description of the underlying impact processes. The evidence of charismatic leadership is provided with the relations between the followers of a leader and the unusual effects of a charismatic leader on his/her followers. The followers believe that a leader's beliefs are true, willingly obeying, loving him/her; they are

emotionally involved in a group's or organization's missions, have high performance goals, and contribute to the success of the mission. Extraordinary talents are likely to be attributed to a leader, but unlike the theory of reference given by Conger and Kanungo [30], the assignment of extraordinary talents to a leader is not seen as a necessary condition for charismatic leadership.

Charismatic leaders are likely to have a high level of self-confidence and a strong commitment to their own beliefs and ideals. Leadership behaviors that explain how a charismatic leader affects the attitudes and behaviors of the followers are: (1) expressing an attractive vision, (2) using strong, expressive forms of communication when expressing a vision, (3) taking personal risks and making sacrifices to achieve the vision, (4) communicating high expectations, (5) expressing optimism and confidence to followers, (6) model behaviors consistent with the vision, (7) manage a leader's followers' impressions, (8) identify with the group or organization, and (9) authorize their followers.

The motivational processes in the Self-Concept Based Theory of Shamir [32] are based on some assumptions. The most important of these assumptions can be summarized as follows:

- Human behavior is pragmatic and goal oriented as well as expressing an individual's emotions, values, and the concept of self. People are motivated primarily to protect and increase their self-respect and perceived value.
- People are motivated to maintain consistency in various components of their self-respect concept; they should maintain consistency between their own behaviors and the self-respect concept.
- The self-respect concept of a person is a combination of values and social identities. These social identities are organized in a hierarchy; the emergence of a particular identity will pursue performance opportunities associated with this identity. Likewise, if one of an individual's values becomes more centralized, it will be more effective in choosing his/her behavior in a particular situation.

Process of Leader's Influencing by (Self-Concept Based) Theory

A charismatic leader's behavior in self-theory contains many of the behaviors in the theories described earlier; Shamir and his colleagues were more interested in how these behaviors (which generally enable viewers to produce extraordinary performance) would explain how to activate motivational processes [34]. The concepts of personal identification, social identification, internalization, and self-efficacy defined by Shamir and his colleagues [32] are explained below.

Personal Identification: Shamir and his colleagues stated that personal identification is a kind of impact process that may arise for some followers of a charismatic leader. When a strong personal identification is identified, followers will imitate the leader's behavior, fulfill the leader's wishes, and make an extra effort to please the leader. When a leader conveys an attractive vision in a meaningful and exciting manner, shows courage and faith, and makes sacrifices for the followers or for the tasks, personal identification and the appointment of charisma by a follower is easier [37]. However, thanks to personal identification, the influence of a leader on the followers has less impact than social identification, internalization, and individual and collective self-efficacy.

Social Identification: Strong social identification occurs when people are proud to be a part of a group or organization and when they see membership among their most important social identities [38]. Members see how their efforts and business roles relate to a larger entity, making their work more meaningful and important. They are more willing to place the needs of a group on individual needs and to make sacrifices on behalf of a group. In addition, social identification leads to the strengthening of values, beliefs, and norms of behavior shared among the members of a group.

Charismatic leaders can increase social identification by expressing a vision that associates the self-concept of a follower with shared values and group-related role identities [39]. By emphasizing the ideological significance of the mission and its unique characteristics in the realization of a group, a leader can infuse a unique social identification into a group. Social identification can be increased by slogans, symbols (e.g. flags, emblems, uniforms), rituals (by singing the song or the anthem of the organization, greeting the flag, reading the belief) and by the ingenious use of ceremonies.

Internalization: With this impact process, followers consider a leader's mission or objectives as worthy of their loyalty. Sometimes charismatic leaders influence followers to adopt new values, but it is more common for charismatic leaders to present a vision defining duty goals with ideological terms that reflect their current target values. Emphasizing the symbolic and ideological aspects of the work, a leader makes the work more meaningful, noble, heroic and morally correct. The final form of internalization emerges when followers of a leader begin to see their work roles inextricably linked to their own concepts and values. They take on the role because they see it as a part of their fundamental nature and fate.

Individual and Collective Competence: Task motivation depends on individual and collective competence. Individual self-efficacy is the belief in one's ability to perform difficult tasks and achieve goals. People with high self-efficacy want to spend more effort and have more patience in overcoming obstacles to achieving their goals [40]. Collective competence refers to the perception that group members can work together to achieve extraordinary success. When collective competence is high, people are more willing to cooperate with group members in a joint effort to carry out their tasks. By expressing an inspiring vision, a leader can increase the self-efficacy and collective competence of the followers by expressing their confidence in what they will achieve and providing the necessary coaching and assistance [41].

The Self-Concept Based Theory as Charismatic Leadership developed by Shamir, House, and Arthur has the appearance of a synthesis of the aforementioned House and Conger and Kanungo's charismatic leadership theories but differs in terms of motivational processes that explain the factors that lead to charisma and provide good perspective [1].

2.1.4. Conger and Kanungo's Attributional Approach to Charismatic Leadership

One of the most important theories of charismatic leadership is the attributional approach to charismatic leadership of Conger and Kanungo [30–42]. Conger and Kanungo developed a leadership theory in 1987 and 1988 [43] based on the assumption that charisma was a cited event. In this theory, the effect of leadership on individuals or group members to make them feel accepted and refers to them as individuals [20–42]. In 1989, Conger tested the theory and made it more concrete.

Conger and Kanungo stated that in the theories of charismatic leadership, charisma is likely to be attributed to leaders who have such characteristics as taking personal risks, are self-sacrificing, incur high costs to achieve the defended vision and raise confidence levels [3].

According to Conger and Kanungo [30], the leading characteristics that provide charisma are:

Vision Determination: One of the critical factors that determine whether a person is worthy of being named as a leader emerges when a leader has the ability (and has the vision) to make a sufficient number of minority decisions [44]. The concept of vision has been neglected for many years as it was generally seen by researchers as a part of charisma for a long time

[45]. Conger emphasized that a vision should be simple, express ideal goals, struggle with the current situation, focus on the personal expectations of members and generally include a risk element [46].

Sensitivity to Member Needs: Human relations and communication skills are two essential features for charismatic leadership. A leader who is interested in member needs should be able to motivate his vision in a clear and interesting way to his followers. This is important for charismatic leaders [47]. One of the leading reasons why followers follow their leaders is to show the sensitivity of charismatic leaders to their member needs. An employee feels a leader's sensitivity to his/her own desires and needs thus shows more devotion [48].

Environmental Sensitivity: Leadership needs to understand the changes in environmental trends and contradictions. This enables them to solve the chaos of the future [49].

Displaying Extraordinary Behavior: One of the characteristics of charismatic leaders is to exhibit extraordinary behavior. These behaviors do not imply violations of laws or morals. However, it refers to behavior that is accepted as a practice outside the patterns that have been widely accepted until today. This characteristic of charismatic leaders emerges in the form of exhibiting unconventional behaviors, trying unconventional pathways and exhibiting unique behaviors that astound followers to achieve the aims of an organization [50]. According to Conger and Kanungo, charisma is attributed to leaders trying to reach the vision through non-traditional methods. The use of innovative strategies, which are considered successful, leads to a leader to be attributed or labeled as having greater mastery by his/her subordinates [3].

Personal Risk Undertaking: Another important feature of charismatic leaders is that they take personal risks for the benefit of an organization and the followers. This feature emerges in the form of exhibiting serious personalized behaviors, making personal sacrifices and paying higher costs for the good of an organization—enduring costs for the purposes of an organization [50].

Not Maintaining the Current Situation: Charismatic leaders are the ones who started the change. One of the most important characteristics of these leaders is that they create an atmosphere of change by pursuing innovations rather than preserving the current situation in organizations. One of the

distinctive features of charismatic leaders is their tendency not to maintain the status quo. To achieve organizational goals, they prefer to do things in a different way and to change them radically rather than doing them as before.

Charismatic leader's behavioral characteristics differ on many factors from many non-charismatic leader types [30]. These differences are summarized in Table 8-1.

Table 8-1 Behavioral Characteristics of Charismatic and Non-Charismatic Leaders [30]

Non-Charismatic Leader		Charismatic Leader
Relationship With The Status Quo	Accepts the status quo and tries to maintain it.	Opposes the status quo and tries to change it.
Future Goal	The target is not very different from the status quo.	The idealized vision is very different from the status quo.
Likableness	The shared perspective makes the leader as friendly.	The shared perspective and idealized vision make a leader worthy of being described as a friendly and honorable hero.
Reliability	Indifferent defense of persuasion attempts.	Unrelated defense without undertaking of large personal risk and cost.
Expertise	Specialist in using existing tools to achieve objectives around the existing system.	Specialist in using unusual tools to overcome the existing system.
Behavior	Conforms to traditional, existing norms.	Unusual, against existing norms.
Environmental Sensitivity	Low need for environmental sensitivity to maintain the current situation.	High need for environmental sensitivity to change the current situation.
Expression Format	Weak expressions for goals and leadership motivation.	Strong expressions for future vision and leadership motivation.
Power Base	Position strength and personal power (based on reward, expertise, and appreciation for a similar friend).	Personal power (based on expertise, respect, and admiration for a unique hero).
Leader-Followers Relationship	Equalist, consensus-seeking or guiding.	Elitist, entrepreneurial and exemplary.

Source: Conger, J. and Kanungo, R. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. Academy of Management Review, 12, 637–647.

After explaining charismatic leadership theories, the comparisons of these approaches with each other are shown in Table 8-2 below

Table 8-2 Comparative Summary of Charismatic Leadership Approaches [7]

Values Size	CHARISMATIC LEADERSHIP THEORY (HOUSE)	CITATION THEORY TO CHARISMA (CONGER AND KANUNGO)	SELF-RESPECT CONCEPT THEORY (SHAMIR)	PSYCHOANALYTICAL APPROACH TO CHARISMA (LINDHOLM)	SOCIAL CONTAGION THEORY TO CHARISMA (MEINDL)
TENDENCY OF APPROACHES	What are the factors that make charismatic leaders different from other people?	What kind of leadership behavior makes it possible to attribute charisma?	How do charismatic leaders deeply influence their audience and motivate them to keep their organizational interests above their own interests?	How are charismatic leaders seen as extraordinary and divine figures in the eyes of their followers?	How reactions of a charismatic leader influence many people at the same time who do not interact face-to-face?
FEATURES OF LEADER	- High self-confidence - The need of high influence and to be dominant - Convincing the trueness of their faith	- Undertaking personal risk - Self-sacrifice - Endure high cost to achieve the vision - Confidence awakening	- Motivation - Self-sacrifice	The position of an audience is given more weight than a leader.	It is a viewer-oriented approach. The characteristics of a leader are not important.
BEHAVIORAL TENDENCY AND INFLUENCE METHODS	- Identification and explanation of ideological targets - Communicating with high expectations - Be a model for viewers - Revive the motivation	- Vision determination - Using non-traditional behavior and methods - Trying to influence with personal power and persuasive charm - Providing personal	- To pronounce an attractive vision that gives importance to special values - The transmission of expectations about the high targets of the followers -Role modeling - Interested in non-traditional, ideologic	- Collimation of guided feelings of guilt, fear, alienation, and hostility to an external group or figure - Modeling (acting as an ideal person) - Transferring the feelings and desires of	- Emphasizing an attractive vision or case that will mobilize suppressed emotions and reactions and/or heroic identity - Personal identification - Social meetings - Symbolizing the

		identification - Ensuring the internalization of their attitudes, values and beliefs by the followers	behaviors - Personal identification - Social Identification - Internalization - Self-efficacy	the past to the audience	case (coming from a political or religious family)
FACILITATOR CONDITIONS TO COME UP CHARISMATIC LEADER	- Crisis and chaos situations - Linking the tasks of an audience with ideology	- A crisis situation necessitating the change - Creation of a sense of dissatisfaction with existing conditions - Artificially creating a crisis - Reduction of traditional working methods	- A vision of a leader is consistent with the identity and values of the audience - To have a mission that can provide loyalty to an organization - A condition of crisis and uncertainty - Presence of situations involving panic and chaos	- Conditions where there are people who live with feelings of inadequacy, guilt, fear, coldness, and regret - Presence of people who share the beliefs and ideas of a leader in an emotional and rational manner	- Presence of a crisis situation that loses self-respect or threatens human life - Presence of a case to activate suppressed feelings and reactions

Source: Kılınç, T. (1996). Beyond Situation in Leadership (II) Charismatic Leadership Approach. Journal of Faculty of Business Administration of I.U. 25(2), 67–108.

2.2. Dark Side of Charisma

Many charismatic leadership theories emphasize the positive results of charisma, but some social scientists have also considered the negative aspects of charisma and deemed them as the dark side of charisma [20, 21, 42]. The negative results of organizations led by charismatic leaders are summarized as:

- The importance of a leader's decisions decreases the good suggestions that may be followed by his/her followers.
- The willingness of leaders to be accepted unconditionally may limit the criticism of the followers.
- An excessive admiration of a leader by the followers may create misconceptions that the leader is infallible.
- Excessive confidence and optimism can blind a leader against actual dangers.
- A rejection of problems and failures reduces organizational learning.
- Risky and grandiose projects are more likely to fail.
- The fact that all of the achievements are attributed to a leader alienates some important followers against the organization and the leader.
- Inconsiderate and unconventional behavior creates enemies as well as believers.
- An addiction to a leader prevents the development of competent heirs.
- A failure to develop various results in a crisis of leadership.

Source: Yukl, G. (2006). *Leadership in organizations*, 6th edition. Upper Saddle River, NJ: Prentice Hall. p. 319

Conger explored a descriptive study of charismatic leaders and outlined the problems that might arise in organizations due to negative charismatic leaders [3]:

1. **Insufficiency of interpersonal relations:** Negative charismatic leaders are often narcissistic people who have little interest in the needs and well-being of their followers. They use their persuasion skills to manipulate and exploit their followers. For this reason, they have difficulties in maintaining relations with their subordinates, their superiors, and their peers. While such leaders are initially seen as very sincere and attractive, his/her real face is

often seen by many people who need their support because of their low interest in others.

2. **Problems that can be created by enterprise behaviors that are not traditional:** Enterprise behaviors that are not well known are sometimes attributed to charisma; this may cause people to perceive this style as destructive and harmful as well as deterring people who adhere to traditional ways. It is also a fact that many charismatic leaders. in spite of being overly admired by some people, arouse extreme hatred in other people. Unfortunately, among these hated people, there can also be strong members of an organization that breakdown or conspire from his/her leadership office.
3. **Problems that can be created by the image of an exceptional person created by a charismatic leader:** Most charismatic leaders try to create the impression that they are indispensable and exceptional for an organization (especially the negative charismatic ones). While this effort is somewhat beneficial for a leader to protect and maintain the glory of the leader, it can be a problem when it is overdone. (For example, if a leader is making a significant achievement without mentioning the contributions of other people.) It is evident that such a practice will undermine other people and affect the sense of loyalty to the vision. On the other hand, since negative charismatics are mostly advocates, they often resort to the denial of failure. As a result, they do not take lessons from their mistakes.
4. **Inadequacy in managerial applications:** Since charismatic leaders are generally vision-oriented, they can neglect important details of daily practices that lead to the vision of an organization. When the tendency to concentrate on a purpose and ignore the tools along with the autocratic style prevents an opportunity of getting a benefit from the ideas of the followers to develop better strategies and implement them effectively. As a result, negative charismatics tend to swing between the two opposing modes that are over-delegative when things go well and over-controlling when problems arise.
5. **Negative consequences of excessive self-confidence:** When self-confidence and optimism form part the charismatic leadership characteristics, they can remove or hinder a leader from objectivity and prevent him/her from seeing the flaws or deficiencies in the vision. This is notably the result of an initial success and the unconditional obedience of an audience; it occurs when a leader has

a belief that his/her own judgments are infallible. In fact, some charismatic leaders have so much confidence in themselves that they can count on their strengths and can ignore their enemies' behavior and actions. As a result, they can be victims of many dangers that could be avoided by small measures. (For example, there have been many charismatic leaders killed while wandering around without taking the necessary protection measures.)

6. **The problem of inadequacy in planning the future of charisma:** Negative charismatic leaders are reluctant to develop skilled and talented heirs—they fail in this regard. The most important reason for this is the tendency of the subordinates mentioned above to remain weak and dependent. In fact, they can often try to remove a candidate of succession who is a potential leader or to undermine them with various intrigues, aside from the active training of qualified heirs. For this reason, many organizations (or communities) that have been established with a charismatic leader or who have survived a crisis have failed to survive after the separation or death of a charismatic leader.

2.3. Positive Charismatic Leaders and Benefits

Positive charismatic leaders, unlike negative charismatic leaders, have a tendency towards socialized power rather than personal power orientation. The dominant characteristics and behavior orientations of charismatic leaders in this category are summarized as follows [1]:

- Positive charismatic leaders, rather than loyalty to themselves, try to process loyalty to an organization and the organization's ideology.
- They focus on social identification, internalization, and collective self-interest rather than personal identification in influencing their followers.
- Positive charismatic leaders delegate authority considerably. They seek to utilize the ideas and thoughts of their followers at every opportunity.
- Positive charismatic leaders will explain leadership goals and methods to reach them effectively—they explain the information they have to their followers; instead of running in front of them thus people are attracted to them. They set a ground for their followers to take initiatives.
- Positive charismatic leaders support and encourage their followers to participate in decisions.

- Positive charismatic leaders use rewards to consolidate behavior which is consistent with an organization's mission and objectives.

The main benefit of positive charismatic leaders is that the followers of a positive charismatic leader are much happier than followers of negative charismatic leaders. Followers with a positive charismatic leader have a chance to develop their skills and develop psychologically. Since it is also possible for them to take initiatives, an organization's integration with the dynamic and competitive environment becomes easier. Positive charismatic leaders create a culture of a success-oriented organization. An organization has a clearly understood mission that includes social values as a whole beyond the purely profit-making target. Individuals at all levels of an organization participate in important decisions on how to achieve the mission, communication is clear, and the information is shared. The structure and systems of an organization are also supportive of the mission. In short, true charismatic leaders can only achieve teamwork in the real sense; they do not risk losing their charisma by taking the wrong steps because they make the most of all the followers. Since there is a commitment to ideology rather than a leader itself, there is less chance of a serious crisis in an organization [1].

3. Charismatic Leadership Research

Change-oriented leadership theories, including charismatic leadership (House, 1976 Theory of Charismatic Leadership; Conger and Kanungo, 1987 Toward a Behavioral Theory of Charismatic Leadership in Organizational Settings; Shamir, House and Arthur, 1993, The Motivational Effects of Charismatic Leadership: a Self-concept Based Theory), transformational and operational leadership (Bass, 1985, Leadership and Performance Beyond Expectations) have emerged as a result of this research. The common theme of these theoretical perspectives is that leaders in today's organizations must have the ability to influence their organizational members in a large organizational change.

Dozens of empirical studies based on these leadership behavior models (for example, Waldman, Ramirez, House and Puranam, [52] and some meta-analytical studies (for example, Lowe, Kroeck, and Sivasubramaniam [53]) showed the strong effects of charismatic leadership behavior in organizations.

House and Shamir [54] proposed a seven-factor leadership model: (a) visionary behavior; (b) positive personal presentation; (c) restorative behaviors; (d) risk-taking and self-sacrifice behavior; (e) intellectual encouragement; (f) supportive leadership behavior; and (g) adaptive

behavior. Collectively, this finding shows that leaders who can be found in charismatic behaviors produce charismatic effects on viewers. They also stated that they had higher performance levels, higher satisfaction, and more motivated followers, and were seen by their superiors and their followers in leadership positions as more effective leaders than others.

The model of Conger and Kanungo [8] is the actual formulation and expression of institutional objectives based on the assessment of a leader. Charismatic leaders are separated from other leaders by strategic visions developed by them and ways of expressing themselves. Unlike the perspective of Bass/Avolio [29] and House/Shamir [54], Conger and Kanungo's model reveals the theory that the vision of a leader can be formulated from the opportunities of an external environment of an organization.

Cheung, Thomas, Lam, and Yue [55] conducted an experimental study on charismatic leadership in Hong Kong. In this study, charismatic leadership behaviors have an effective leadership style on the satisfaction of team members. It is determined that the most dominant leadership in Asian countries is charismatic leadership.

Cicero and Pierro [56] investigated the effects of charismatic leadership behaviors on organizational identification, job satisfaction, performance and intention to resign. The research was carried out as two studies, in the public and private sectors. The first study was conducted in a production factory in Italy in the private sector. Ninety-five employees participated in this study. As a result of this study, a statistically intermediate level relationship was found between charismatic leadership behaviors and organizational identification. On the other hand, a statistically low-level relationship was found between identification and effort in production. The second study was carried out in a public institution. One hundred and five employees participated in the study. As a result of the research, a statistically moderate relationship was found between charismatic leadership behaviors and organizational identification. It was found that there was a statistically moderate relationship between organizational identification, job participation, job satisfaction, and job performance. There was also a statistically significant negative relationship between employees' organizational identification and intention to resign.

Howell and Frost [54] examined the adaptation and performance levels of three different leader styles (charismatic, bureaucratic and democratic) and group productivity norms in the decision-making process of individuals. In the experimental study on 144 undergraduate students studying a trade, it was found that the participants working under a

charismatic leader (regardless of the group productivity criteria) had a high duty performance, task organization, and adaptation to a leader and the group.

In their studies of influence and behavior of charismatic and transformational leaders, House and Singh [58] suggested that charismatic leaders increase the effort, performance, and emotional responses of their followers.

In a study by Mullin [59], it was indicated that viewers working in the charismatic system have a higher set of targets than those working in the non-charismatic system; it is claimed that these employees have higher motivation and performance levels. In this study, it was found that emotions related to the ability of charisma to express talents of loyalty, love, respect, acceptance, fear, personal strengths, and a leader's excitement and the ability to reach central values by transferring to followers were a whole.

Fuller, Patterson, Hester, and Stringer [60] examined the relationship between charismatic leadership and organizational performance. To maintain consistency in the concept and measurement, Fuller only included studies using Bass's [25] conceptualization of charisma. The researchers concluded that charisma was positively and significantly related to objective organizational performance criteria.

Agle and Sonnenfeld [61] examined the relationship between a CEO's charisma and capital performance and objective measures of the CEO's performance. In large companies in the US, with 250 CEOs for example, researchers have found that capital performance is positively associated with charismatic leadership behaviors.

Kocaturk [62] conducted research on charismatic leadership behaviors of vocational high school principals over 412 teachers working in vocational high schools in the Central Districts of Istanbul, Turkey. As a result of the research conducted, teachers who participated in the research are among the levels of showing charismatic leadership behaviors. Significant differences were found in the research, according to their gender, type of school where they work, educational status, branch, and professional experience.

Cinel [63] investigated the effect of charismatic leadership characteristics on an organizational commitment of 103 participants working in the faculty of a university in Kocaeli. According to the research results, it was observed that managers showing charismatic leader behaviors were partly effective in increasing the emotional continuity and normative commitment of the employees. In this study, there was no statistically significant relationship found between other charismatic leader

characteristics and the emotional commitment of the employees.

Çelik [64] investigated the effect of coaches' charismatic leadership behaviors on team integrity. The research focused on those who served in the 2010-2011 season due to Turkey's Basketball Federation who agreed to participate in the study of women and male athletes from 52 teams; it was carried out on 533 male and female athletes. In the study, it has been seen that coaches have a positive effect on group integrity, albeit in mediating relations with charismatic leadership behaviors. Again in the same study, there were significant differences in the confidence, motivational communication, personality and unusual appearance of sub-dimensions of charismatic leadership according to gender; female athletes have more confidence in their coaches as compared to males and in the sub-dimensions of personality and extraordinary appearance, male athletes have more points than female athletes.

Aykanat [65] investigated the relationship between charismatic leadership and organizational culture. The research was conducted on 144 people working in various public institutions in the Ardahan Province. According to the results of the research, it was observed that charismatic leader behaviors in managers were positively influential in creating an organizational culture.

Bilgin, Demirer, Özcan, Aydınlı, and İşleyen [66] conducted a study on the relationship between charismatic leadership behaviors of managers and the organizational affiliation of the employees in 201 people working in a five-star hotel. According to the results of the research, a significant relationship was found between the sensitivity of charismatic leadership behaviors of managers to the needs of the members and the characteristic of showing unexpected behavior and emotional commitment. No statistically significant relationship was found between managers' personal risk-taking, environmental sensitivity and not maintaining features of the current status and emotional commitment. A significant relationship was found between managers' sensitivity to the environment and his/her members' needs and continuity commitment.

Gül [2] investigated the relationship between charismatic leadership behaviors and organizational commitment to 215 staff working in the Karaman and Aksaray Police Directorates. As per the study, in contrast to the studies in the literature and hypotheses put forward, it was seen that there was no positive relationship between assuming a personal risk that is one of the charismatic leadership characteristics, sensitivity to member needs and emotional commitment. There were positive effects on showing extraordinary behavior and continuity dependence. On the other hand, no statistically significant relationship was found between vision

determination and continuity commitment.

Discussion

Charismatic leadership is a kind of leadership that demonstrates an extraordinary performance and abilities of individuals, business groups and organizations and tries to explain the relationship between a leader and his/her followers. Working with a charismatic leader and being empowered by him/her creates important influences on the audience. Employees in an enterprise internalize the vision of their leaders. Thus, employees see the mission that this vision imposes on an organization as their missions. This effect of charismatic leadership with an organizational commitment that expresses the acceptance of organizational goals and values, has the same meaning. Employees trust and believe a charismatic leader at the highest level. This situation, of course, allows a leader to make radical changes necessary to achieve the vision more easily. Working with a charismatic leader leads to an increase in the self-confidence of the audience. It can lead to a very high level of competence and a sense of powerfulness for the fulfillment of tasks in an organization. In this case, viewers take the initiative and become more active. The level of organizational commitment of such a charismatic leader is quite high. Employees see a charismatic leader as an inspiration; they pursue the values and goals of the leader [24].

Working with a charismatic leader instills a sense of responsibility for employees. A society to overcome all kinds of negativity in big expectations and to be able to predict this with a sense of responsibility creates a significant impact to reach the goals or objectives. Moreover, a charismatic leader creates important insights for employees and viewers about a stable outlook and timing. A leader who demonstrates his/her intelligence with his/her observations and intuitions gives the opinion that decisions taken in a timely manner at an appropriate time are correct. This shows the importance of employees to the timing; it is a fact that a leader exhibits persistence in the work he/she wants to do is a result of trust.

One of the most important features of a charismatic leader is to influence a society deeply. Hz. Muhammad as the charismatic leader has changed the course of history not only in the religious sphere but also in political, economic and sociological spheres—the effect of what he did continues until today. When we look at history again, a charismatic leader like Fatih Sultan Mehmet was able to turn on and off the era. When we look at the history of the world, John F. Kennedy, Martin Luther, Ronald Reagan, founder of cosmetics Mary Kay Ash, Apple computer co-founder

Steve Jobs are some of the greatest examples of charismatic leaders [42].

An increase in and continuation of crises in societies or organizations ensure the continuation of a charismatic authority. When values and emotions such as heroism, epic struggles, courage, authority and patriotism increase, charismatic leadership provides persistence [67]. Charismatic leaders are successful in building partnerships. They know what to do to make people feel that they are valued; they take individuals and groups into consideration and take special care of them. They display empathy with their actions. At the same time, they provide good examples and show their works and words in harmony with organizational expectations. Moreover, they know how to make people feel comfortable and give peace of mind to them—charismatic leaders understand their feelings. No matter how busy they are, when someone wants to talk to them, they are always masters in creating the impression that they have time for this. Effective charismatic leaders not only involve many employees in an enterprise but also reach a large number of people.

Charismatic leaders share their visions with people who are around them; they listen to their criticism and realize that this vision is the vision of the whole team, not just themselves. In this way, the vision becomes more realistic and possible in the minds of the employees. A vision that can reach employees gives them inspiration and power; it helps them overcome the fear and anxiety that things may go wrong.

Impressively, strong effects of charismatic leadership behaviors in organizations have been demonstrated at individual, group and organizational levels. At the individual level, it is seen that the followers of charismatic leaders have more organizational commitment, more motivation and higher job satisfaction, exhibit higher performance and have a higher probability of having organizational citizenship behaviors. At the group level, charismatic leadership research has shown impressive effects, including higher team motivation, greater group compliance and improved group performance. Finally, charismatic leaders have a significant impact at the organizational level. Capital performance, return on investment, sales growth, business unit performance and net profit margins are among many organizational performance variables related to charismatic leadership.

The approaches to charismatic leadership also serve many positive organizational outcomes, such as the discovery of potential leadership candidates; determination of managerial decisions, such as training, promotion, rotation, and management of differences; high level of commitment and performance enhancement. The most fundamental issue for every leader and organization is how to direct employees who have

different demands and needs in line with the objectives of an organization. For this reason, charismatic leadership is a very important issue for all businesses and managers.

Charismatic leaders start with a vision that is adopted and desired by all. Conger emphasized that a vision should be simple, express ideal goals, struggle with the current situation, focus on personal expectations of the members and contain a risk element in general [46]. The vision of a leader who is interested in member needs should be able to motivate his/her followers in a very clear and compelling way. The fact that charismatic leaders are sensitive to their members' needs is the main reason why they follow them. If an employee feels the sensitivity of a leader to his/her wishes and needs, he/she feels comfortable and shows more loyalty to the leader [48]. If charismatic leaders state that they need their employees, it gives confidence to them. Employees who perceive that they are interested may follow their leaders without question.

One of the characteristics of charismatic leaders is unusual behavior. This characteristic of charismatic leaders emerges in the form of exhibiting unconventional behaviors, following unconventional paths, and exhibiting unique behaviors that surprise an audience to achieve the aims of an organization. According to Conger and Kanungo [30], charisma is attributed to leaders trying to reach the vision through non-traditional methods. The use of innovative strategies that are considered successful enables a leader to get more appreciation from his/her subordinates. Another important feature of charismatic leaders is that they take personal risks for the benefit of an organization they are affiliated with and their followers. This feature emerges in the form of behaving in a highly personalized manner, making personal sacrifices, paying the penalty, and enduring costs for the good of an organization. Charismatic leaders take personal risks, give confidence to employees, motivate them and make them more committed to the organization and the leader. One of the distinctive features of charismatic leaders is their tendency not to maintain the status quo. Charismatic leaders initiate change. They create an atmosphere of change by pursuing innovations rather than preserving the current situation. In order to achieve organizational goals, they prefer to do things in a different way and to change them radically rather than doing things with the same old and tested ways.

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CHAPTER NINE

AUTHENTIC LEADERSHIP

E. GAMZE CIFTCI[1]

Abstract

Authentic leadership is a concept of leadership which involves being yourself—essentially, knowing yourself, being honest with yourself and other people, and having an internalized understanding of morality. Authentic leaders are regarded as an important solution element and savior for today's rapidly changing world and for businesses that are endeavoring to combat unsteadiness at this rate of change. This concept, which first emerged towards the end of the twentieth century, has gained its rightful importance in the last ten years and has attracted the attention of both theoreticians and practitioners in the last decade. The success and performance of the authentic leaders in business have led to the emergence of this interest. Starting from this significance of the concept, we have identified the subject of our study as authentic leadership. The main objective of the study is to examine the concept of authentic leadership, the characteristics of its followers, the development and formation of authentic leadership, and the impact on the performance and behavior of the followers in light of national and international studies conducted in this field. In this context, our study will begin with an explanation of the concepts of authentic leadership, and then a discussion of the authentic leadership concept in terms of theorists will be examined in the historical process. After this, national and international studies conducted on authentic leadership and their conclusions will be evaluated, and a more comprehensive perspective will be drawn on the characteristics of authentic leadership.

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"The leader should be the one guiding others; not the one walking ahead."

Mustafa Kemal Atatürk

Introduction

In the early 1900s, the concept of management was hypothesized to be valid only for businesses. Nevertheless, at the end of the twentieth century, management as a general concept to cover all areas was argued by thinkers such as Frederick W. Taylor and Chester Barnard. Consequently, the concept of business management as a sub-genre of general management gained prevalence [1]. The concept of management, which is used only for the enterprises in the narrow sense but in fact covers a universal and wide area, has survived to the present day. The concept of leadership that we have used in the military field and in the name of political leaders during history has been used more and more in the field of management. This is due to the fact that the concept of "manager" has remained misunderstood for many enterprises and that leaders, who will be able to carry the enterprises forward in line with determined objectives and targets, have been needed by the twenty-first century.

As a matter of fact, the distinction between the concepts of manager and leader was been better known by the end of the twenty-first century. As can be understood from the leadership literature, there are important differences between a manager and a leader [2].

There is no doubt that the manner of leadership has attracted more attention from both practitioners and theorists. This interest began to manifest itself particularly with the studies conducted on leadership in the early twentieth century. As a result of these studies, the leadership theories that emerged between the 1920s and 1950s were led by the Trait Theory. Meanwhile, Behavioral Theory attained its place in the scientific world at the end of the 1950s. After the 1960s, discussions involving the Situational Theory of Leadership began to emerge. Of course, these studies revealed important results in terms of the theoretical investigation of the leadership phenomenon.

The Trait Theory, which is the first of the aforementioned leadership theories, is an approach that argues that leadership exists as a result of a natural formation and that these formations, which form the basis for a leader, stem from the personal and physical traits of a leader. The second approach, Behavioral Theory of Leadership, argues that a leader's behavior towards their audience and/or followers is effective in the formation of the leader. Meanwhile, the Situational Theory of Leadership sees the concept of leadership from a different perspective; it argues that

one could not mention just a single type of leadership and that different leadership behaviors could be demonstrated depending on the situation, organizational structures, followers, and the type of work done. As a result of the research studies carried out in all three approaches, significant outcomes trying to explain leadership and the process of leadership formation have been obtained. Of course, we have also needed new leadership approaches with many changes and developments that we have socially experienced during the process. These studies have made a great contribution to the theory, nevertheless.

Especially in the new economic order of the twenty-first century, enterprises began to look for leaders who would create and lead organizations with organizational mastership, which was brought up by Duncan [3], due to the increase in technological developments and the inconstant rate of change. Indeed, the research study conducted by the American Management Association (1994) states that the key to achieving a successful change is, above all things, leadership. In addition, field theorists and practitioners gave a different direction to the studies on the definition and requirements of leadership, adapting to the developments in the new world order. As a result of all these studies and discussions, many types of leaders have been identified that may or may not have caused the successes and failures of organizations. The formation process of these types of leaders, how these leaders were affected by their followers, how the said leaders influenced their followers, and the kind of positive or negative results leaders caused in the organizational behaviors were all examined.

One of the leadership types, which is among the most prominent topics of our time and on which significant research studies are conducted, is "authentic leadership." It is possible to say that the concept of authentic leadership started with the discussion of the "ethics" dimensions of postmodern leadership approaches towards the end of the 1900s. In particular, the discussion of the concept of "authentic transformational leadership" was very important for bringing forward the concept of authentic leadership, by advocating that the ethical values of transformational leadership should be strictly questioned by organizational development consultants and that leadership should be based on moral principles to be transformative [4]. Also, the fact that Conger and Kanungo [5] stressed the concern that charismatic leadership (which is defined as similar to transformational leadership) could lead to deceiving and exploiting the followers and that many leaders could sustain both personal and organizational interests is a major factor for bringing authentic leadership into the discussion. Conger and Kanungo [5] later claimed that

authentic leadership would illuminate the dark side of the charismatic leaders, which includes narcissism, authoritarianism, and machiavellism, after they have reviewed this dark side. [4] Bass and Steidlmeier [4], upon discussing the authentic leadership in this sense, tried to differentiate this kind of leader from the charismatic and transformational leaders in terms of freedom, benefit, and (distributor) justice, which are the main themes of the modern Western ethics agenda and ethical debates of the characteristics and authenticity. Thus, the concept of "authentic leadership" began to be examined, along with the need to become "authentic," due to the discussion of "moral" and "interest" dimensions of leadership types such as transformational, servant, charismatic, and ethical leadership.

The subject of authentic leadership creates an ever-increasing interest in both the practitioners and the academic literature. The reason why practitioners and academics are interested in authentic leadership is that the influence of authentic leaders extends beyond the successes that cannot be achieved ultimately; and that such leaders are addressing organizational and social issues and taking on an important role in larger social events by means of dealing with public policies [6].

In light of these explanations, literature has been formed on "authentic" and "authentic leadership" concepts, and this chapter has aimed to provide a definition of authentic leadership within the framework of various studies. In addition, the chapter has aimed to present the pioneers of authentic leaders, the traits of the followers, and the outputs in a conceptual framework. At the end of the chapter, the conclusions and evaluations of authentic leadership and various recommendations have been made both for other studies to be conducted in the future and for readers, as a result of the compilation and interpretation of all national and international studies.

> "Leadership is lifting a person's vision to high sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations."
>
> Peter Drucker

1. Authentic Leadership Conceptual Framework

Over the last decade, more especially in today's business world, people have developed deep leader distrust. It is a fact that we need real, reliable twenty-first century leaders in this environment of distrust. Bill George [6] has attracted the attention of both practitioners and organizational theorists

in his book named “Rediscovering the Secrets to Creating Lasting Value,” which is about authentic leadership. According to George [6], the most important reason why the concept of authentic leadership attracted so much attention is that authentic leaders exhibit a passion for their goals, implement their values consistently, and lead their followers with their brains as well as their hearts. According to George [6], the most important feature that distinguishes the authentic leaders from the other leaders is that they lead their followers with heart.

Authentic leaders, unlike other leaders, establish long-term, meaningful relationships and have self-discipline with the aim of obtaining results. Nevertheless, authentic leaders know very well who they really are [7].

By examining the origin of the term of authenticity, it is seen that the term covers an expression used in being honest in terms of self-recognition and self-reality under the transference of ancient Greek philosophers [8]. As Shakespeare explains in a father’s advice to his son, being righteous or true—honest against oneself is an important prerequisite for being honest with others and not misrepresenting oneself to society [9]. Also, as stated by Plato, “The more difficult it is to deceive others without being aware, the easier it is to deceive yourself without being aware.” As suggested by these expressions, the essence of authenticity lies in people’s self-awareness, self-acceptance, and self-honesty. It is best to acknowledge that authenticity is continuous and that more people remain faithful to their basic values, identities, preferences, and emotions rather than thinking of authenticity as a structure [8].

Specifically, the idea of “being honest with oneself” has emerged in the form of authentic leadership that focuses on behaviors demonstrating that leaders recognize themselves and organize themselves in this way [10]. For this reason, we can say that being honest with oneself lies at the bottom of authenticity. This means authentic leaders are also expected to be people who are honest with themselves and who have self-awareness in the first place. Indeed, we see that authentic leaders are defined as people who know who they really are and what they believe in. Furthermore, they are defined as people who achieve a higher level of reality to act in accordance with their values and beliefs while interacting transparently with other people in the conceptual framework [8]. Authentic leaders also appear as “the leaders who introduce and support both positive psychological capacities and positive ethical climate in order to encourage more self-awareness, an internal moral outlook, balanced processing of knowledge, and a relational transparency in this regard” [11].

Within the framework of these definitions, it is possible to say that the authentic leaders are people who know who they really are and what they

believe in, who show transparency and consistency between value judgments, ethical cognizance, and attitudes, who develop a positive mood, confidence, optimism, and flexibility among themselves and with their colleagues, and who are respected because of their honesty [10]. As a matter of fact, Avolio et al. [8] have stated that in addition to these characteristics, authentic leaders are individuals who have control over their knowledge and talents and who are self-confident, hopeful, optimistic, and superior in terms of moral personality. In making a similar explanation for the authentic leader, Luthans and Avolio [12] also claimed that authentic leadership and development feature a natural ethical/moral element. Again, May et al. [13] offer a comprehensive debate of this moral component that defines the ethical and transparent decision-making process that authentic leaders develop and how they use their reserves of capacity for moral capacity, efficiency, courage, and ethics [11].

Avolio et al. [8] view authentic leadership as a root structure that can be transformative and that contains ethical leadership. According to them, as stated in transformational leadership, authentic leaders can be either direct or participative and can even be authoritarian. The behavioral style, itself, is not the one that distinguishes the authentic from the inauthentic leader. Authentic leaders act in accordance with deep personal values and beliefs, gaining the respect and trust of their followers by encouraging numerous perspectives and creating collaborative relationship networks with them. When this process is disseminated to all followers, it turns into an authenticity that can form the foundation of a corporate culture, and the followers gain the ability to work in the institution to the extent that they can display their authenticity [8].

According to George [6], authentic leaders really want to serve their followers with their leadership. They are more concerned with empowering people, whom they have guided to make a difference, as compared to other leaders and they lead under the guidance of the qualities of the heart, passion, and compassion according to the qualities of the mind. The important point George wants to emphasize here is that authentic leaders feel a genuine desire to lead and empower their followers. In a manner supporting George's statement, Luthans and Avolio [12] argued that authentic leaders are aware of individual differences and they value these differences in order to identify, strengthen, and direct the talents of their followers. They are considered as an important motivational factor for their followers.

May et al. [13] emphasized that authentic leaders have the power to change the fate of their followers, and they have described the authentic leaders as "when they are called by destiny, they will be people who

exhibit attitudes like organizations, departments, or other individuals changing the course of history for others."

It is impossible for a person to be authentic by trying to imitate another person [7]. Of course, it is possible to learn from the experiences of others, however, success achieved while trying to be like another person may not be permanent. When one becomes real and authentic, people will rely on the said person and not on the said person's copy [7]. Therefore, the essential condition of authentic leadership is being oneself.

Authentic leaders have higher moral standards and integrity. They serve as positive models to their followers and encourage positive behavior with their traits. The positive behaviors of followers increase the cooperation sustained with their leaders. In conclusion, followers feel more comfortable and empowered to perform the activities required for success in the business [8]. In this respect, we can say that when authentic leaders have created a strong bond with their followers, the followers will not hesitate to collaborate with their leaders with the help of the established confidence. Thus, the driving force to stimulate the followers comes into being by itself.

Authentic leadership also offers a solution for organizational problems, such as selfishness and short-sightedness of a leader. Authentic leadership, thus, presents a new normative ideal that emphasizes the values, ethics, common goodness, and coherence between words and actions [14]. Under the guidance of this ideal, authentic leaders bring together all members of the organization in common values and common goals and interests, focus the energy of the organization on the determined target, and teach the feeling of acting together with the synergy created within the structure of the organization.

Authentic leadership has emerged from the intersection of ethical leadership and positive organizational behavior in the theoretical framework, especially in the last decade. Authentic leadership, based on the leader's behavioral patterns and relationship with their followers, encourages a positive ethical climate and promotes the positive psychological capacities of employees, which can be very useful for organizations [15]. Authentic leadership not only affect individual behaviors and attitudes positively but also wants them to develop organizational citizenship behaviors and, at the same time, achieve desirable behaviors and performances [16, 17]. The desired authentic behavior in this context involves acting according to one's values and needs, rather than acting to satisfy others, to receive a reward, or to avoid punishment. Since the followers' trust in the leaders is largely based on the actions of the leaders, these values must be consistent with the actions

taken by the leader to see that the values determined by the leader act in integrity [18, 19].

> "Leadership is lifting a person's vision to high sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations."
>
> Peter Drucker

2. Formation of Authentic Leadership

> "As we look ahead into the next century, leaders will be those who empower others."
>
> Bill Gates

In the twenty-first century, the world has faced critical problems such as post-industrial and postmodern experiences and deep and rapid structural transformations [20]. The explosion of information, the development of communication, the electronic revolution, the conceptual developments in the power and wealth systems, and the fundamental cultural changes have undergone a rapid evolution. The processes that led to fundamental transformations with this evolution have also affected the functions of leadership and organizational changes [20]. As stressed by Bill Gates, it is evident that the strong leaders of the next century will be the leaders who will empower their followers and realize and strengthen their followers' talents. In this sense, we can bring into question if authentic leadership can respond to the needs. For this, the process of the formation of authentic leadership should be evaluated well.

In this regard, according to Shamir and Eilam [21], the characteristics that form the authentic leaders and that distinguish them from other leaders can be listed as follows:

1. *The leadership of authentic leaders is not fake.* Authentic leaders do not behave as leaders because they have the position of leadership (for example, leaders becoming managers as a result of the appointment procedure). They also do not work in order to improve their image or personality. Fulfilling a leadership function and related activities are self-expressing actions for authentic leaders. In other words, they behave like themselves when putting the leadership role into action instead of obeying the expectations of others.

2. *Accordingly, authentic leaders do not take on a leadership role or perform the leadership activities for status, honor, or other personal prizes.* On the contrary, their leadership stems from their belief in themselves and their achievements. They have a valuable reason or a mission they want to fulfill. The ability to promote this reason or mission is an important impulse that drives them to lead others.

3. *Authentic leaders are original, not imitations*. This does not necessarily mean that they are unique or very different in terms of their personality traits. In addition, their values, beliefs, reasons, or missions may be similar to those of other leaders and followers in terms of content. However, their process for living by these beliefs and reasons is not a process of imitation. On the contrary, they internalize these processes based on their personal experience.

4. *Authentic leaders are leaders whose actions are based on their values and beliefs.* What authentic leaders say is consistent with what they believe in, and their actions are also consistent with their speeches and beliefs. Authentic leaders can be characterized as having higher levels of integrity because they act in accordance with their values and beliefs instead of pleasing an audience, gaining popularity, or advancing some personal or narrow political interests.

The important point that Shamir and Eilam [21] emphasized in the formation of an authentic leader is that these leaders act with true emotions and beliefs. In fact, the leadership process naturally develops in the formation of authentic leadership. This is because authentic leaders gain a position that deserves leadership with their intrinsic behaviors rather than assuming a leadership role. In such cases, we can say that authentic leaders have a high degree of authenticity.

In Fig. 9-1, it is seen that Avolio et al. [8] try to explain the formation of leadership with a model, which evaluates the formation in terms of followers of the leaders. In the model proposed by Avolio et al. [8], they emphasized that authentic leadership has a very important place for its followers to gain personal identity and social identity and to achieve the desired goals. However, it was said that social and personal identities are not enough to achieve goals, for emotions such as optimism and honesty should be present as well. As shown in Fig. 9-1, there is a process linking authentic leadership with the attitudes and behaviors of the followers. For

this reason, the model emphasizes not only how the authentic leaders affect the attitudes and behaviors of their followers but also how the variables such as hope and optimism contribute to this process. This is because the variables provide a potential foundation and a point of origin for authentic leadership development. All of these structures indicate that there are situations that can be developed positively and there are necessary connections in the process of authentic leadership development [8]. Thus, in this model, Avolio et al. proposed that authentic leaders can improve the engagement, motivation, loyalty, satisfaction, and engagement that are required for their followers through a personal and social identification in order to continuously improve their work and performance outcomes.

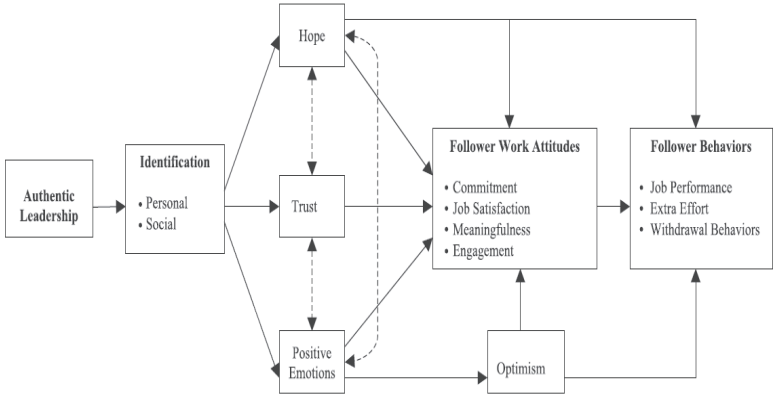


Figure 9-1 Proposed framework linking authentic leadership to followers' attitudes and behaviors. Source: Avolio et al. [8]

The study of Avolio et al. [8] also demonstrated the importance of social and personal identification in the leadership process. More specifically, it was argued that leaders influence the identity of their followers, thus affecting their self-regulation processes [8]. This is because followers tend to recognize and acknowledge themselves, and they organize their own behaviors in order to achieve the goals that are partly aligned with the goals of the leader and are compatible with them. Therefore, a true relationship that is characterized by open and positive changes, reflecting deep and tightly bound values, pursuing shared and complementary goals, occurs between the leader and the followers [10]. The followers are expected to change and develop their understanding of

what constitutes their true and probable selves over time while internalizing the values and beliefs adopted by the leader. As the followers understand who they are, personal identity formation is realized at this stage [10]. This transparent relationship established with the authentic leader will help followers gain social identity.

Personal identity, which Avolio et al. [8] mentioned in the model, refers to the individual's belief in a person (the leader) that references or defines him or herself. Social identity is defined as the knowledge that the individual belongs to some social groups and that there is something emotional and valuable for the individual in question [8].

It is also possible to define authentic leaders based on their own concepts and the relationships between their concepts and their actions. More specifically, personal traits that are effective in the formation of authentic leadership can be listed as follows [21]:

1. The role of the leader is a central component of self-concepts. A high level of leadership is achieved as a result of the combination of human beings at the core [23]. In other words, leaders do not need to use the term "leader" to describe themselves.

2. Leaders have attained a higher level of self-resolution [24] or a trait of self-thinking [25], which means that their self-beliefs are defined clearly and securely, and they are internally consistent. Having a high level of self-thought means a strong sense of values and beliefs and a stable sense of self-knowledge, which many researchers consider as the traits of authentic leaders.

3. The leaders' goals are compatible with themselves. This means they are motivated by the objectives that represent their true passions as well as their core values and beliefs. Authentic leaders are self-adapting individuals. They can be defined as people who follow their own real-life goals rather than outside tasks.

4. Leaders' behaviors reflect self-expressing behaviors. Their behaviors are consistent with their own beliefs and are motivated by the components of their own concepts, such as values and identities, rather than interests or expected benefits. One way of expressing this is that real leaders seek to verify themselves more than developing themselves in their own interactions with other people, including their own followers. In fact, the true meaning of this is that authentic leaders are not looking for the most admirable

> followers but are looking for followers who increase their sense of reality by approving their sense of reality and behavior.

When we look at the personal traits that are effective in the formation of the authentic leader, we can see that these traits do not have any reservations about being oneself and/or behaving as oneself against their followers. We can specify the name of Sakıp Sabancı, a prominent businessman who managed a major international corporation in Turkey, as an example of this issue. Güler Sabancı, the current chairman of Sabancı Holding, mentioned that Sakıp Sabancı, who was also her uncle, was a very strong leader. In her words:

> He did not draw his strength from the fact that he was a boss. The power of Sakıp Sabancı would come from his belief in himself, his team-mates, the people around him, and the Turkish people. He was brave and not afraid of change. He was a person who had the ability to get one's opinions, to listen to others very well, to establish empathy with others, to describe the goal well, and who preferred to work altogether hand-in-hand with everybody. He was an excited manager and he was able to engrain his excitement in other people, and he has been the leader of the Sabancı Group and Sabancı Family for 38 years. Thanks to the confidence he has created with these qualities. [26]

As in the case of Sakıp Sabancı, authentic leadership is not only leadership but also a binding unit that maintains a healthy working environment [27]. The fact that the realism of his behaviors and emotions are reflected in us reflects how Sakıp Sabancı was loved by both his employees and the entire Turkish society. As is known, Sabancı has never taken the role of leadership; however, his frank, sincere behaviors and his intimacy towards himself and his own followers lead Sabancı to leadership. In fact, this is the most basic feature that distinguishes authentic leaders from other leaders (transformational, charismatic, ethical, servant, etc.). Indeed, Quinn et al. [28] argued that authentic leaders are more effective in influencing their followers compared to those who display compelling or persuasive leadership styles that have characteristics related to traditional and operational leadership theories.

According to George [29], authentic leaders lead their followers from their hearts. The following words of Mehmed the Conqueror, one of the most important leaders of the Ottoman Empire who closed one era and started a new era, is a good example in this sense.

> "We do not conquer the lands, we conquer the hearts."
>
> Mehmet the Conqueror

Although the Great Hunnic Emperor Attila spread fear all around the world, he was a pretty modest, low-key leader in his lifestyle, such that, his tilt and horse furnishings were similar to his soldiers' [30]. This was perhaps an important tool for a strong bond between Attila and his soldiers and for sharing common values between the leader and his soldiers.

Emotions are important for the authentic leadership process because they provide invaluable information about the various dynamic processes that people share in organizational environments. Thus, emotions can help individuals develop more coherent responses to the tension and stress they encounter in their work environments [8].

Authentic leadership is a developmental situation, in which people learn in their leadership processes, grow accordingly, and progress in many roles. Being a true leader requires years of practice in challenging situations, as in the outstanding performances demonstrated in athletics or music. Authentic leaders gain their practicability and develop authenticity in the process where they lead. Authentic leaders match their behavior with their context, which is an indispensable part of emotional intelligence (EQ). They do not make any manifestation with what they think or feel. On the contrary, they try to understand how they are perceived by means of watching their self-beings and using emotional intelligence (EQ) to communicate effectively [27]. One of the fundamental features of authentic leadership is that it develops more as the relationship between the leaders and the followers becomes more authentic [19].

Kernis [22] argues that authentic leadership (through self-awareness and relational transparency) promotes positive emotional situations. This shows that the positive emotions experienced by the authentic leaders will spread and resonate through social infectious processes, with the aim of positively promoting the emotional and cognitive development of other organizational members.

Human resources directors say that the following behaviors are decisive for executives to maintain their authentic leadership [31].

- ✓ Being honest and open, especially in terms of communication
- ✓ Engaging primary level managers and their teams in finding solutions
- ✓ Reviewing decision-making reference frameworks, especially risks and innovations
- ✓ Following their expectations and teams
- ✓ Being ready to challenge "a transformation" in leadership behavior at each level

Shamir and Eilam [21] recommend that one should focus on the life stories of the leaders for the development of authentic leadership, since what makes these leaders authentic is their life stories. Shamir and Eilam [21] explain that the life stories of the leaders guide and help the followers gain perspective in improving themselves through reflection. Thus, the life story of a leader provides a level of self-knowledge, clarity of self-understanding, as well as clues to the followers for assessing the reality of the leader. Shamir and Eilam argue that the life story approach is an important element to research in order to develop authentic leaders.

> "I've been very lucky, from the beginning. I've found that as long as you're fundamentally good—as long as you're not being bad to people—people give you a lot of room to be yourself, because being yourself is being honest. And that's what people want to see."
>
> Andrew Mason, CEO of Groupon

3. Dimensions of Authentic Leadership

Organizational theorists made some models for determining the dimensions of authentic leadership. For instance, Kernis [22] explained authenticity under four basic elements. These elements are self-awareness, unbiased processing, relational authenticity, and authentic behavior. Illies et al. [16] mentioned the same terms as well. On the other hand, Avolio and Gardner [10] developed a model to better reflect the understanding of authentic leadership by changing the model developed by Kernis [22] and Illies et al. [16]. In particular, Avolio and Gardner [10] criticized the dimension of "unbiased processing" by defending that humans could develop a cognitive bias in congenital and defective form, and instead of using this definition, they preferred to use the expression of "balanced processing" which could be considered more accurate. Avolio and Gardner [10] argued that they were able to consider a number of perspectives when evaluating very different aspects of a subject and information in a relatively balanced way, instead of defending that authentic leaders and followers are free of cognitive prejudices. Similarly, they argued that the term relational transparency would be more descriptive than the expression of relational authenticity. They argued that the word of transparency reflects this situation better because the authentic leaders and followers share information and communicate with each other in a clear and transparent manner [10]. In the light of this information, and in general, it is possible to name the dimensions that constitute authenticity in the literature as self-awareness, balanced and neutral evaluation, internalized

moral sentiment, and transparency in relations (Fig. 9-2). We can explain these dimensions as follows.

"True leaders do not create followers, they create more leaders."

Tom Peters



Figure 9-2 Authentic Leadership and Dimensions [32]

3.1. Self-Awareness

According to Rothman [33], self-recognition is when an individual recognizes his/her physical characteristics, feelings, ideas, demands and needs, strengths and weaknesses, goals and values, and skills [34]. Similarly, Gardner et al. [19] indicate that "self-awareness is a process in which a person reflects on his/her specific values, identity, emotions, goals, knowledge, talents, and/or abilities." Self-awareness is not a destination; it is a process in which the individual constantly understands his/her unique talents, strengths, sense of purpose, basic values, beliefs, and desires. It is an expression that includes the person's fundamentals and basic awareness about his/her knowledge, experience, and talents [10].

Having the ability to know oneself or to make a cognitive assessment about oneself is the most important feature that distinguishes man from other living things. This psychological trait is defined both explicitly and indirectly in many leadership styles including, but not limited to, original, servant, spiritual, and superior leaderships. Hence, personal awareness or self-awareness of the person emerges as an important factor that is related to leadership success [35]. In fact, personal awareness is more important

for leaders than for other people, since the most basic communication starts with a person's self-recognition. In this case, leaders who have strong communication pathways with their followers are also expected to gain this awareness.

Sturm [35] defines individual self-awareness as having two main components: (1) the processes in which people evaluate how people see themselves and about their own personality, and (2) their abilities to detect how they are perceived by others.

In fact, it is possible to base the self-awareness on the self-efficacy theory of Bandura [36]. This is because, according to Bandura's definition, self-efficacy represents the belief that one is aware of his or her own competencies and abilities and what he or she can accomplish. This definition means that the person has self-consciousness, or in other words self-awareness. Bandura [36] also argues that people who have self-efficacy are more willing to undertake challenging tasks and are also more resilient than others with respect to tackling the challenges. Bandura [36] has, therefore, stated that people who have self-efficacy create less stress and recover faster than others in the face of disruptions and failures.

The effects of self-efficacy belief on cognitive processes take place in various forms. Personal goal setting is influenced by the self-assessment of talents. The more powerful the perceived self-efficacy is, the more the goals and the challenges that are determined by people for themselves [35]. From this point of view, authentic leaders are people with self-awareness and with a clear understanding of the things they can do that are aligned with their goals. This is because self-awareness of the authentic leaders constantly defines the fact that it questions and re-evaluates the strengths and weaknesses of the leader.

Information and personal awareness in the authentic leader component are interpreted in two ways. First, self-recognition describes the fact that a person has (constant) knowledge about his/her values, impulses, strengths, and weaknesses. Second, self-awareness explains the fact that a person constantly questions and re-evaluates his/her strengths and weaknesses [37].

In conclusion, authentic leaders understand themselves better and feel more comfortable when they discover their life stories and challenges and process their experiences. This is similar to a lifelong journey where we always discover the next layer, like peeling an onion [38]**.**

> "It's much easier to know and express yourself than to deny yourself. And, if you succeed it you are rewarded with leadership."
>
> Warren Bennis

3.2. Balanced and Unbiased Evaluation

It is important that authentic leaders provide high levels of motivation and stabilize their lives [6]. This balance in their lives is also reflected in their behavior displayed during the leadership process. As with all leaders, the most important act in the leadership process of the authentic leader is decision making. When making a decision, authentic leaders do not completely ignore their feelings. Instead, they ensure a balance between logic and emotion. As a matter of fact, Avolio and Gardner stated that the correct expression that should be used instead of the term "unbiased" in the neutral process dimension of the authentic leader should be the concept of balance. Because Avolio and Gardner [10] argued that individuals can never be fully unbiased in cognitive terms, the term "unbiased" is not a completely accurate statement. It would be more appropriate to use the concept of "balance" as the authentic leaders can ensure the balance.

In this sense, Goleman pointed out that authentic leaders have higher levels of emotional intelligence because they are people who can control their emotions and utilize their feelings correctly [38]. For this reason, authentic leaders with higher levels of emotional intelligence are able to ensure balance, with the ability to manage their emotions when they are making a decision. At the same time, authentic leaders think on an analytical basis and make analytical decisions when making evaluations.

In this context, individuals who tend to make analytical decisions are more tolerant of uncertainty and they have the characteristic to examine events in more detail [39]. Authentic leaders, who are able to make the most logical choice among the alternatives by transforming the data they obtain during the decision into knowledge, trust in their intuition rather than emotion. Although the decision-making processes of these people may take a little longer, the methods and decisions they implement towards new and uncertain situations can be healthier [39].

Authentic leaders pass through self-regulation in their balanced processes. Avolio and Gardner [10] describe self-regulation as a process in which authentic leaders have taken themselves under control by determining their own internal standards (already existing or newly formulated), evaluating inconsistencies between the results achieved, and identifying the anticipated actions as a result of this evaluation. Therefore, they have stated that self-regulation is an action in which the authentic leaders align their values with their intentions and actions [10].

The balanced and unbiased evaluation traits of authentic leaders also reinforce the sense of trust by their followers. The natural commitment of the followers to the leader evolves through this trust, which is why authentic leaders gain the status of leadership in the natural process.

"The governor should be fair. Your Honor, if you want to rule the country for a long time, you must conduct the law correctly and protect the people."

Yusuf Has Hacib

3.3. Internalized Moral Understanding

"Morality and virtue is the external view of the mind."

Ali ibn Abi Talib

Ethics is expressed as responsibilities that arise in society, in which the individual lives [40]. Another aspect of authentic leadership is internalized moral understanding. Even when they are under pressure, the authentic leaders direct their followers with a sound moral belief and act in accordance with the values they internally hold on to [37]. Authentic leaders feel a great passion for their goals; on the other hand, they do not neglect to apply their moral/ethical values in a consistent manner for achieving such goals [41].

Authentic leaders are not perfect and do not try to be perfect; they are aware that they can make mistakes. However, what is important is what they learn from their mistakes [38]. This behavior comes from their understanding of morality, which allows them to be honest even against oneself. In this sense, George [29] emphasizes that there is a great deal of need for leaders who have moral values and steady character, highlighting negative examples such as Enron, WorldCom, and Tyco.

An internalized moral understanding is that one does not give up his/her moral values even when a person is on his/her own. In fact, the most important feature that distinguishes authentic leaders from other types of leaders is the dimension of internalized moral understanding. Authentic leaders do not pretend against their followers; they behave naturally and they distain to show false behaviors. As a matter of fact, Avolio et al. [8] especially put emphasis on the concept of "ethics" by identifying authentic leaders as individuals who know very well how they think and how they behave, who are aware of the knowledge and strengths of others, and who have a moral point of view that respects other people's values.

However, individuals who have developed moral judgment abilities will also have the ability to negotiate critically and more realistically. These individuals, even if they do not comply with their own thoughts, evaluate ideas in a logical framework rather than strictly refusing the ideas of other people. If necessary, they can also postpone, renew, and change

their own thoughts. This behavior is an indication that these individuals have democratic characteristics [40]. Authentic leaders are individuals who have developed these moral judgment abilities. They do not tend to reject their opposing views just to satisfy their ego since they do not pretend to be a leader.

The moral dimension of authentic leadership is, in fact, a dimension that forms the basis for other dimensions because it requires a solid understanding of morality in order to make a balanced decision and to be transparent in the relationships. Again, if a person sees his/her own weaknesses and accepts them, this is an indication that the individual has an internalized morality understanding. Therefore, we can say that an understanding of morality is an inclusive dimension.

3.4. Transparency in Relationships

One of the main characteristics that distinguish authentic leadership from other leadership types is the transparency phenomenon the authentic leaders display in their relations. Wong and Cummings [41] defined the concept of relational transparency as a process of presenting the real thing to themselves and others, by sharing openly the information and emotions that are relevant to the situation or by establishing short, open, and honest communication with others.

Authentic leaders create good faith and honesty with their followers by encouraging completely open communication, joining their followers, and sharing critical information, perceptions, and feelings about the people they work with. The result is a realistic social relationship that arises from increased personal and social identity levels of the followers [8]. Here, the most important point is the “open communication” element that authentic leaders establish with their followers.

Authentic leaders do not endeavor to assume a role of leadership. Their leadership develops within the process. As George [29] pointed out, as a leader, you cannot be fake and unstable by showing off or acting like a chameleon in your life. People could actually feel very quickly who is the original and who is fake, that is why authentic leaders have a natural style and they do not need forgery; they are not even afraid to explain their failures. Authentic leaders are individuals who are aware of their opinions, strengths, and weaknesses. They strive to understand how their leadership affects others [38].

Authentic leaders have the ability to empathize when they encounter different people and situations [41]. Authentic leaders also seek feedback from their colleagues and subordinates about their leadership and try to

understand the reflection of their behaviors in other people [38]. The reason for doing this is their desire to have a transparent and high-quality relationship with others. Authentic leaders act according to deep personal values and beliefs, gaining the respect and trust of their followers by creating credibility and promoting various perspectives and by building networks of collaborative relationships with the followers [8]. Thus, followers will gain an authentic leader within the process.

The natural relationship that authentic leaders establish in their communications with their followers is an important feature that distinguishes them from other leaders, and there is a strong bond of emotion between their followers through this act of naturalness. The power in their leadership does not originate from law and position; their leadership is nourished entirely from originality, and the strong beliefs and positive feelings coming from their followers are the things that make them leaders.

> "In order for a person to become a statesman, first of all, that person must be friendly with the society it will govern and establish a friendship with them."
>
> Mustafa Kemal Atatürk

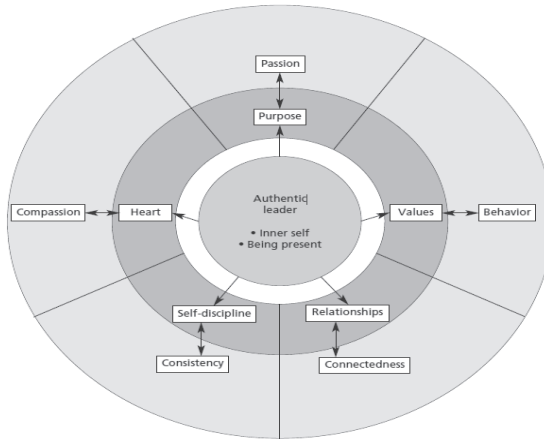


Figure 9-3 Characteristics of authentic leaders in complex adaptive systems [42]

Shirey [42] describes the dimensions of an authentic leader as shown in Fig. 9-3. These are the ability to provide their own goals, determine behaviors according to the values, lead others with the heart, establish lasting relationships, and apply self-discipline. Shirey [42] points out that

self-discipline brings consistency in the behavior of the leader and leading with the heart leads to compassion towards the followers. In addition, Fig. 9-3 shows that the essence of authentic leadership is being merely oneself.

In conclusion, we can say that authentic leadership expresses behaviors bearing self-awareness, unbiased and balanced transactions and/or decision making, and an internalized moral understanding.

4. Authentic Leadership Researches

The subject of authentic leadership began to be discussed towards the end of the twentieth century, and the studies conducted on this subject increasingly continued in the twenty-first century. It is possible to summarize some studies conducted on the subject of authenticity as follows.

In the study conducted by Avolio et al. [8] on the subject of authentic leadership, a theoretical model is presented in order to reveal the effects of authentic leaders on the attitudes and behaviors of their followers. In this model, the importance of authentic leaders in gaining social and personal identity for the followers and the effect of positive emotions in this process are revealed.

In a conceptual study evaluating the development of authentic leadership by comparing transformational, charismatic, servant and spiritual leaders, Avolio and Gardner [10] made some explanations about future orientations by means of examining the formation process of authentic leadership. As a result, they demonstrated that authentic leadership is a very important factor for sustainable performance.

In the study conducted on the effects of authentic leadership in creating a healthy work environment for nurses, Shirey [42] defined the authentic leadership as the “adhesive” that is needed in order to keep a healthy working environment together. In addition, it was stated that authentic leadership has reality, reliability, compassion, and credibility. Furthermore, it is regarded as a very important factor in the inclusion of employees in the work environment for promoting positive behaviors, through the examination of roles and relationships of authentic leaders in a healthy work environment.

George et al. [7], in their study named “Exploring Authentic Leadership,” interviewed 125 leaders one-on-one and examined the methods they have implemented to develop authenticity. In their study, George et al. emphasized that the authentic leadership of a person emerges from his/her life stories.

In a study conducted with 550 healthcare workers in order to determine

the authentic leadership perceptions of employees in an educational research hospital, Şantaş et al. [43] concluded that employees' perception of authentic leadership was at moderate and higher levels.

Taşlıyan and Melik [44], in their study that investigated whether the perception of authentic leadership expresses significance according to demographic characteristics, found a meaningful difference according to the gender of the employees, their educational status, their working positions in the hospitals they are employed in, and their ages.

Bakari et al. [45] attempted to determine the mediating role of cynicism in the relationship between authentic leadership and commitment to change in a public hospital. As a result of the research study, they found a positive relationship between authentic leadership and commitment to change.

Yücel and Kılıç [46], in their study conducted on academics, found a positive significant relationship between authentic leadership and trust perception.

In a study conducted by Tercan [47] on people working in private and public institutions as managers, a positive significant relationship was found between authentic leadership, employee performance, and motivation.

In their study, Rego et al. [17] examined the relationship between authentic leadership and organizational commitment and the regulatory role of positive psychological capital in this relationship. As a result of the study, they found a positive relationship between authentic leadership and organizational commitment. Positive psychological capital was also found to play a regulatory role in this relationship.

Gül and Alacalar [48] examined the relationship between authentic leadership and the emotional commitment and the performance of their followers on a study conducted with ninety-six teachers. As a result of the study, they found a positive relationship between teachers' authentic leadership perceptions and their emotional commitment and performance.

Yeşiltaş et al. [49] examined the impact of prosocial service behaviors of authentic leadership characteristics and obtained significant outcomes as a result of the research study conducted on 410 hotel management employees. According to the research findings, significant relationships were found between authentic leadership style and prosocial service behaviors.

Darvish and Rezaei [50] examined the effect of authentic leadership on job satisfaction and team loyalty in a telecommunications company and reached the conclusion that authentic leadership had a positive effect on both variables.

In their study conducted in the health sector, Wong and Cummings [18] found that authentic leaders can reinforce employees' feelings of trust, and therefore their employees can easily convey their concerns and opinions about work-related arrangements.

Hsiung [51] found in their study entitled "Authentic Leadership and Employee Voice Behavior: A Multi-Level Psychological Process" that authentic leaders are a helpful element so that the employees could express their views in the enterprise.

Robinson et al. [52] emphasized that authentic leadership is a very important factor in institutional achievement not only in the private sector but also in public institutions by referring to the book published by George et al. [7].

Zhang et al. [53] attempted to contribute to the theory of authentic leadership with a sociological and philosophical perspective by using a case study methodology in the Chinese context in their study entitled "Authentic Leadership Theory Development: Theorizing on Chinese Philosophy." They examined the authentic leadership models of theorists in Western countries by using the interviews and observations in eight organizations in China, and they sought to develop a new theory of authentic leadership in the Chinese context. In conclusion, they found that Chinese authentic leaders focused on "self-identity."

Hannah et al. [54] tried to examine the relationship between authentic leadership and moral courage, ethics, and prosocial behavior with a field study that lasted four months. At the end of the study, it was observed that authentic leaders positively influenced the moral courage of their followers. As a result of the research, it was also concluded that authentic leaders have a significant positive effect on their followers' proethical and prosocial behaviors.

In their study examining the role of coaching psychology in authentic leadership development, Fusco et al. [55] stated that people focused on self-awareness coaching in the development of authentic leadership. Researchers have proposed three coaching models that emphasize distinctive goals, identity, values, and emotions.

In their research study, Bird and Wang [56] found that there was a positive significant relationship between authentic leadership and transparent budgeting and knowledge management.

Toor and Ofori [57] applied questionnaires to thirty-two leaders in their study which examined the relationship between the authenticity of the leaders in the construction industry and their conditioned self-confidence and psychological well-being. As a result of the study, the researchers found a significant relationship between authentic leadership and

conditional self-confidence and psychological well-being.

In their study, Frey et al. [58] emphasized the importance of authentic leadership for promoting health at the workplace.

In the study conducted by Keser [59] on primary school administrators, the relationship between authentic leadership and psychological capital was investigated. The study revealed that there were significant relationships between authentic leadership elements and psychological capital.

In another study conducted by Topaloğlu and Özer [60] on 338 employees working in the private sector, it was concluded that authentic leadership had a regulatory role in the relationship between psychological capital and job performance. It was also observed in this study that authentic leadership had a positive effect on psychological capital and work performance.

In their research conducted on 403 nurses in the healthcare sector, in which they examined the relationship between authentic leadership, psychological capital, intention to leave their job, and job performance, Taşlıyan and Hırlak [61] found that authentic leadership positively influenced psychological capital and business performance and also negatively affected the intention to leave the job.

Işkın and Kaygın [62] examined the relationship of authentic leadership, organizational alienation, and organizational commitment with the participation of 268 employees in the furniture industry. The results of the study showed a positive significant relationship between authentic leadership and organizational commitment. Meanwhile, there was no significant relationship between authentic leadership and organizational alienation.

In their study conducted for observing the managers, Weiss et al. [63] came to the conclusion that authentic leadership reduces the stress of leadership and ultimately increases the mental well-being of the leaders.

Cooper et al. [64], in their study examining authentic leadership theory, emphasized the need to take the events of the past as an example in order to look forward. They also pointed out that the increase in corporate scandals and management misconceptions requires a new perspective on leadership. In this sense, they recommend the development of interventions that will support the formation of authentic leadership.

Güler and Boz [65], in their study conducted on 304 religious officials, found a positive relationship between the self-awareness dimension of authentic leadership and the sense of community.

In their study conducted on public health students, Jaworski et al. [66] claimed that public health students would play an important role in the development of their scientific activities once they gain authentic

leadership skills. For this reason, the researchers drew attention to the importance of training programs that develop students' authentic leadership skills.

Discussion

With the end of the cold war in the late twentieth century, the globalization that formed in light of the transformations began to manifest itself in social, economic, and political fields. Developments experienced in information-communication technologies and differentiation in the customer profile necessitated radical changes in terms of enterprises as well [67]. The reflections of these fundamental changes, which are now imperative for the employees and the leaders, have been quite severe. In this context, the increase in the roles encumbered on the organizations' employees and leaders has also caused an increase in the expectations of performance. The leaders and the employees who are under heavy pressure from these expectations have sought solutions both to combat work stress and to provide continuous motivation. One of the most important keys to the solution-seeking has been the leaders. Especially in the twenty-first century, the ways and methods that the leader demonstrated to their followers under his/her guidance have started to be recognized as a liberating force for all enterprises.

Theorists have also been involved in all these developments and quests that have been experienced in terms of practice. Furthermore, discussions on the formation of new leadership approaches have also started in order to meet the requirements of the century, to resist the threats of all the developments, and to include the types of leadership that have been defined so far. In particular, the discussion of the gaps in the elements of "morality" and "balance" of the charismatic, servant, ethical, and transformational leadership types has created a new concept of "authentic leadership." The theorists, who especially emphasized the concept of morality, believed that authentic leaders have an internalized morality understanding. They have argued that these superior morality understandings of authentic leaders express their honesty towards themselves and their followers.

Another reason why the concept of authentic leadership has started to be discussed is that the opinion arguing that the leaders, who are trying to keep up with the pace of this change in the market, has been accepted. According to this opinion, authentic leaders become authentic in the process and they also recognize their strengths and weaknesses at this stage. Again, one of the fundamental characteristics that distinguish

authentic leaders from other leaders is that authentic leaders have a strong desire to find out their strengths and weaknesses and to eliminate the weaknesses. From this perspective, it can be said that the self-awareness levels of authentic leaders are higher than in the other leaders. In this sense, authentic leaders know who they are, and they have an awareness of what they are able to do. In fact, they provide this information with the feedback they have received in relationships established with other people. Authentic leaders are the type of leaders who follow the reflections of their behavior in other people, care for others, and improve themselves through their analytical thinking.

In this theoretical study, we have observed that theorists argued that the leadership of authentic leaders is natural. Authentic leaders do not play the role of leadership. The most important thing that makes them a leader is their leadership trait, which is endorsed by their followers after these leaders behave as who they really are in real life. In other words, it is underlined that authentic leaders are not seeking status and they are not aiming to show off.

Authentic leaders benefit from their emotional intelligence in the relationships established with their environment, and they are able to establish the bridge between emotion and logic in evaluating knowledge because of their higher level of emotional intelligence. They are highly energetic leaders in general and are very eager to motivate and guide their followers.

In the studies conducted, it was seen that the subject of authentic leadership has been examined in the context of positive psychology. As a matter of fact, the studies mentioned in the last part of the study demonstrated that authentic leadership has a positive effect on the increase of positive psychology-based variables such as psychological capital, psychological well-being and motivation. As it is understood from these studies, authentic leaders have an increasing effect on the employees' satisfaction from their jobs and their performance in the work life.

Another issue that theorists emphasize regarding the characteristics of authentic leaders is their transparency displayed for their relationships. We can say that the basis of a transparent relationship lies in the fact that authentic leaders have sincere behaviors and they do not pretend. In fact, authentic leaders do not hesitate to express their failures and weaknesses. This, of course, when evaluated in terms of their followers, will help them remember that leaders are also human beings and they can make mistakes. Thus, this thought will cause them to have humanistic emotions towards their leaders. The fact that authentic leaders stand out as a promoting element for the progress of their followers rather than establishing

authority on these followers is thought to be important for creating a transparent relationship. Indeed, as stated by Gürer [67], effective leaders develop an integrated belief, relating to the right paths to be followed by their followers for reaching their goals.

In this study, it has been observed that authentic leadership could be developed within the process. No matter how the market conditions force the leaders, they start the authenticity process when they are first honest with themselves and then honest with other people by avoiding the Machiavellist approaches. Of course, in the modeling proposed by Avolio et al. [8], this process is very important for achieving authentic leadership with optimism, hope, and positive emotions.

As a result, the survival of enterprises in the new economic world is quite difficult. Leaders who want to cope with this challenge may, from time to time, tend to unethical and immoral behaviors. Sometimes they can display unrealistic false behaviors; maybe they can reflect this negative and difficult environment created by the market to their followers and become more ruthless, less understanding, and even more authoritarian and dominant. One may be able to achieve temporary success with these behaviors but definitely not permanent and long-term success. It is true that we actually need more honesty, more sincerity, and more understanding of the socially livable environment at the present time. Therefore, it is clear that there is a greater need for real leaders, that is, authentic leaders. Leading people does not mean to go ahead of them. The important thing is that the leader can also move side by side with his/her followers on this difficult path. In addition, it is believed that the belief in overcoming the difficulties together that will arise, determining common goals, sharing the goals and learning process, and learning to follow the rules of traffic together (internalized morality) on this path are indispensable elements for success. At this point, there is a greater need for authenticity and for the leadership of authentic leaders.

Maybe there is no visual evidence of whether people's sincerity is true and/or false, but it is a fact that fake sincerity can be felt by people at all times. This is because sincerity and reality always touch the heart. Pretending is a behavior that appeals only to the eye. If a leader wants to impress his/her followers and be their guide, the most important password of this is to touch on their hearts. In this respect, it is possible to state that authentic leadership is very important for today's leadership as a result of this study.

The following can be regarded as suggestions in the study. Authentic leadership can be improved within the process. For this reason, case studies, personal development training, and improvement of materials that

will contribute to the strengthening of the relations with the followers are very important in order for enterprise managers to gain these qualifications. In particular, employees' opinions on their managers should be listened to at regular intervals and shared with managers so that the leader can evaluate and improve himself/herself. Of course, it should be accurately communicated to all employees that this feedback is collected in order to improve authenticity.

The relationship between theoretically authentic leadership pioneers and different variables in terms of their organizational and managerial behaviors should be examined, and the scientific basis of the subject should be reinforced by using different research methods. Although the subject of authentic leadership has attracted attention from the theoretical point of view, especially in the last ten years, this concept has not gained due importance in practice. In this sense, necessary steps should be taken in order to increase the works that will be carried out in the field and to transfer these works into the current working life. It is believed that the need for an "internalized moral" dimension of authentic leadership can be acted upon during this transfer process.

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CHAPTER TEN

SPIRITUAL LEADERSHIP

SEMA POLATCI[1]

> "If we want to be happy, we have to believe that life is not in the object but in the spirit."
>
> Tolstoy

Introduction

People now find themselves spending the majority of their time at workplaces. Their business environments have become their main living spaces. Therefore, business life has an impact on the quality of private lives. Quality business life has a significant impact on the psychological and physiological health of human beings. Healthy individuals make up healthy organizations and healthy organizations make up healthy communities.

With many changes made in the course of business life, it is observed that an employee's health has a great impact on attributes such as higher organizational commitment and higher performance. One of the important changes made in the twenty-first century was to bring work and the spirit of employees together. This concept is called spiritual leadership; it was introduced to improve the mental health of employees and thus increase the organization's performance. Also, it has created positive changes in business life.

According to Moxley, there are four factors that make up the essence of human existence. These are body, mind, heart and spirit [1] and these are the four main points of spiritual leadership. These four factors need to come together in business life to get pleasure from the work that employees do and to complete their jobs efficiently by expressing themselves. At this point, as spiritual leadership focuses on bringing

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together these four factors, it closes a very important gap by providing the balance and integrity between an individual and a business in today's business environment.

From a traditional perspective, a combination of body, mind, heart, and spirit is inherent in the human core rather than leadership styles directed at a workplace. An individual can play a liberating role that saves individuals from the negative aspects of business life.

Nowadays, employees have become selective, not only to feed themselves but also to satisfy their spirits and to make things or complete tasks that they find meaningful. To talk about spirituality at a workplace, it is necessary to first acknowledge that employees are spiritual beings [2]. From this viewpoint, the business environment can either feed or harm the spirits of the employees. In a busy and stressful business life, employees started to seek spiritual appreciation and pleasure to nurture their spirits—they are not satisfied only with material gains. The concept of spiritual leadership also aims to create meaningful work that will nurture the spirit of employees. The feeding of employees' spirits becomes a resource that can be used to increase the productivity of organizations.

In the 1990s, many journals, books and articles on the organizational context started to show an interest in the concept of spirituality. Some of these are important academic journals such as the Journal of Managerial Psychology, the Journal of Management Inquiry, the Journal of Management Inquiry and the Journal of Organizational Change Management. Important journals of the business world such as the Wall Street Journal, Business Week and Fortune have begun to give importance to the spiritual dimension of work. In 2003, Giacalone and Jurkiewicz [3] published a book titled "Handbook of Workplace Spirituality and Organizational Performance" in which they brought together articles about spirituality in the workplace. Also in 2003, the topic of the cover of the Wall Street Journal was spirituality. The concept became more popular in 2004 when a new journal called "Journal of Management, Spirituality and Religion" was published. These developments show how important the issue is.

In 1999, the Academy of Management founded "The Management Spirituality and Religion Group" and supported research and knowledge about spirituality. According to March 2019 data, this group has in total 590 members and 428 of them are academicians.

The writer of the book "Megatrend 2010" [4] Patricia Aburdene stated that the focus on spirituality in organizations is becoming so pervasive that it stands as "today's greatest megatrend." What is the reason for focusing on spirituality nowadays? According to Aburdene, the most important

reason is that a society uses spiritual ways to find a better solution to complex changes in social life and business life [5]. On the other hand, reduced trust and increasing feelings of burnout compel employees to find a deeper meaning and connection in life that consequently integrated a spiritual work identity [6].

In 2005, Leadership Quarterly published a special issue on spiritual leadership. In 2016, the Organizational Studies journal published a special issue on spiritual leadership. The studies conducted on the topic were scanned on the web; it was found that the concept of "spiritual leadership" was in the title of sixty-two studies in the last five years. When the search was changed to "spirituality," it was found that the number increased to two thousand.

1. Developments that Reveal Spiritual Leadership

There is no consensus on the definition of leadership; there are many different definitions of leadership that exist. The definition of Bennis [7] summarizes the difficulty of defining leadership as follows: "it is like beauty, it is hard to define, but you know it when you see it." Over time, the definition and focal points of leadership have also changed.

Since the Hawthorne surveys conducted in the last quarter of the 1920s, organizations have been slowly moving away from traditional, centrist, standardized, formal and fear-based bureaucracy structures. Every day, organizations come closer to the human factor that forms them. This move towards human orientation brings with it a new series of values. The focus of the traditional leadership style was on goal achievement, but over time, the focus has changed to the motivation and emotions of followers. Many leadership styles, such as servant leadership, explicit leadership, authentic leadership, ethical leadership, implicit leadership, transformative leadership and charismatic leadership, have emerged as a result of the orientation toward followers' feelings.

The increasing stress levels in business life, high consumption habits caused by capitalism, too much mechanization and instant pleasure due to an increase in internet usage, rapid access to information and the fact that individuals are becoming lonely in crowds have made a new and different leadership style necessary for individuals.

The definition of health is a relative concept; it is defined by the World Health Organization (WHO). Today, the World Health Organization has changed its definitions of health and has redefined health with a new perspective. In this new definition, health is treated as a whole and not just the absence of disease and disability: physical, social and spiritual aspects

are expressed as complete well-being. It is vital that human health must be in a complete state of equilibrium thus spiritual health should not be ignored.

Several studies and investigations have been carried out to solve these issues lately. Results show that the importance of the inner world, spiritual values and emotions of individuals in today's environment is more important than many other factors. In other words, it is understood that the secret of success in today's organizations is not merely in material happiness but also in spiritual pleasures—these must be brought to the forefront. A leadership style is suggested in an organization which can bring about spiritual pleasure and that increases positive emotions. These leaders will create the organizational culture that will provide the necessary environment which will increase the satisfaction, performance and productivity of employees. Spiritual leadership has emerged in light of these thoughts.

In light of all this information, it is considered useful to continue with some questions. "Is it right to integrate spiritual leadership into the management of an organization?" "What should a leader do, who wants to touch the spirit of employees?" or "Does spirituality make an organization more profitable?" To find the answers to these questions, the concept of spiritual leadership has been examined starting from the spirit concept.

2. What is Spirit?

In general, the spirit can be seen as an essential factor for human survival. It is defined in religion and philosophy as the intangible side of human existence and considered as the surviving part of a human being after death [8].

There are some different opinions about the definition of the spirit. According to Anderson [9], the word "spirit" comes from the word *spiritus* in Latin, which means breath. Spirit is expressed as refreshing in one point of view and is expressed as a power keeping people alive in another. According to Fairholm [10], the spirit is the intangible force that keeps people alive. On the other hand, Mitroff and Denton [11] defined spirit as "the connection that a human being established with itself, the other people around him/her, and the whole universe." From a different point of view, Mevlana [12] used contrasts while defining the spirit. According to him, the spirit is like a hawk, while the body is the shackles on its foot; the spirit is like an ocean, while the body is the foam on its surface.

As can be understood from these definitions, the spirit is an integral part of the individual, the power that connects the individual to life or even

the part of the individual that continues after the death of the individual. While the spirit is of the utmost importance for each individual, employers with a traditional perspective do not allow the spirit to be expressed in business environments.

3. What is Spirituality?

The majority of researchers define spirituality as a search for meaning, reflection, inner connectedness, creativity, transformation, sacredness, and energy [13]. Boozer [14] defined spirituality as "everything," and Sperry [15] defined it as "a spiritual union with everything." On the other hand, according to Levy [16], spirituality is inside people, their quiet zone and a very personal part of him/her that encompasses everything he/she does.

Goertzen and Barbuto [17] described three components of spirituality:

- Belief in the sacred;
- Belief in unity;
- Belief in transformation.

There are several definitions of spirituality, but there is no consensus among the existing definitions. Fry, a well-known researcher who conducted a great deal of research on spirituality, expressed its scope instead of describing spirituality. He defines spirituality as "broader than any single organized religion" [18]. Owen [19] expressed the difficulty of defining spirituality by sharing his own experience: "Although I have written many things about spirituality, I have never been able to define it." As a result, spirituality is the missing part of organizational success that we need to increase organizational efficiency and motivation and has been ignored until recent years.

4. Relationship between Spirituality and Religion

Spirituality and religion are often confused. During their definition, spirituality and religion can be expressed as if they were the same. There are numerous research reports in the literature that examine the similarities and differences between spirituality and religion [20–23].

There are different opinions about the relationship between spirituality and religion. These opinions can be grouped under three headings: Those who argue that spirituality is a broader and more inclusive concept than religion; those who do not separate spirituality and religion; and those that say spirituality and religion are completely different concepts.

In the first group, researchers suggest that the concept of spirituality is

a broader and more inclusive concept that includes religion [24–27]. According to this view, a spiritual leader should allow employees to act on their own religious thoughts and create a climate of tolerance and freedom in an organization. However, he/she should also protect the organization against negative situations that may be caused by a particular religious worship or spiritual practice. Some of the advocates of this view see spiritual leadership as leaders who shaped their leadership activities according to the holy books. They have even called spiritual leadership "Christian leadership" or "Islamic leadership" [28]. According to Reave [29], religion refers to a particular group. Spirituality is more general and may cover more than one religion.

The second opinion was put forward by researchers who did not separate spirituality and religion [30–32]. According to them, there must be a religious opinion to create spirituality. However, spiritual leadership aims to enable employees to express themselves; it can be seen as challenging and problematic when the enthusiasm and behavior of a leader coincides with the religious and spiritual values of employees [33]. Therefore, it is necessary to be careful of the negative consequences of religious and spiritual practices.

The third and the last group [34, 35] agrees that spirituality and religion are different concepts. According to them, the concerns of spirituality are separate from the concerns of religious groups; thus, spirituality and religion are not synonymous [36]. They also act from the idea that people who define themselves spiritually do not need to be religious. The teachings of the Dalai Lama, also known as the founder of Buddhism, support this view. The Dalai Lama stated that religious rituals and prayers on the path to heaven depend on the intrinsic qualities of spirituality, the spiritual life and the search for God, and ultimately joy, peace and tranquility. Also, there is no reason why individuals could not or should not develop these inner qualities independent of any religious or metaphysical belief system. The Dalai Lama abstracts his belief about the relationship between religion and spirituality as "This is why I sometimes say that religion is something we can perhaps do without. What we cannot do without are these basic spiritual qualities" [37]. In addition, spirituality is independent of any religious belief, beyond religious commitment and can be defined as the effort for the meaning of life, purpose and inner peace.

It is difficult to draw a clear line between spirituality and religion—it is also related to cultural values. Moreover, it is often not easy to differentiate between the concepts of spirituality and religion in some cultures, it is supported by spiritual behaviors, religious teachings and

values, and because most of the leaders who can be described as spiritual leaders receive the power from religious elements.

Nevertheless, it is easy to reach a general opinion about spirituality and religion when looking at their scopes. While religious values are expressed in worship and the duties of that religion, spirituality encompasses values prized and proposed in all sacred religions. These are positive values such as love, respect, loyalty, patience, tolerance, cooperation, and humility. Therefore, although it is sometimes difficult to differentiate between spirituality and religion, it is possible to say that spirituality has a more universal perspective than religion.

Elkins and his colleague's research [38] showed that a growing number of people are developing their spirituality outside traditional and organized religion. Other research [39] about the difference between spirituality and religion found that 74% of the respondents indicated that organized religion was not the primary source of their spirituality. From this point of view, whether or not people believe in religion can be deduced as a need for spirituality.

On the other hand, Smith [40] pointed out that all religions adopt virtues such as humility, benevolence, honesty and vision and add specificity to their spirituality. As a result, organizations with individuals of spiritual values have a structure that is prone to teamwork as a whole, listening in an individual sense, learning, experimenting, being creative, and developing. Leaders with these values attach importance to the vision, goals and objectives, culture and the value system of an organization [41].

Generally, spirituality is related to the characteristics of the human spirit, such as love, compassion, patience, tolerance, forgiveness, satisfaction, a sense of responsibility and compatibility that bring happiness to a person and those around him/her. According to this definition, spirituality is necessary for religion. The common point between spirituality and religion is altruistic love [42]. The basic thought in both spirituality and religion is that "Don't do to others which you don't want to be done [to you]" [43].

5. Definition and Scope of Spiritual Leadership

In the literature, the terms "spiritual leadership" and "workplace spirituality" are used interchangeably. To ensure spirituality in a workplace, a leader who prioritizes spirituality should be present. In the article "Workplace Leadership and Spiritual Leadership" written by Fry [44], the establishment of spirituality in a workplace is explained through spiritual leadership. For this reason, the concept of spiritual leadership is

taken as the basis of this study and the effects of a spiritual leader and the followers at a workplace are explained.

There is no consensus on the definition of spiritual leadership. A similar situation can be said to exist about the overall concept of leadership. Stogdill [45] summarized the great confusion in this issue as "there are almost as many definitions as there are persons who have attempted to define the concept." The simplest definition of spiritual leadership can be made as a combination of mind and heart for successful business life.

Spirit and leadership concepts were first put together by Fairholm in 1996. Gilbert W. Fairholm combined spirit and leadership and tried to develop a spiritual leadership theory that could be used in the management area. In this model, Fairholm evaluated an individual's social, spiritual, emotional and mental aspects together; in other words, individuals were evaluated as a whole [46, 47]. Unlike classic organizational, administrative and leadership theories, spiritual leadership deals with people's spiritual aspects at a workplace [48].

While Fairholm described spiritual leadership in relation to philosophy, metaphysics and religion [49], researchers like Blackaby and Al Arkoubi considered spiritual leadership as religious leadership [50]. Sanders and his colleagues [51] described spiritual leadership as a type of leadership that attempts to increase business efficiency by providing a sense of working for a purpose, developing a sense of engagement and meaning among employees, and organizational spirituality. Giacalone and Jurkiewicz [52] defined spiritual leadership as "a framework of organizational values evidenced in the culture that promotes employees' experience of transcendence through the work process, facilitating their sense of being connected in a way that provides feelings of compassion and joy." Ferguson and Milliman [53] described spiritual leadership simply as "leadership based on spiritual principles."

Louis W. Fry developed the theory of spiritual leadership with a universal perspective by combining the concepts of spirit and leadership. Fry defined spiritual leadership as "comprising the values, attitudes, and behaviors that are necessary to intrinsically motivate one's self and others so that they have a sense of spiritual survival through calling and membership" [54, 55]. The theory was based on the importance of a leader for spiritual survival at a workplace [56]. According to Fry's spiritual leadership theory, it is argued that a leader should be able to touch the followers' spirits for their spiritual survival by meeting their spiritual and psychological. By touching their spirits, spiritual leadership enables individuals to become more committed to the organization.

Ashmos and Duchon defined spiritual leadership with three components. These components and their short definitions are as follows [57]:

1. **Inner life:** Employees have an inner life as well as life outside. Recognizing that employees have an inner life and supporting it will be reflected to the outside as a more productive and meaningful experience.
2. **Meaningful work:** Employees desire their work to have a meaning for themselves, and if their work becomes meaningful, they can do it with a greater commitment.
3. **Connection and Community:** Employees need to be together with other employees at a workplace and to be part of a community for spiritual development.

Kriger and Seng [58] made a list of spiritual values for the workplace. According to them, these values belong to an organization which is managed by spiritual leadership:

- Forgiveness
- Compassion/empathy
- Honesty
- Patience
- Courage/inner strength
- Humility
- Loving kindness
- Peacefulness
- Thankfulness
- Service to others
- Guidance
- Joy
- Equanimity
- Stillness/inner peace

When widely accepted religions of the world are examined, it is seen that these values have an important place in Islam, Christianity, Judaism, Buddhism and Hinduism.

The common point of various spiritual leadership definitions can be outlined as “doing something whatever it costs” through faith, creating a sense of belonging as a part of inner peace, and raising faith that leads to a sense of feeling that life has a meaning [59]. Faith increases people’s work efficiency in achieving a vision. Because of this high efficiency, the faith towards the vision of an organization allows employees to look to the

future with confidence. This situation will increase employees' commitment to an organization, their job satisfaction and intrinsic motivation. All these developments will improve the ethical behavior of employees. These positive changes in employees within an organization are supported by numerous research studies [60–64]. These changes will also positively affect the competitive advantage of an organization [65].

In other words, the main objective of developing the concept of spiritual leadership in organizations is to create intrinsic motivation by satisfying employees' spiritual needs, such as faith, sacrifice, and belonging in the business environment and to increase their job performance or organizational commitment [66, 67]. This causes organizations to be great places to work and to show higher performance.

Spiritual leaders are seen as the people who created a culture in the organizational environment in which members can experience a sense of duty, vocation, purpose and meaning, and who made themselves and the members of an organization valuable [68]. We have physical, mental and emotional needs individually and we also have spiritual needs in the same manner. All these needs are with us in business life as well as in everyday life. The spiritual leadership style takes into account the basic needs of both a leader and his/her followers to survive spiritually [69] so that loyalty and efficiency in organizations emerge spontaneously.

In a meta-analysis of 150 studies, Reave [70] identified a relationship between spirituality and leader success. In 2017, Lean and Ganster [71] examined spiritual leadership studies and aimed to identify the basic characteristics that spiritual leaders should have. As a result of this research, they identified thirty-nine characteristics that every spiritual leader should possess. Spiritual leaders must:

- Listen to their employees
- Listen with an understanding of the other person
- Be selfless
- Have respect for the human dignity of the person they are interacting with
- Be honest
- Apply what they believe with integrity at a workplace
- Understand that everything is not about them
- Value others as much as they value themselves
- Seek to make decisions that are for the highest good of all
- Model forgiveness and reconciliation
- Be able to forgive themselves
- Forgive others for any wrongs they may have committed
- Be open

- "Walk the talk"
- Lead from an effort to have pure motives
- Be role models of what they believe in their everyday life
- Act authentically
- Show kindness and compassion
- Listen with empathy
- Be accepting of a person's individuality
- Be inclusive
- Try to create an environment where employees can be their authentic selves
- Honor the uniqueness of the inner life of each individual
- Be available for service to others
- Appeal to peoples' spirits
- Find ways to make work personally meaningful for each employee
- Help employees to see how they are working—serving their customers, community, etc.
- Encourage employees to become all that God designed them to be
- Be genuinely interested in the personal development of their employees
- Maintain some kind of spiritual practice
- Be open about their own spiritual journey
- Make decisions based on their spiritual values or beliefs
- Listen to their conscience
- Be guided by their spiritual values
- Spend time getting to know their employees personally
- Create a context for employees to experience a form of community
- Empower employees
- Practice what they preach
- Create an environment where employees enjoy coming to work

After explanations about the definition and scope of spiritual leadership, the theories developed on spiritual leadership will be discussed.

6. Fry's Spiritual Leadership Theory (2003, 2008)

The needs of today's world have shown themselves in the subject of leadership and required a search for a new style of leadership. Spiritual leadership that emerged as a result of this new search is based on a spiritual dimension [72] and spiritual leaders work to create a productive work environment with highly motivated followers. The main purpose of

spiritual leadership is to carry organizational commitment and organizational efficiency to the highest level [73]. Fry described this highest level as the spiritual survival.

According to Fry [74], previous leadership theories have focused in varying degrees on one or more aspects of the physical, mental, and emotional elements of employees in organizations, but they neglected the spiritual component. But in the real world, employees have physical, mental, emotional as well as spiritual needs, and each of these needs comes to work with these employees. For this reason, Fry stated that feeding the spirit of employees is one of the most important things a leader must do.

According to these, Fry developed a spiritual leadership model in 2003. Although the theory of spiritual leadership is new, its foundation is based on past theories. Doherty [75] listed the theories that are effective in the background of the spiritual leadership theory:

- Path-goal theory
- Charismatic leadership
- Transactional and transformational leadership
- Servant leadership

The spiritual leadership theory developed by Fry is different from other leadership theories. It explicitly incorporates the theoretical leader's and their followers' higher order needs and their cultural and organizational effectiveness dimensions into a causal model framework [76]. With spiritual leadership, an organizational structure that can motivate and learn by itself can be reached. Moreover, this model combines the values, attitudes and behaviors necessary for human health, psychological well-being, life satisfaction, and ultimately corporate social responsibility. Achieving significant achievements such as psychological well-being, life satisfaction and corporate social responsibility without sacrificing profitability, revenue growth and other financial performance indicators are vital for today's business world. One of the most important problems of leaders of the modern age is to find a sustainable solution to this situation. The spiritual leadership model offers a new business model that can reach all of them without any compensation.

The resources that enable an individual to be motivated are divided into groups: intrinsic and extrinsic motivational sources. When an individual is motivated by extrinsic motivation, he/she performs (vision) in return for his /her effort (hope/faith) and then he/she expects a reward (altruistic love). In other words, he/she expects a reward in return for his/her work and success. When it is motivated by intrinsic motivation,

he/she sees the work as a reward in itself and makes efforts to be the best. The spiritual leadership theory was developed on the intrinsic motivation model. For this reason, an organization does not pay any price for the effort and performance of an individual; on the contrary, the performance of an organization increases due to high individual performance. Extrinsic and intrinsic motivation processes are summarized in Fig. 10-1.

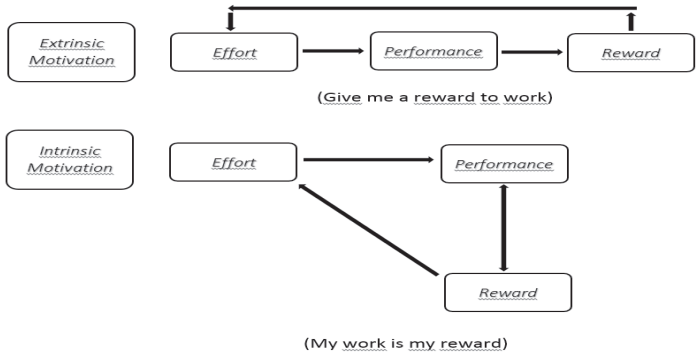


Figure 10-1 Extrinsic versus Intrinsic Motivation [77]

The first spiritual leadership model developed by Fry has three stages. In the first stage, the three dimensions of spiritual leadership, vision, hope/faith and altruistic love come together in the logic of intrinsic motivation. In the second stage, these dimensions come together and become the meaning and membership that followers/employees need for spiritual survival. At the last stage, positive results are obtained due to the first two stages at individual and organizational levels.

The initial version of Fry's spiritual leadership model is as shown in Fig. 10-2.



Leader values, attitudes and behaviors	Followers needs for spiritual survival	Organizational outcomes

Figure 10-2 First Spiritual Leadership Model [78]

Fry summarized the stages of spiritual leadership, the activities to achieve spiritual survival, as follows [79]:

- Creating a vision wherein employees experience a sense of calling in that their life has meaning, and it makes a difference;
- Establishing a social/organizational culture based on altruistic love whereby leaders and followers have a sense of membership, feel understood and appreciated, and have genuine care, concern, and appreciation for both self and others.

In 2008, Fry developed a newer and more comprehensive model by developing and revising the model from 2003. In addition to the three dimensions of spiritual leadership, inner life was included in the model as the fourth dimension. According to this model, the source of spiritual leadership is inner life and spiritual practices. Inner life influences hope/faith, vision and altruistic love.

According to the revised model (Fig. 10-3), spiritual leadership consists of four dimensions: vision, altruistic love, hope/faith and inner life. These four dimensions affect the spiritual health of employees by making the work meaningful and giving a sense of membership. Employees who have a positive effect on their mental health produce positive outcomes both individually and organizationally.

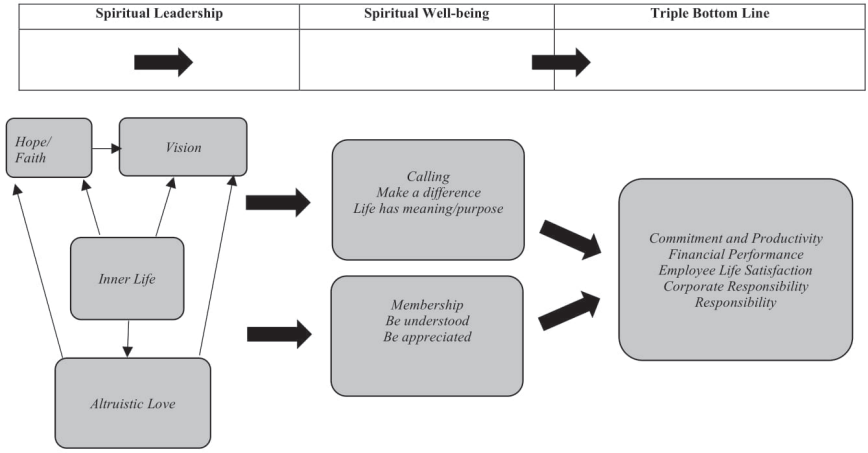


Figure 10-3 The Final Version of Fry's Spiritual Leadership Model [80]

According to Fry's model, spiritual leadership will lead to an increase in psychological well-being and an improvement in physical health (cardiovascular diseases, cognitive disorders, declines in physical activity and death). For leaders that practice spiritual leadership, their followers would have high regard for themselves and their past life; also, the relationship with others will be improved.

The dimensions of the spiritual leadership model developed by Fry are explained in detail below.

7. Dimensions of Spiritual Leadership?

The spiritual leadership model is based on four basic dimensions. The lack of any dimension causes people's work and consequently their lives to become meaningless. These dimensions are hope/faith, vision, altruistic love and inner life. The dimensions of spiritual leadership also stimulate the inner motivation of an individual; it makes the work have meaning and gives a feeling of membership in an organization. The short definitions of the dimensions of the spiritual leadership model developed by Fry are as follows [81, 82]:

Vision: Vision shows where an organization wants to be in the future. With the vision, the path of an organization and why a leader and the followers choose that path is determined. The vision has roles in giving

meaning to work, increasing energy and loyalty. The most important functions of the vision dimension in an organization can be summarized as determining the general direction of change; it makes the details easy to understand and ensures that employees are effective and coordinated quickly despite any differences.

Hope/Faith: Hope is defined as the desire to reach an expectation. Faith is more intangible than a desire to reach an expectation. These two concepts enable an individual to cope with the difficulties they face while doing his/her job and to settle the efforts and increase his/her resilience. According to Fry, compared to being highly skilled, a high level of hope and faith can lead to a much more successful result.

Altruistic Love: This dimension is defined as a person's interest in himself/herself and others, and completeness and harmony through care and appreciation. Altruistic love also includes virtues such as patience, courtesy, jealousy, forgiveness, humility, loyalty, and righteousness.

Inner Life: Human beings cannot exclude their spiritual needs as they enter into the business environment. Physical, mental and emotional health along with spiritual health are important. The sound within us is effective in our most difficult decisions, whether in private or in business lives. Leaders who care about and nourish followers' inner lives have a much more successful effect on their followers. The meaning of inner life can be typified by activities such as spending time in nature, praying, meditating, reading inspirational writings, yoga, observing religious traditions, etc.

These four dimensions constitute spiritual leadership according to the revised spiritual leadership model and they affect the two basic needs of employees that determine the spiritual health of employees—calling and membership.

Calling: In the spiritual leadership model, which is based on intrinsic motivation, four dimensions come together to create a suitable environment for the followers to experience their spirituality. One of the two important results that emerged after the first stage is that the followers/employees find the work they do meaningful. In this way, followers feel that they create a difference in their work—they add meaning and purpose to life. Besides mastery and ability, meaningful work is also a very important motivation for doing a job. Work that is believed to be meaningful and important for a society can be fulfilled with a superior sense of duty.

Membership: Another important effect of the four dimensions of the spiritual leadership model is the perceptions of membership and belonging. Human psychology attaches great importance to being appreciated, being a part of a large community, being a member of a social group and being loved and respected by group members. In Maslow's hierarchy of needs, it is seen that the next requirement of an individual who meets their physiological and security needs is social needs. Through spiritual leadership, the four spiritual leadership dimensions of a leader make an individual feel that he/she belongs to a community, and to fulfill his/her work with a greater desire.

Milliman and his colleagues [83] classified spirituality at work in three dimensions. The short definitions of these are below:

1. **Meaningful Work:** Meaningful work, which is the individual dimension of spiritual leadership, means that an individual is aware of his/her purpose in the work. In this style of leadership, an individual gains energy from his/her work and enjoys the work.
2. **Community Feeling:** This dimension is defined at the group level. According to this, it is essential that an individual works with his/her colleagues in the spirit of unity and support each other. All members of a group undertake effort for a common purpose.
3. **Alignment with Organizational Values:** This dimension, which is the last dimension of spiritual leadership, works at the organizational level. In this dimension, organizational goals and values are evident and members of an organization show commitment to these goals and values. On the other hand, the organization gives importance to its employees.

8. Advantages of Spiritual Leadership

The research on spiritual leadership is increasing day by day. This increase has great importance in terms of revealing the relationship of the concept with other concepts, and the positive and negative consequences of the concept. In the literature, it is seen that spiritual leadership studies are conducted in hundreds of different organizations such as schools, military organizations, cities and police organizations. These studies support the validity of the causal model and scale of spiritual leadership.

Through spiritual leadership practices, not only individual advantages (peace, happiness, joy, job satisfaction) are provided—a more peaceful and successful organizational environment is also provided by the increase in performance and productivity and the decrease in turnover rates and

absences. Also, Fry [84] stated that spiritual leadership is beneficial for an organization in terms of productivity, for the reduction of pressure and fear, and for the formation of an ethical atmosphere.

In 2005, the Leadership Quarterly journal published a special issue on spiritual leadership, contributing significantly to the development of the concept of spiritual leadership. On this issue, Dent and his colleagues [85] and Reave [86] examined hundreds of academic articles and identified the factors that would be effective in building the conceptual infrastructure of spiritual leadership. At the same time, it was agreed that spiritual leadership practices had a positive effect on the effectiveness of a leader.

The advantages of spiritual leadership have been examined in many research studies. The possible advantages of the concept are compiled from a search of various researchers. In the table below, some of these advantages of spiritual leadership, the researchers who identified the advantage, and the year of the research are listed.

Table 10-1 Advantages of Spiritual Leadership, Researchers and Research Date

Advantages of Spiritual Leadership	Researchers and Research Dates
Improves morale and efficiency	Ashmos and Duchon, 2000 Fairholm, 2011
Increases performance	Duchon and Plowman, 2005 Karadağ, 2009 Ashmos and Duchon, 2000 Dharmarajan, et al., 2010 Fairholm, 2011 Fry, et al., 2011
Increases the motivation of employees	Fry, et al., 2007 Özgan, et al., 2013
As a learning organization, it increases the ability to adapt to change	Fry, 2003
Improves the physical and mental health of employees	Krahnke, et al., 2003
Improves spiritual health	Fry, et al., 2011
Contributes to the personal development of employees	Krahnke, et al., 2003
Increases job satisfaction	Masouleh, et al., 2013 Hassan, et al., 2016 Fanggida, et al., 2016 Cinnioğlu, 2018
Increases organizational citizenship behavior	Chen and Yang, 2012 Çimen, 2016
Decreases the organizational cynicism	Gündüz, 2017
Increases the quality of work life	Devi, 2015

Improves employees' flexibility and creativity	Mitroff and Denton, 1999
Improves honesty and trust	Krishnakumar and Neck, 2002
Improves organizational commitment	Fry, 2003 Rego, et al., 2007 Fry, et al., 2011 Yusof and Mohamad, 2014 Fanggida, et al., 2016
Improves academic success in schools	Malone and Fry, 2003

Source: Spiritual leadership research [87–109]

As seen in the table, spiritual leadership has many advantages. But, when looking at the effects of spiritual leadership, it is seen that the effects all occur in a positive way, that is, have a positive effect on positive variables but a negative effect on negative variables (e.g. cynicism, turnover rates) on both individuals and organizations.

9. Measurement of Spiritual Leadership

It is vital to know how and to what extent the concept is effective in organizational life to obtain reliable results and manage it. For this, valid and reliable measurement tools are needed. In the past, different views have been put forward regarding the measurement of spiritual leadership. Some researchers [110–112] argued that it is not possible to measure spiritual leadership that is related to spirituality, which is an intangible, mystical, undefined and temporary concept. They have opposed conducting in-depth research about the concept of spiritual leadership. However, some studies have argued that spiritual leadership is measurable, and they supported this view with their studies [113–115].

Nowadays, it is clear that spiritual leadership is measurable, although the argument continues over whether the measurement of spiritual leadership is better done by quantitative research methods or by qualitative research methods.

Many scales have been developed in the literature on spiritual leadership and related subjects. In 2000 Ashmos and Duchon [116] developed a "Workplace Spirituality Scale," in 2003 Fry [117] developed a "Spiritual Leadership Scale," in 2006 Kinjerski and Skrypnek [118] developed a "Spirituality at Work Scale" and in 2007 Sendjaya [119] developed a "Transcendental Spirituality Scale."

The most commonly used spiritual leadership scale is the Spiritual Leadership Scale, which was developed by Fry [120] in 2008. This scale consists of forty expressions and nine dimensions. A validity assessment

of the scale to Turkey was carried out by Kurtar [121] in 2009. The dimensions of the scale are vision, hope/faith, altruistic love, inner life, calling, membership, organizational commitment, productivity and life satisfaction. The scale has been used in many research studies [122, 123], has gained a good score from validity and reliability tests and has become an accepted measurement tool.

Discussion and Conclusion

Since the 1900s, new ideas are emerging every day about leadership. This situation enriches the perspective of leadership and makes the concept of leadership more complicated. The leadership literature, which has become popular in recent years, is about leadership types such as authentic leadership, implicit leadership, narcissistic leadership, open leadership, ethical leadership, toxic leadership, humanist leadership, or supporting leadership. It could be argued these various types have made the concept more confusing. At this point, "are there really so many types of leadership, or are they just leadership strategies that a leader applies?" controversies have emerged.

Today's business world is very different from the past due to the increased speed of the global world and complexity; this has increased difficulties in management and work life. Employees work under much more intense stress than they used to, and they have problems with their loyalty to organizations due to increasing job opportunities. But there is one thing that does not change—the success of organizations today depends on the success of its employees. Therefore, organizations are looking for people-oriented ways to increase the performance of employees since the introduction of the behavioral approach.

In recent years, studies have shown that employees value deeper meaning at a workplace and appreciate work that gives satisfaction rather than money and leisure time. For this reason, it has become mandatory for today's managers and leaders to improve their employees' performance by designing deeper meaningful and value-creating jobs. At this point, what managers/leaders need to do is to make sense of work by touching the spirits of employees/followers. The business world that focused on physical, emotional and mental aspects of employees, ignored their spiritual aspects and has not allowed the spirituality to enter organizations until recent years. However, spirituality is at the forefront in today's business world; it works as the most important trigger of performance and sustainable development. Leaders must improve the performance of employees by addressing the spirit and this has brought the concept of

spiritual leadership.

A workplace's spiritual leadership practices not only lead to positive personal consequences such as increased joy, peace, tranquility, job satisfaction, and commitment, but also evidence of increased productivity and performance, and reduced turnover rates and absenteeism. Employees working with a leader who cares about spirituality are more productive, flexible and creative, and this has a positive impact on the competitive advantage of an organization.

Today, it is believed that there must be spirituality in organizations with a spiritual leadership perspective, which provides significant benefits at both levels, individual and organizational. It is not possible for an individual to live without his/her spirit and, in the same manner, it is not possible for organizations to have a long life without employees' spirits.

Spiritual leadership that emerged in modern business life has become widespread over time as its benefits and scope become more evident. Fry and Egel have established a website called International Institute for Spiritual Leadership [124] that makes a comprehensive introduction to the concept, research and books on the subject. The site also contributes to the development of the concept.

Today, many companies such as Taco Bell, BioGenenx, Pizza Hut, Chick-Fill-A and Interstate Batteries have focused on spirituality in management and leadership practices. One of the spiritual leaders that come to mind first is the Dalai Lama, who is known as the leader of Buddhism. In Anatolia, Mevlana Celaleddin-i Rumi, Yunus Emre, Ahi Evran, Hacı Bektaş-ı Veli can be listed as the leaders who are addressing their followers' spirits as well as their religious identities. Apart from religious values, these leaders also advised universal and spiritual values such as love, patience, tolerance, responsibility, harmony and forgiveness. Nowadays, due to the decrease in the influence of these leaders, leaders in every organization have begun to seek spirituality.

Important issues related to spiritual leadership are the similarities and differences between spirituality and religion. In this regard, there are opinions that suggest that spirituality and religion cover each other or that they should be handled separately. If spirituality and religion are a part of each other, negative situations may occur while placing religious freedoms in organizations; they should be well controlled and prevented. On the other hand, if these are separate concepts, the values that satisfy the spirit of employees should be investigated well and lessons from the spiritual leaders of history should be taken; the advice of spiritual leaders of the past is still valid today. Leaders must promote spirituality that is highly culturally dependent and establish a spiritual climate in organizations.

They should create organizational environments that enhance the vision, altruistic love and hope and satisfy the inner lives of employees.

Because the concept is relatively new, there are so few experimental studies about spiritual leadership existing in the literature that it significantly hinders the understanding of the concept. On the other hand, due to its relationship with religious values, it can be understood and used in different ways by different researchers and practitioners. While some consider the concept of spiritual leadership to be based on religion and leaders recognized as a religious leader, some do not accept spirituality at workplaces because of their stance against religion. When the literature is carefully examined, it can be seen that both approaches are far from the true definition and scope of spiritual leadership. It is vital to mention some important points of spiritual leadership: spirituality in spiritual leadership and religion are not the same thing! Spirituality in leadership is wider and more universal than the concept of religion. And it is also possible for individuals to find spirituality outside of religion. From this point of view, theoretical substructures of the concept and experimental test results should be carefully controlled in the researches.

There are managers and leaders in control of positive organizational and individual results that arise from the saturation of the spirit of employees in organizations. The greatest job in this regard falls on managers. There are many questions which waiting leaders and managers have to answer such as "how to organize a work processes to meet the spiritual needs of employees?" "How to extend spirituality to the work environment?" "How to overcome problems that may be associated with religious values?" "How to manage bureaucratic processes and the hierarchical structure to nourish the spirituality of employees?" Another obstacle to spiritual leadership is a culture-dependent concept; benchmarking does not seem to be a useful method for this concept.

Spiritual leadership is a new concept and will add meaning to work done by employees by focusing on the practices that nurture the spirit of employees and by increasing the membership of employees to an organization and as a result, it will produce positive results at both levels, individual and organizational. However, there are difficulties, especially in the implementation stage; it is thought that all questions will be answered as the spiritual leadership literature develops over time.

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CHAPTER ELEVEN

EXPLICIT AND IMPLICIT LEADERSHIP

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Abstract

One of the recently discussed concepts of explicit and implicit leadership will be presented in this chapter. The concept of explicit leadership is based on the observation and evaluation of the explicit behavior of a leader. The concept of explicit leadership is the theory of leadership fed by the Trait Theory of leadership, the behavioral theory of leadership and the Situational Theory of Leadership. Implicit leadership is actually built on explicit leadership. Implicit leadership refers to the cognitively perceived leadership style of followers. The cognitive theory, instead of focusing primarily on the physical characteristics of a leader or the behavioral characteristics of a leader, focuses on how a leader exhibits a relationship with his/her followers. At this point, leadership styles that individuals form in their minds come to the fore. This is a sense of leadership that includes declaring a person or people cognitively as "this is my leader" after identifying the characteristics of people who will be considered as leaders, such as physical characteristics, personality, behavior, or emotional state. Moreover, a person does not declare himself/herself as a leader, it is the perceptions of the followers that make that person a leader. Implicit leadership, as a concept, is described in several dimensions in the literature. In a similar way to implicit leadership, the implicit followership concept and culture have become significant within implicit leadership. In this study, both explicit leadership and implicit leadership are explained. In addition, researches conducted through these leadership concepts are included. In the conclusion part, suggestions are given to contribute to the researchers and the literature review.

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Introduction

Leadership is defined as directing and influencing the attitudes and behaviors of other people in a community; it is an important concept as well as a continuous process [1]. Leadership is also defined as under certain circumstances, the process of influencing the activity of others to achieve the goals of individuals, groups or organizations [2]. Unlike these definitions, Lord and Maher [3] defined leadership as "the process of being perceived by others as a leader." According to this definition, whether leadership is based on properties, behavioral, or situational theories, only the leadership perception is sufficient to influence others. At this point, what matters is the perception of leadership behaviors and how they are perceived by followers. Implicit leadership reflects the resumption of interest in leadership qualities; the emphasis is not on the effectiveness or performance of leadership, but on the perceptual processes under the leadership [4]. Leadership is examined in terms of both implicit and explicit leadership. In the literature, explicit leadership and implicit leadership are discussed as "Explicit Leadership Theories and Implicit Leadership Theories." Hereinafter, in this study, they will be expressed in this way.

The two research topics since the mid-1990s have focused on explicit leadership theories (ELTs) and implicit leadership theories (ILTs) [5]. Explicit theories relate to the explicit behavior of leaders based on observation and evaluation. The implicit leadership theory examines the hidden conceptual structure of leadership [6]. The examination of implicit theories provides clues to help in the development of explicit theories to understand the phenomenon called leadership. In other words, implicit leadership theories provided a framework for the development of explicit leadership theories [7]. Offermann et al. [7] stated that implicit leadership theories were built on explicit leadership theories. Particularly, implicit leadership theories (ILTs) have gained importance in recent years as a means of understanding leader qualities and perceptions, in addition to measuring a leader's behavior. Individuals have their own naïve and implicit leadership theories; they determine the limits and characteristics of these by themselves.

Unlike the theory of properties, implicit leadership theories do not represent objective realities specific to talented individuals. The theory of properties represents the perceptual abstraction or private labels that their followers use to classify individuals in leadership positions and then help them understand the behaviors they exhibit [4]. The implicit leadership theory refers to cognitive structures or schemes that determine the

characteristics and behaviors that followers expect from leaders. These features are stored in the mind and are active when the followers interact with a person in a leadership position. These leadership schemes provide members of the organization with a cognitive basis for understanding and responding to their administrative behavior; these schemes are the basic elements of the organizational sensitivity [4, 8, 9]. Leadership theories and the empirical evidence suggest that individuals have prejudiced ideas or implicit theories about their followers [10].

In this part, firstly, the concept of explicit leadership is briefly explained then a conceptual framework is formed for comprehensive implicit leadership theories. Explicit leadership, the definition and importance of explicit leadership, the definition and importance of implicit leadership, the theoretical background and dimensions of implicit leadership, implicit followership as a new field of work, the relationship of implicit leadership with culture and implicit leadership are explained. Finally, in the concluding part, evaluations will be made for explicit leadership and implicit leadership and then, various suggestions will be given to both practitioners and academicians for their future work.

1. Explicit Leadership

Explicit leadership refers to something that is explicitly and fully explained or clearly expressed without any uncertainty, implication, and no doubts or confusion and does not leave any question as to meaning or intent [6, 5]. Explicit leadership is based on observing and evaluating the clear behavior of leaders. In other words, explicit theories are based on observation and evaluation and are related to a leader's clear behavior [11]. The explicit leadership theory focuses on a leader; the basic assumption is that the characteristics and behavior of a leader evokes a reaction in his/her followers. [6]

1.1. Importance and Definition of Explicit Leadership

The development of leadership is explained by different historical processes. The first of these is the "theory of properties" based on the view that leaders exhibit some personality traits that help distinguish a leader from other individuals. Second, it is the "behavioral theory" that focuses on the behavior that makes a leader active and successful. The third is "the situational theory" that focuses on the necessity of different leadership styles. The fourth is "the cognitive theory" that focuses on the emotions and thought processes of a leader. The cognitive theory emerged in the

1950s with the "cognitive revolution" in psychology. This revolution was included in the leadership literature in the early 1970s. Cognitive approaches, instead of focusing only on the physical or behavioral characteristics of a leader, focus on how a leader exhibits a relationship with his/her followers. The fifth is the theory of influence that expresses the emotional processes between a leader and his/her followers. This theory expresses the emotional impact. An emotional bond is formed between leaders and their followers and the relationships are emotionally shaped [12]. While none of these processes and theories are sufficient to explain the concept of leadership alone, they are complementary to each other [13]. It has been stated that the explicit leadership theory feeds on many different theories of leadership (properties and behavioral theories), particularly situational theories [5, 6, 14]. Implicit leadership theories take part in the fourth process, "cognitive theory."

Explicit leadership theories are based on the real behavior of leaders and are defined and measured by observing and evaluating explicit behaviors. In explicit leadership "the understanding of the better the harmony between a leader's behavior and the explicit leadership behavior model or template, the more effective the leader can be" is dominant [6]. In a study by Littrell [6], the clearest statement about explicit leadership was revealed. According to Litrell [6], especially in the conditional rewarding dimension of Bass and Avolio (1990) Multifactor Leadership Questionnaire Form 5X, the items are included in the explicit leadership behavior elements. In conditional rewarding, what a leader expects from his/her followers and what followers expect when they meet the expected performance is evident [15]. A leader clearly understands the things that need to be done or what is expected [16]. According to Littrell [6], the items expressing explicit leadership are as follows:

- If an employee's performance meets the predetermined standards, the employee knows how to get a reward.
- A leader presents material and moral rewards when his/her employees do what they need to do or when they realize the agreed goals.
- A leader asks what he/she expects of his/her employees in return for their success.
- A leader explains how efforts should be made to reward the employees.
- When a leader receives support from his/her employees, he/she gives them the prize they want.
- A leader ensures that his/her employees receive appropriate rewards for achieving the set performance goals.

- A leader helps employees in response to their efforts.
- An employee who works well wins the leader's credit.
- A leader expresses his/her satisfaction when his/her employees do their jobs well.

Explicit leadership theories can also be expressed as task-based leadership behaviors. This concept of leadership has manifested itself in virtual communities in recent years. Task-based leadership behaviors in virtual communities lead the activities of the members. Leaders encourage and reward the desired activities, but he/she punishes unwanted activities [17]. Is the explicit leader "the virtual leader?" or "Does the task-based leadership approach manifest itself in virtual environments?" There is a confusion in the literature; however, when McEwan and Gutwin's [17] study is examined, it can be stated that the conditional rewards that Littrell explained for explicit leadership theories, which Bass and Avolio expressed, are adapted to virtual environments. The descriptions and examples of McEwan and Gutwin [17] are given below.

1- An interactive leader rewards the members according to the attractiveness of their actions. The shape of this leadership style depends on the community or team. For example, contributors to Wikipedia may be rewarded with "Barnstars" if they prioritize visibility in their work.
2- A leader can be a deterrent and can also use coercive behavior, scare tactics and condemnation to discourage unwanted behavior. For example, in Wikipedia, alert notifications are sent if copyrighted materials are rearranged. In fact, these notifications are protected by legal regulations.
3- A leader directs the members to give clear instructions about their responsibilities. In Wikipedia, providing a detailed template structure for new articles is an example. Routing leadership is further highlighted, especially when the purpose of any community is to complete a task (for example, a software project or the production of a film). In these cases, the router includes additional tasks such as leadership, coordination and monitoring.

These examples describe task-based leadership behaviors in virtual environments. They are considered an adaptation of the explicit leadership behavior expressed by Bass and Avolio as conditional rewarding to different types or structures of organizations because this leadership refers to the style of leadership for the job and task [18]. The fundamentals of the explicit leadership theory were shaped by Robert J. House (1996) in the

path-goal theory that explains why and when work will be conditionally rewarded [19]. Conditional rewarding is a good leadership style in the conceptualization of this theory [6, 20]. Littrell [6] stated that there is a need for further clarification, research and publication on explicit leadership behavior and the cultural aspects of this behavior.

Looking at the research on explicit leadership, Littrell et al. [21] aimed to validate and develop the behavioral and the situational theory of a leader in their study. For the field study and research of the literature in Turkey, the preferences of business people working in İstanbul and İzmir towards explicit leadership behaviors were collected, analyzed, and compared and then the results were discussed. They were asked to rate leaders of a real organization and ideal executive leaders. It was determined that business people in Istanbul and Izmir had a tendency to prefer leaders who focus more on managing the business system; in other words, for them, task-oriented leadership (task orientation) was more important than relationship-oriented leadership (relationship orientation). In the study, in terms of gender, little or no difference was found; however, some effects of age were determined. Generally, "an executive leader who has clearly defined his/her role" to older business people (who knows what the followers want, leads them to work harder and exceed their past performances) received a higher score from them. The subordinates did not see paternalist leadership behavior in their leaders but stated that they had expectations in this regard and faced authoritarian leadership behavior. In the study, in comparison to the real organizational behavior of managers in Turkey, to determine the ideal leader behavior of subordinates the explicit leadership behavior theory and operationalization, that is, how to measure the explicit leadership theory, is explained. According to the research results of Littrell et al. [5] on intercultural preferred explicit leader behaviors, the scale development and validation, and the Leadership Behavior Description Questionnaire (LBDQXII) were used. The results revealed that the better the harmony between a leader's behavior and a culturally explicit leader behavior pattern, the more effective the leader could be.

In short, it can be stated that explicit leadership theories take a part in the "theory of features, leadership theory, behavioral leadership theory, force-effect theory and integrative or new leadership theories" that are among the leadership theories focused on to date. Offermann et al. [7] stated that implicit leadership theories were built on explicit leadership theories; however, a new fiction was created for implicit leadership theories with the support from psychology, sociology, culture and personality.

2. Implicit Leadership

In the literature, it is stated that most of the "leadership" studies are generally focused on a "leader." Instead of being a "leader" today, it has become more important to focus on the process, especially on "leadership," which includes a social process, and to understand the context in which the leadership takes place [22]. Schyns et al. [23] stated that leadership is more than an individual's skills, but also needs to be conceptualized as a social process. In addition, they pointed out that it is necessary to distinguish leader development from leadership development. In the development of leaders, individual skills are focused on, whereas leadership development focuses on the broader relational or social context in which leadership takes place. Of course, individual skills or self-awareness are part of a leader's development, but social awareness is a facet of interpersonal competence for leadership development; it would be helpful to distinguish between the two.

Schyns et al. [23] stated that, in particular, interest in the development of leadership in 2001 was at the top. According to the authors, the most focused on types of leadership in the leadership literature in recent years are transformational leadership, charismatic leadership and authentic leadership, which express a leader's skills, personal character and behavior. However, it is stated that these types of leadership are not sufficient and that a more comprehensive approach should be adopted in understanding the leadership process [24]. Apart from focusing on the skills, characteristics and behavior of a leader, it was also considered that an in-depth distinction should be made between leadership and other participants (such as followers) in the leadership process [23]. Leadership has become more relevant and comprehensive with today's consciousness, awareness, cognitive, thought, information processing, characterization and labeling. This comprehensive approach leads us to the implicit leadership theory [24].

2.1. Definition and Importance of Implicit Leadership

While classical leadership theories deal with a leader's prominent behavior, implicit leadership theories attempt to explain leadership in the implicit cognitive framework. The implicit leadership theory is concealed in the process of cognitive change between a leader and his/her followers [24]. It is also stated that there is a follower-centered approach. This approach acknowledges that the concept of effective leadership occurs within a social structure and that effective leadership is formed in the mind

of the perceptive person [22]. The implicit leadership theory assumes that everyone has his/her own mental model or ideal leader schemas [22, 25, 26]. In other words, this theory emphasizes the cognitive schema and the cognitive map. Individuals' cognitive ideas about a leader consist of the characteristics, qualities, behaviors, socialization process and past experiences of individuals. A leader must follow these cognitive thoughts and expectations of the followers. As a result of this adjustment, a cognitive match occurs between a leader and the followers, and the lead person is labeled as the leader. The implicit leadership theory is actually related to the "labeling process," but the question is "who is to be labeled as the leader" [24]. Various researchers have given some different explanations about this issue. Öztürk et al. [24] stated that individuals with different characteristics can be perceived or labeled as leaders. Magsaysay and Hechanova [22] indicated that individuals with the same values or substance as individuals could be labeled as leaders. Keller [28] indicated that, in particular, individuals could ideally label themselves as a leader. These studies are still ongoing and shown in the literature with different results.

The first study on implicit leadership theories was carried out by Eden and Leviatan in 1975. Eden and Leviatan introduced the idea of the implicit leadership theory based on Schneider's (1973) implicit personality theory [23]. Implicit leadership theories are based on the fact that cognitive prototypes distinguish leaders from non-leaders and keep an ineffective leader from cognitive leadership categories. Implicit leadership theories are described as cognitive schemas or prototypes [29] that enable an individual to categorize a leader's behavior and pictures that everyone has in their minds about the characteristics and behavior of leaders in general; also, it is described as a theory that tries to explain the reactions to the person according to the picture. According to Keller [27], implicit leadership theories refer to the qualities and behaviors of individuals associated with the term "leader." According to Lord et al. [9], implicit leadership theories include the ideal leader prototype that they have created in people's minds, and when these individuals are required to make a decision, according to this prototype or model, these categories include "this person is a leader or is not a leader."

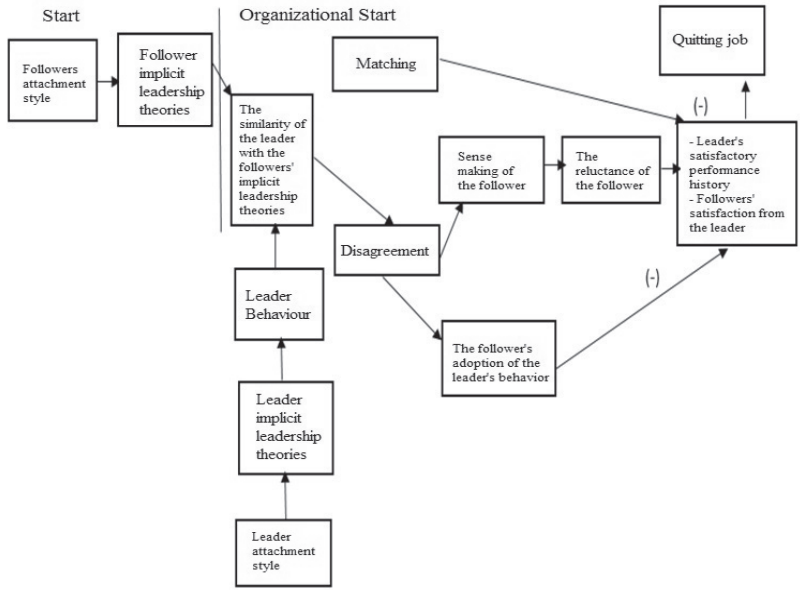


Figure 11-1 Formation and consequences of implicit leadership
Source: [29] Keller, 2003: 142.

Keller [29], in terms of followers, explained the behavioral cohesion of organizational theories and implicit leadership theories on the model shown in Fig. 11-1. Keller's [29] model shows that the willingness of a follower to adapt or change his/her behavior may vary depending on his/her attachment. The attachment style plays an important role in shaping implicit leadership theories involving the leader-follower interaction. According to this model, those who are new to an organization may experience an inconsistency between the expectations of leadership and the behavior of their leaders. The attachment styles can affect the willingness of individuals to learn and adapt consistent behaviors through different leadership models. As a result, behavioral adaptation to different leadership models may result in satisfactory performance perceptions of leaders in terms of followers and positively associated with a follower's leader and job satisfaction. As can be seen, implicit leadership theories have become important theories to be taken into account in organizational environments, especially in terms of their results. Junker and Dick [30] focused on the implications of implicit leadership theories such as that of

Keller. His study on the classification of empirical articles focusing on the implications of implicit leadership theories is given in Table 11-1.

Table 11-1 Classification in Terms of Implicit Leadership Results

Categorization Results (Leader)	Key Findings
Effectiveness ratings	Leaders meeting implicit leadership theories receive higher performance assessments than non-compliant leaders.
Collegiality ratings	Leaders who follow the implicit leadership theories of their followers will score higher than their colleagues will.
Control ratings	Leaders who follow the implicit leadership theories of their followers get higher scores in control.
Perceptions of leadership style	Implicit leader theories are closely related to charismatic/transformational leadership.
	Leaders who fit ILTs are evaluated higher on initiating structure and consideration.
	Leaders who fit ILTs receive higher general leadership impressions.
Causal attributions	Leaders who follow implicit leadership theories are preferred as leaders.
	More causal attributions and attributions of influence and power are made on leaders who fit ILTs.
Perceptions of competence	Leaders who fully adhere to implicit leadership theories have more technical competence.
Leader liking	Leaders are more liked if they fit followers' ideal ILTs.
	Congruence between leaders' and followers' ILTs does not influence leader liking.
Leader popularity	Leaders receive higher popularity ratings when they fit ideal ILTs.
Leader respect	Leaders who fit an ideal leader image and do not fit a counter-ideal leader image are more respected.
Sense-making	ILTs help in the sense-making process.
Organizational commitment	Positive ILT fit positively predicts organizational commitment.
Job satisfaction	Positive ILT fit positively predicts job satisfaction.
Well-being	Positive ILT fit positively predicts well-being.
Identification with the leader	Followers identify more with leaders who fit their ideal ILTs and who do not fit their counter-ideal ILTs.

Implicit theories represent information that people have and apply to particular events but that is not scientifically and officially confirmed [28]. The implicit leadership theory also investigates the hidden conceptual structure of leadership. This theory assumes the existence of a conceptual structure about the definition of a leader and how a leader should be in the minds of individuals. As a result, a person's experience with a leader, the definition and evaluation of a leader, is largely influenced by the implicit leadership theory in people's minds[11]. In other words, while meeting or

observing a "leader," certain leader images appear in people's minds, which means that the behavior of this leader is interpreted in line with the images that appear in the person's mind. The knowledge, background, or experience of people about success can also affect the degree to which individuals are seen as leaders. This means that when people connect their perceptions of success in their mental schemes and individuals against them, they can see a leader as the leader [23]. As a result, successful leader performance depends on how a leader is perceived and therefore accepted by the followers [28]. In this respect, it is important for leaders to know implicit leadership theories.

2.2. Theoretical Background of Implicit Leadership

It has been seen in the literature that many authors [4, 7, 9, 23–25, 27, 30–33] have made important contributions to the development of the implicit leadership theory. The authors first provided support for the theoretical background of implicit leadership theories. According to Offermann and Coats [25] in particular, these theories should be emphasized against the stability of the theory and the possibility of change.

Implicit leadership theories are based on cognitive social psychology [34]. Cognitive psychology involves processes such as the ability of individuals to process incoming stimuli, to make them meaningful and to categorize them in their minds [35]. In this process, a cognitive representation or an abstract image concept or a "schema" as is now known assists individuals in recognizing and understanding a new stimulus. The schema is defined as "an organized and structured set of cognitions that includes some information about the object, some relationships between it and the specific examples" [36]. Implicit leadership theories have also been associated with these schemas organized in a human mind [8]. The concept of schema is suggested as it will better represent the implicit leadership theory; it points to less detail and suggests that some features should not be specified and focuses more on the main features. In particular, the concept of the role scheme involves the construction of implicit leadership theories [28].

Implicit leadership theories are also based on Calder's [37] leadership attribution theory. This theory can be traced back to Heider's theory of attribution (loading). In this theory, detection processes play an important role. We look back at our loading processes before making a decision about events or individual behavior around us. Based on the assumption that "I will act in this way in order to accomplish a particular purpose," we attribute or impose a particular "purpose" on an individual who

demonstrates a behavior similar to that type of behavior [35]. Calder [37] evaluated this theory from the perspective of followers in the leadership process. As the behaviors observed by the viewers in a leader are close to their own views; it shows that the leadership feature is loaded to this one.

According to this theory, leadership is a phenomenon shaped in the minds of followers, and leadership is attributed as long as the behavior of a leader follows this structure in the minds of the followers. In the implicit leadership theory, followers label their leaders using these types of loading processes. For example, if an observer expects a leader to speak and explain more than other group members and there is a person who observes that expectation then the observer will tend to label that person as a leader [33].

Implicit leadership theories are based on Rosch's [39] categorization (cognitive categorization) theory. Based on the classical study of cognitive categorization by Rosch [39], Lord et al. [9] developed "the theory of leadership categorization." Implicit leadership theories come from the theory of leader categorization that conceptually suggests or constitutes the mental schemas of leaders based on people's perceptions [9, 40]. According to this theory, leadership is organized hierarchically, like all other categories. Implicit leadership theories constitute the cognitive structure and content of this category [7]. Individuals use leader diagrams to process information and define leaders at the three hierarchical levels: superordinate, basic, and subordinate [39]. At the top of the hierarchy, the top-level category, that is, the top leader is located. In this category, people identify a few leading features that are few but acceptable to everyone and for a higher-level individual, they decide whether this individual is a leader or not a leader. At the basic level, which is the second category, there are eleven different categories of leaders. It can be said that most categories are made at this level. It is less inclusive and represents different types of leaders. At this level, leadership categories such as "business, religious, political, education, military" are included. In general, the characteristics attributed to leaders vary according to leadership categorization. For example, it is stated that only "intelligence" can be seen as a critical feature in ten out of eleven categories. The category at the bottom is defined as a subordinate category; it is less inclusive than other categories. However, this category includes more specific leadership categories than other categories. For example, for a political leader, classifications can be made in the form of liberal and conservative. The lowest level of categorization, subordinate, is the most specific, where a military leader might be categorized as an Army major or a Navy admiral [25].

As it is understood from the explanations, Lord et al. [9, 40] stated that the categorization theory and implicit leadership theories could be categorized with hierarchical levels. The main difference at the superordinate level is among the characteristics of non-leaders and at the basic level, the distinctions are made between different types of leaders. This is a concrete and clear category; at the subordinate level, these leading prototypes were further elaborated (e.g. leaders of a particular political party). Here, it is the perception that a leader in each category has created for their followers. In other words, the subjects in each category such as the way a leader communicates with individuals or followers, distance or proximity of a leader, the background of a leader may vary. For instance, a political leader and all of his/her followers cannot be in direct contact, but a business leader is closer to his/her followers and can affect existing schemes in their minds. Followers can apply to inferential processes for leaders they are far away from. Followers who apply to this may be interested in the outcome, not the process.

According to Offerman and Coats [25], a distinction should be made between "definition-based" and "deduction-based" for leadership processes. Definition-based processes emphasize the definition of leaders through categorization as described above. In deduction-based processes, individuals distinguish their leaders from other leaders, based on a leader's behavior rather than on perceived characteristics. According to this definition, it is possible to influence others based solely on behavior or characteristics. In deduction-based processes, individuals focus on the results of leadership; they suggest that group performance, especially a group success, is intertwined with the individuals' own definitions of leadership.

Another theory on which implicit leadership theories are based is "the information processing theory" [41, 3]. According to the leadership computing theory, once an encouraging person is classified as a leader, the active leader prototype causes followers to selectively select, code, and receive consistent information, and provide consistent information when information is not available [42]. Another theory is the "resonance theory." Using the adaptive resonance theory, Shondrick and Lord [43] have stated that there may be individual differences in an individual profile pairing of a leader and his/her followers. In this case, they stated that some of the sensors wanted a tighter match and some of them stated that their individual profiles with their leaders could accept a looser match. Leadership perception includes the activation of the leader category. If activation is enabled, that is, if it is appropriate, by activating the leader category, the characteristics and/or behaviors of a promoter are compared

with the prototypical leader characteristics. Prototypic qualities are the most important representative of the leader category [33]. These theories are important theories that form the basis of implicit leadership.

2.3. Dimensions of Implicit Leadership

Offermann et al. [7] developed the scale for implicit leadership theories as a result of a 12-month study in the United States. The authors found that implicit leadership theories have a stable structure and that these theories can be generalized in terms of age and organizational positions among different working groups. In addition, implicit leadership theories consisted of eight dimensions: "sensitivity, dedication, tyranny, charisma, attractiveness, intelligence, strength and masculinity" [7]. Offerman and Coats [25] found that, as a result of their comparison on these dimensions, some features can be rearranged among factors and the creativity factor can be expressed as a new factor. These dimensions and contents are expressed as follows [25].

The first dimension is the "sensitivity" dimension. The contents of this dimension are "sympathetic, sensitive, compassionate, understanding, sincere, warm, forgiving, helpful, caring, kind, empathetic, selfless, friendly, and sensitive." The second dimension is "dedication." The contents of this dimension are "dedicated, motivated, hardworking, goal oriented, focused, determined, good decision maker, handles stress." The third dimension is "tyranny." The contents of this dimension are "domineering, pushy, dominant manipulative, power-hungry, conceited, loud, selfish, obnoxious, demanding, coercive, intimidating, controlling, and risky." It is important to emphasize that these features should not be perceived as negative characteristics. A leader can act in this manner by taking into account the interests of his/her followers when necessary. The fourth dimension is "charisma." The contents of this dimension are "energetic, charismatic, inspiring, enthusiastic, dynamic, bold, and sociable"; it can be said that it is an important dimension. The fifth dimension is "attractiveness." Leaders of this dimension are expected to be "more well-groomed, attractive, well-dressed, classy" than others. The sixth dimension is "masculinity." Leaders with this characteristic are expected to be "masculine, male, tall, and attractive." The seventh dimension is "intelligence." The contents of this dimension are "intellectual, educated, intelligent, wise, knowledgeable, and clever." The eighth dimension is "strength." Leaders with this characteristic are expected to be "strong, bold, commanding, assertive, authoritative, and tough." The ninth dimension is "creativity" that Offerman and Coats [25]

added to the last study they made. Leaders with this characteristic are expected to be "creative, innovative, clever, and courageous."

In different cultures, studies of implicit leadership theories have identified different dimensions [4, 11, 44]. The reasons for this are various factors such as culture [45], age [11], [46], gender [47], personality [48, 49], hierarchical level [50], occupational and educational level [11], experiences with leaders [51] and their leadership experiences [4]. These factors, of course, can collectively shape an individual's implicit leadership theories. However, it has also been stated that charismatic leadership or transformational leadership behavior and understanding are universally accepted among leadership characteristics [26].

2.4. Implicit Leader and Followers Relationship

The theories of implicit followership also shape the mutually influential relationships in the sense of the leader-follower. Implicit followership theories have received less attention and have been subject to less research than implicit leadership theories (e.g., [10, 26]). However, it is of equal importance to implicit leadership theories in establishing bilateral relations. Similar to implicit leadership theories, implicit followership theories are also evolving through interaction and socialization. In this theory, leaders conceptualize common features and behaviors of a prototypical follower. Each leader has different implicit followership theories. The coherence or match between implicit tracker theories of leaders and the behaviors of the followers influences a leader's perspective on the follower. Individuals who comply with followers' prototypes are more liked and trusted by leaders, but also tend to get higher performance ratings, provide a higher job satisfaction experience, and be more appreciated by other team members. In other words, assumptions and expectations about how followers should behave affect the way in which leaders interpret the behaviors of the followers; it affects the actions of leaders towards the followers. It should be said that because of the power and situation difference between leaders and followers in traditional leadership structures, implicit theories of followers are often defined as obedience, submission, respect and passivity, while implicit theories of leaders are often defined by dominance, supremacy, power and strength [26].

According to Scott et al. [26], implicit leadership and implicit followership theories collectively affect the behavior and cognition of leaders and followers, and in understanding the complex process of the emergence of the leadership network; especially in the teams with two

roles, these two theories must be examined together. When looking at implicit leadership theories, new experiences with leaders can be achieved and a few failing leader prototypes over time may affect the perspective of a leader in general. Therefore, implicit leadership theories can be both stable and unstable, and the matching schema may continue over time, but the new schema is created when matches with the current schema cannot be found. This perspective is also used to study implicit followership theories of perceptions that leaders have about the characters or traits of their followers [25].

Lee et al. [52] stated that leadership perceptions constitute attitudes towards leaders, and studies on implicit followership theories are needed for future studies to think about implicit attitudes towards a leader and how followers affect outcomes. In the leadership research, it has now been pointed out that leadership is increasingly critical in understanding perceptions of both leader and follower, where it is seen as a socially mutual change between leaders and followers [25]. What are the perceptions that individuals have about their followers? The basic task of all living things is to classify and categorize the stimuli in their environment. In particular, studies in the social cognitive literature show that individuals have a natural tendency to classify others. In organizational settings, researchers have found that individuals tend to naturally classify humans as leaders and followers [10]. Leadership and follower prototypes affect how we think and behave, although the evaluators are not aware of these processes and cannot control their effects—this process continues silently in the background [30].

In implicit leader theories, what is important is that the prototypes of followers towards a leader can be matched with the leader; on the other hand, in implicit followership theories, what is important is that the prototypes of leaders created in their minds for followers can be matched with the followers. In short, the prototypes of followers come to the fore for an implicit leader, while the prototypes of leaders for an implicit follower come to the fore. A leader will want to work with prototype individuals who are in harmony with or matching with his/her team that he/she forms.

2.5. Relationship Between Implicit Leadership and Culture

Bass [53] stated that cultural differences are an important factor for an individual's leadership style and leadership processes. Although there are many studies on the relationship between leadership and culture in the literature [54–57], the existence of the relationship between implicit

leadership theories and culture, within the scope of the "Global Leadership and Organizational Behavior Effectiveness—GLOBE" research program (in sixty-two countries), in the effective leadership study on the relationship between an organizational culture and a social culture has come to the fore. In the research results, it was determined that culture influenced leadership. At the same time, different ideas from different cultures have been identified about how a leader should be [58]. This research has become an important study in terms of data quality among many types of studies. The relationship between the implicit leadership theory and culture has attracted more attention in recent years [11, 24, 34].

According to Ling et al. [11], the implicit leadership theory is based on a culture of individuals. In their work, the studies stated that the factors and content of implicit Chinese leadership theories are different from Western leadership theories. Researchers first developed the Chinese Implicit Leadership scale to define the implicit leadership theory among the Chinese people. Then, in order to investigate the differences between the perceptions of leadership, the researchers applied the Chinese Implicit Leadership Scale to 622 Chinese people from five professional groups. The scale consists of four dimensions: personal morality, purpose productivity, interpersonal competence and versatility. According to the results of the study, gender differences were not determined; they found that the reason behind social group differences was the level of education. In all groups, it was found that the level of interpersonal competence, which reflects the importance of the factor consistent with Chinese collectivist values, was found to be high. Stock and Özbek-Potthoff [34] stated in their study that national cultures of employees affect the power of the relationship between various implicit leadership manifestations and their identification with a leader.

According to Öztürk et al. [24], who draw attention to the characteristics of culture on implicit leadership theories, to meet the demands of cultural expectations or to be a good representative of a national culture may not be sufficient to be labeled or qualified as a leader. Researchers have suggested that organizational people with cultural values different from the majority of employees are more likely to be labeled or qualified as leaders by these employees. Öztürk et al. [24] expressed the relationship of implicit leadership theory with culture from a different perspective. Are leaders with different cultural values more noticeable by their followers? Do the followers perceive a person who is different from others more positively in terms of labeling a leader? Individuals can care about a person who believes they will make a difference and have distinctive features and different cultural values.

Nowadays, globalization has enabled employees to work from different cities and even from different countries—and they can also be leaders. This situation can be considered as positive by employees. What is different can gain importance and this is an important issue that needs to be studied. The socio-cultural environment has an impact on leadership. At the same time, it can be said that leadership and culture are not only connected from top to bottom, but also from bottom to top. The level of development of countries can determine implicit leadership theories. Finally, it should be noted that each country has its own cultural structure. The idea or approach that any country's cultural structure, values, attitudes, norms, and mental schemes created by culture will give the same results in other countries may lead to false or inaccurate results. This issue may apply to both leaders and followers as well as leadership theories.

2.6. Implicit Leadership Studies

Abdalla and Al-Homoud [46] investigated implicit leadership theories in Qatar and Kuwait in terms of the GLOBE scale. According to the results of the research, it was determined that Qatar and Kuwait's effective leadership characteristics, behaviors, perceptions and expectations were very close. The concept of effective leadership was expressed as "being managerial competent, diplomatic, visionary, performance oriented, producing new ideas, holistic, and inspiring." On the other hand, they stated that leadership characteristics and behaviors that prevent success were "non-participatory, autocratic, autonomous, malevolent, saving the situation and centered." The analysis concluded that leading leadership traits and behaviors in Kuwait and Qatar cultures were "honesty-integrative" (integrity). Also, administratively competent (second in Qatar, fourth in Kuwait), diplomatic (third and fifth), visionary (fourth and first), inspiring (fifth and first), performance oriented (sixth), conscientious (eighth and eighth), collaborative (eighth and eighth), integrative (ninth and ninth) and decisive (ninth and eighth) results were found. In the results of second-order factor analysis in Qatar and Kuwait respectively; charismatic (value based) leadership, self-protective and considerate leadership properties were also found. Then, in fourth place, it was stated that Traditional-Tribalistic for Qatar, Self-sacrificial for Kuwait and in fifth place, autocratic leadership understanding was included.

In a study conducted by Holmeberg and Akerblom [59], they examined the implicit leadership theories of Sweden from the data of sixty-one countries obtained from the GLOBE study. It has been stated that "being inspiring and visionary," which are almost universally approved of

leadership characteristics, are also valid for Swedish leaders. In the study, the expected features for mid-level managers in Sweden (this is the second level of the categorization theory) from the highest to the lowest score are (1) inspiring, (2) honesty-integrative (integrity), (3) visionary, (4) team-integrator, (5) performance orientation, (6) stable and (7) collaborative team orientation. Leadership characteristics rated as low, and very low were identified as (1) non-participants, (2) autocratic, (3) day-saving, (4) self-centered, and (5) malevolent. At the same time, in the Swedish leadership perception, it was concluded that the charismatic leadership style and the value-based-team-based leadership approach, being participatory and autonomous, were valid. Researchers, in particular, pointed out that the concepts of teamwork, cooperation and participation-orientation were dominant in the country. In Sweden, understanding of teamwork refers to a common commitment to a particular purpose or goal rather than a strong social link within the team. It is stated that this result explains a clear feature of leadership and teamwork in Sweden. At the same time, it was stated that management teams in Swedish companies regularly participate in joint problem-solving activities and find solutions to problems through discussion, active participation and dialogue. In such teams, leadership is often implicit and unclear, and this allows the team members to have a specific autonomy and responsibility for the team individually. Researchers stated that culture allowed differences in leadership prototypes; they also expressed concern about whether implicit leadership theories would be stable.

In his experimental work on implicit leadership theories "in the performance appraisals and promotion recommendations of leaders", Schyns [60] examined supervisors' and followers' implicit leadership theories by suggesting that leaders might have an impact on their career. These suggestions have been designed considering women and minority groups that were evaluated in certain subgroups of an organization. When individual characteristics of leaders do not match a group's mental schemes, they may have fewer career opportunities. This negativity or conflict can be based on the implicit leadership theories of individuals as well as culturally shared implicit leadership theories. For example, when a leader goes to a more participatory country than a country with a less participatory culture, he/she may not be appreciated in that country and this may limit career opportunities. A person may not fully comply with implicit leadership theories of both the supervisor and the follower and the successful candidate may have the same capacity but become disadvantaged, and this results in inequality. To prevent this inequality and ensure justice, the criteria used to decide on the promotion of higher

management positions should be open to everyone. Schyns [60] examined this design on the model shown in Fig. 11-2.

Figure 1.
The relationship between performance appraisal and a match between implicit leadership theories and perception, depending on the type of implicit leadership theories/perception

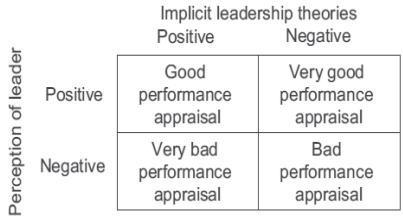


Figure 11-2 Performance evaluation and implicit leadership
Source: [60] Schyns, 2006: 194.

According to the model, if a follower does not prioritize implicit leadership theories towards the person opposite, and the perception of a leader is positive, he/she thinks that the leader will perform very well. However, if a follower's implicit leadership theories are active and the perception of a leader is negative, this will cause the person to think that the one opposite is performing very poorly.

In their research on the comparison of implicit leadership theories of business leadership and political leadership in business life, Özalp Türetgen and Cesur [61] stated that the most emphasized features for both types of leadership were: "honest, fair, reliable, hardworking, forward visionary, strong rhetoric ability, persuasive, sophisticated, and intelligent."

For executive leaders, women emphasized the characteristics of being innovative more, men emphasized the characteristics of being disciplined more, the younger ones emphasized the characteristics of being tolerant and understanding, forward thinking and intelligent more, and the older ones emphasized the characteristics of being democratic more. For political leadership, women stated more about their well-educated characteristics, men said more about their characteristics of being honest and intertwined with the people, and the older ones stated more about their characteristics of being fair, honest and attached to their families. This study sheds light on implicit leadership theories of two different leadership of Turkish society.

In his research on implicit followership theories, Sy [10] concluded that in the first order, implicit followership theories represented a six-factor structure including "industry, willingness, being a good citizen, adaptation, disobedience and inadequacy." Moreover, in the second order

of the same study, he found them to be confirmed in two factors as "followership prototype" (industry, enthusiasm, and good citizen) and "followership anti-prototype" (conformity, insubordination and incompetence). In the second order, it was concluded that there was a positive relationship between implicit followers' prototype of leaders and "trust, liking, job satisfaction and relationship quality." It was also concluded that these relationships with followers' anti-prototype were negative meaningful relationships.

Yanev and Konrad [28] compared implicit leadership theories studied in sixty-two societies by the GLOBE project with Bulgarian executives. As a result of the research, it was seen that Bulgarian implicit theories are closely related to the countries where Bulgaria shares a common history (e.g. in the Ottoman Empire or the Socialist block) and has a similar cultural-historical background. In the first-order factor analysis, the highest-rated leadership behaviors were identified as "visionary, inspiring and determined, and team integrative" leadership behavior and the lowest score was determined as leadership behavior which was "self-centered." In the second-order factor analysis, it was concluded that the Bulgarian administrators perceived team-oriented leadership as the most effective leader behavior. The other was the charismatic leadership that received the highest score of the GLOBE project and universal approval. Others, respectively, were "participatory, people-oriented, autonomous and self-protective leadership behavior." In terms of prototypical leadership, it was determined that the closest examples to the Bulgarians were the Turks and then the Greeks, the British and the Irish. Significant differences were found between the leadership prototypes in Russia and Bulgaria. As it is seen in the studies, it can be said that the implicit leadership theory has been involved in cultural similarities.

In the research conducted for the development of the implicit leadership scale in Turkey by Tabak and et al. [44], in the first degree implicit leadership theories, it was determined that the most prominent leadership characteristics are "honesty, fairness, forward thinking, reliable, authoritarian, respectful, self-confident, courageous, non-righteous, knowledgeable, determined, innovative, hardworking, impressive, educated, and competent." In the second-degree implicit leadership theories, five-factor implicit leadership behavior including "personal morality, resourcefulness, sensitivity, strength and effectiveness" was determined. Again, in the Turkey sample, Paşa et al. [62] concluded that implicit leadership behaviors are grouped into four factors: "relationship-oriented, task-oriented, sharing and charismatic."

Nichols and Erakovich [63] aimed to investigate the stability of implicit leadership theories and their connection with authentic leadership by using behavior or performance feedback. In the study, the perception that feedback on leader effectiveness affected the content of the implicit leadership theory was confirmed to add to these implicit leadership theories when they receive information that leaders are effective. When a leader receives positive feedback on his/her behavior, the followers have a higher expectation that the leader will maintain those behaviors. The followers of the relationship between leader behavior and leader activity are perceived to be influenced by implicit leadership theories. For followers to see effectively their leadership behavior, these behaviors must be found in implicit leadership theories. The relationship between authentic transformational leadership behaviors and leader activity is not perceived as being influenced by the implicit leadership theories of the follower. Authentic leadership behaviors are perceived to be effective regardless of the content of a follower's implicit leadership theories. As a result, it has been concluded that authentic leadership behavior can be a part of the implicit leadership theory and that the feedback for the followers about their behavior or performance can change both the leader's and the followers' implicit leadership theories.

Stock and Özbek-Potthoff [34] aimed to determine new implicit leadership mechanisms and their effects on the identification of these mechanisms by subordinates. In the study of implicit leadership in the intercultural context, Stock and Uzbek-Potthoff [34] determined the effect of a charismatic leader (real and nominal), collectivism and power distance on the identification of subordinates with their leader. As a result of the research, it has been revealed that a failure of subordinates to meet the expectations of a leader undermines leadership definitions of subordinates. The simple fulfillment of the expectations of subordinates by their leaders does not affect their definitions and to be affected, expectations must be met in an extreme way. Moreover, while the effects of not meeting the expectations are strengthened with collectivism and low power distance, the effects of over-fulfillment of expectations have been determined to be mitigated in these cultural dimensions.

In the research on the effect of personality traits on implicit leadership perceptions, Erogluer [49] found that all dimensions of the five-factor personality traits were confirmed whereas the dimensions of power and influence were not confirmed from implicit leadership dimensions. There was a negative correlation between personal moral dimensions, one of the implicit leadership dimensions, and emotional imbalance (neuroticism), there was a positive correlation with the openness to the experience.

Again, with the implicit leadership dimension, it was concluded that there was a strong positive correlation between the extensibility and responsibility dimensions of the five-factor personality trait dimensions; it was concluded that there was no decisive effect on the five-factor personality traits of implicit leadership dimensions.

Keller [27] in his experimental research on personality expressed in terms of compatibility, conscience, extraversion, openness, neuroticism and self-control, affected implicit leadership theories; he stated that implicit leadership theories had a significant relationship with personality traits. According to Keller, individuals could reflect family characteristics in their implicit leader theories or mental models, in other words, implicit leadership theories, personalities and family characteristics could be compatible. Antonakis and Dalgas [64], in their research, found out that there were implicit leadership theories in children. In the study on adults, Felfe [65] also found that there were individual differences among individuals in implicit leadership theories. In these research results, it could be concluded that implicit leadership theories had effects on both family characteristics and cultural differences.

Fein et al. [66] examined the transformational and interactional leadership approach in Romania and aimed to determine whether there was a relationship between the perceptions of implicit leadership behavior of the participants and the behavior of a real leader. As a result of the analysis, it was concluded that there was a high level of relationship between transformational and interactionist leadership and implicit leadership theories of the participants.

In his study, Bauer [67] sought to determine the most preferred leadership traits in organizations in Slovakia. According to the results of the study, charismatic leadership behavior was considered as more effective in Slovak organizations. In the comparison of Slovak and Hungarian leadership factors, (modesty, charismatic, self-sacrificial, collaborative team orientation, humane orientation, integrity, administratively competent, autonomous, malevolent, human orientation—second order and autonomous—second order) there were differences between leadership approaches in the two countries. In their study, Bullough and Lugue [68] investigated how GLOBE's culturally supported implicit leadership theories affected women's participation in leadership in business and politics. The results showed that charismatic leadership and self-protective leadership predicted women's participation in leadership in different ways, while charismatic leadership (political and business-entrepreneurial) had a positive impact on participation in both leadership

spheres. It was found that self-preserving leadership only had a negative impact on political leadership participation.

Oliveira [69], in his study of children in Christian primary schools in the Philippines, evaluated implicit leadership perceptions. It was found that a leader was the most cited leader by children who preferred Jesus' cliché. Religious figures, parents, teachers and politicians were identified as among the roles of a nominated leader. In addition, it was determined that there were four main factors which were (a) socio-emotional, (b) spiritual-moral, (c) cognitive and (d) physical. However, men, older children and non-Catholic participants generally preferred male leaders, while girls, Catholics, and young children chose a female leader.

Conclusion and Evaluation

Explicit leadership theories are fed by theories of universal leadership and situational leadership theories [2]. In particular, the basics of the explicit leadership theory are shaped by Robert J. House's path-goal theory that explains why and when to receive conditional rewards. [19]. Littrell [6] made the clearest statement of the theories of explicit leadership and stated that conditional rewarding constitutes elements of explicit leadership. It should be noted that leadership is related to relationships and social technologies can change leadership as they change relationships. This change can be said to be a new dimension in the relationships connected with different networks and that a leader will act as catalysts both within and outside of an organization [70].

In recent years, technology has had a huge impact on both our private and working lives. It can be said that we are intensely intertwined with advanced technologies that can change the nature of workplace interactions, including interactions between leaders and followers. In these days of the intensive use of technology, the impact of this situation on our leading demands has gained importance. This has led to the use of the concept of explicit leadership, which is a new leadership style, in different organizational structures.

An important perspective on leadership issues is the follower-centered approach that recognizes that effective leadership is a social structure and effective leadership is in the mind of the sensor [22]. In previous years, the studies on leadership were generally examined from a leading point of view and followers were rarely taken into account. Follower-centered leadership research has shown that a follower's perspective makes a significant contribution to our leadership understanding and leadership. One of the follower-centered leadership research topics is implicit

leadership theories (ILTs) and the other is the implicit followership theories (IFTs) research. Individuals compare a potential leader or follower with implicit criteria and act according to the results of these comparisons [30].

Moreover, increased gender diversity collaborating with organizational leaders increases the demand for new leadership skills. Leaders are responsible for developing and encouraging employees with different backgrounds, work experiences, intercultural competence and inclusive leadership style as key leadership skills. Sensitivity to diversity can even lead to leaders having to do the work they are reluctant to for fear of not being supported; this can cause new problems. However, it would not be wrong to say that changes in technological advances and the diversity of leaders and followers have quite changed the old leadership approach [25].

Over time, it can be said that an individual's implicit leadership perceptions may change. In particular, individuals working in international organizations have to work with leaders with different cultural values. Leadership behaviors of those individuals can change the prototype of leadership that individuals form in their minds. On the other hand, a leader can change his/her own implicit leadership mentality by exhibiting appropriate leadership behavior according to the attitudes and behaviors of the followers. Of course, individuals have a prototype of leadership, but we can think that these leadership prototypes may change as a result of mutual interaction. In addition, it sometimes affects implicit leadership theories in inferentially based processes.

According to inferential processes, implicit followership theories imply that followers can be removed from their performance. The inference-based process refers to follower characteristics based on the results of conspicuous events. For example, when business objectives are successfully accomplished, followers are perceived as hardworking. Also. it should be noted that leaders have follow-up schemes that lead to different interpretations of events. Thus, leaders who have more positive IFTs may behave differently towards followers than leaders who have more negative IFTs [10].

In implicit leadership theory, is the determinant of the choice of leaders to be effective (perceived), to act sensibly, and to act in accordance with the law. The evaluation of leader performance is under the influence of, or evaluated by, leadership schemes of subordinates. Lord et al. [32] reported in their study that approximately 40 percent of the variance in leadership ratings might be due to the prejudices they imposed on the implicit leadership theory. Furthermore, when a person follows the leadership scheme of the members of an organization, both sides, perceived and

perceivers tend to behave consistently. For a mutually satisfactory leader, the follower relationship is more likely to occur [28]. It is necessary to be open in the leadership process, not only from top to bottom but also from the bottom to top, the interaction communication network should be developed. In these days of the information age, we must think that the learning process is a mutual process between leaders and their followers because there are many topics that leaders and followers can learn from each other.

It is generally known that the concept of leadership has crucial importance for organizational science and that a leader's behavior directly shapes the processes within an organization. In the light of contemporary management theories, two determinants of leadership are particularly noteworthy. These are the effects of the organizational and social culture with the influence of followers. It is important to understand and predict how followers perceive their leaders. In terms of followers, the concept of implicit leadership theories assumes that leaders perceived in accordance with the leadership prototype are more likely to be accepted by followers and evaluated as positive. It is also assumed that implicit leadership theories are shaped by organizational and social culture [28]. In other words, the characteristics of the leadership prototype are thought to be dependent on the cultural content [57]. Thus, implicit leadership theories have a separate individual aspect whereas the intercultural research shows that implicit leadership theories are influenced by culture [71]; it has shown that it emphasizes a socially shared aspect of implicit leadership theories [23].

Finally, to understand and evaluate the impact of studies on the historical processes of leadership from the perspective of practitioners in the organizational structures where they work, these theories are important. Conducting studies based on the cultural-based and organizational-based comparisons of explicit leadership and implicit leadership theories and conducting studies in which the concepts are associated with different variables and their predecessors and results are defined can be expressed as a suggestion. It can be suggested as a recommendation in different studies as in "does every sector have explicit or organizational leadership understanding?" and "does this situation show intercultural differences?"

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CHAPTER TWELVE

AUTOCRATIC LEADERSHIP

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Abstract

Autocratic leadership has been one of the most frequently-used types of leadership at all times from past to present. However, there are serious difficulties in defining the concept. The idea that autocratic leadership is an incorrect and dangerous management style in dictatorships and there is no place for authoritarian leadership in a democratic system causes organizations to avoid authoritarian leadership. These ideas are due to an incorrect understanding of the meaning of autocracy and the autocratic leadership notion. Autocratic leadership can be the right kind of leadership at times when there is a shortage of time and where quick decisions need to be taken. The concept provides benefits to organizations when it is used by the correct person at the correct place. At this stage, the basic characteristics of autocratic leadership should be well known as well as the conditions under which an autocratic leader should take decisions must be well planned. When autocratic leadership is used correctly and effectively, it can be the savior of organizations in crisis situations; it creates a strong team spirit, leads to time advantage, reduces the cost of organizations, and ensures that more work can be completed in a short time with fewer employees. For this purpose, autocracy and autocratic leadership concepts will be defined in detail and should make a significant contribution to the literature. The basic characteristics of autocratic leadership and how autocratic leaders communicate with their stakeholders are also discussed in this part. Finally, some examples of autocratic leaders (from the past to

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the present) are given in the study for a better understanding of the concept and to reveal the subject in more detail.

Introduction

The history of autocratic leadership is as ancient as human history. People sought leadership within a particular group. At this stage, the oldest or the most powerful of a group led the group. People who became leaders in this process indoctrinated certain directives to members under their leadership. These directives made a group become stronger or disappear. The importance of an authoritarian leader in the management of a group and the need for authoritarian leadership in the survival of a group is discussed.

Throughout history, different types and features of authoritarian leaders emerged in the world. These leaders continued their existence in the context of their legitimacy. Especially in the twentieth century, when different ideologies such as Communism, Fascism and Nazism were dominant, authoritarian leaders in many countries became rulers. Authoritarian leaders played an important role in starting the world's most bloody war, World War II. While some authoritarian leaders were deprived of power by their own people or by hostile states, some authoritarian leaders succeeded in ruling for many years by ensuring their legitimacy in their countries. In this process, authoritarian leaders' statues were erected. The main reason why authoritarian leaders face different results is still a matter of debate today. This study aims to explain the concept of authoritarianism and to give information about authoritarian leaders from the past to the present.

There are many academic studies on authoritarian leadership. Some of the findings are: Schuh et al. [1] concluded that moral and authoritarian leadership behaviors have significantly affected the reactions of followers to leaders with low transformational leadership. Kiazad [2] concluded that sub-perceptions of authoritarian leadership behavior mediated the relationship between supervisor Machiavellianism and abusive control. De Hoogh et al. [3] found that autocratic leadership is negatively associated with a team's psychological security; it is negatively related to team performance when the power struggles are high in a team. Wang et al. [4] revealed that the negative relationship between authoritarian leadership and lower performance is stronger for women than male leaders and the positive relationship between benevolent leadership and lower performance is stronger than that of male leaders. Ertureten et al. [5] found that transformational and operational leadership reduced the likelihood of mobbing whereas authoritarian leadership increased it. Fodor [6] found

that supervisors exposed to group stress showed a greater inclination towards authoritarian control modes. Duan [7] found that authoritarian leadership was positively related to working silence behavior. Denmark and Djggory [8] found that male leaders, especially individual members, use force to control group norms and control group objectives, and display more authoritarian behavior than women. Chu [9] found that authoritarian leadership can control the relationship between defined or integrated regulation and welfare indicators by the autonomous emotional regulation. Flood et al. [10] found that the authoritarian style was not suitable for teams working in a high-speed environment.

1. Autocratic Leadership and Characteristics

There are many definitions of authoritarian leadership. In short, autocratic leadership is a style of management in which the central authority is strong, decisions are taken without questioning, and subordinates are motivated by threats, punishments and awards.

In authoritarian leadership, trust plays a very important role in influencing the performance of people under their leadership. Therefore, it is critical that an authoritarian leader must exhibit confidence-building behaviors such as kindness and morality to subordinates [11]. The building of trust for the subordinates of an authoritarian leader can occur in many different ways. The most important of these is keeping his/her word. When a leader meets the expectations of his/her subordinates, subordinates will be able to perform more willingly and consciously. When subordinates trust in their leaders, an emotional bond is formed in the leader-subordinate relationship. At this stage, a subordinate does not fulfill the orders of a leader because of fear and punishment. On the contrary, he/she fulfills the duty due to his/her sympathy. When an authoritarian leader does not keep his/her word, the problem of trust in the leader-subordinate relationship can be significant. As a result, a subordinate, who is concerned about trust, begins to question the obedience and the leader loses his/her authority over subordinates.

In authoritarian leadership, any competition against a government is strictly not allowed. An authoritarian leader eliminates any uncertainty in the administration. If an authoritarian leader suffers from any legitimacy problem in the administration, he/she tries to legitimize the management system in terms of reaching certain targets. At this stage, an authoritarian leader wants his/her employees to achieve a high level of performance to reach their goals. Thus, performance becomes the basis for authoritarian legitimacy [12]. Authoritarian leadership claims that his/her management

improves the performance of the employees. In this way, he/she tries to increase the faith of subordinates towards the reliability or indispensability of the management system.

Authoritarian leadership can also emerge within democratic administrations. This environment is determined by an organization's need for authoritarian leadership [13]. Sometimes there are some disruptions in the management of organizations. An organization has doubts about how to act in the future. Organizations that have democratic management can lead to different views from each sector; this phase can increase the uncertainties about how an organization will move in the future. The dominance of a particular group in the future planning of an organization may cause criticism from other groups. In fact, these criticisms prevent an organization from making a quick decision and can cause a slowdown in the business. In this process, an authoritarian leader can serve as the savior of the organization. An authoritarian leader who achieves his/her legitimacy ensures that the members of an organization implement the decisions taken rather than take decisions on a particular issue. For this reason, the process sometimes obstructed by a democratic administration can return to its old order in a short time under authoritarian leadership.

An autocratic leader puts fear and pressure on his/her subordinates. In fact, fear and oppression play a vital role for an authoritarian leader to mobilize his/her subordinates on a particular subject and to ensure their motivation. At this stage, an authoritarian leader must determine the level of fear and pressure for his/her subordinates. The supreme pressure by an authoritarian leader on his/her subordinates may lead the subordinates to disobey the leader and engage in different role behaviors. In particular, this can happen when an authoritarian leader wants hard work. When the fear-suppressed subordinate decides that he/she cannot do the work for his/her leader, he/she can rebel against the authority of his/her leader and criticize the legitimacy of the leader.

Similarly, the very low level of fear created by an authoritarian leader against his/her subordinates may adversely affect his/her superior relations. In authoritarian leadership, the fear mechanism is kept low, and the pressure on workers indirectly decreases. Subordinates may not be able to fulfill their works on time and may cause significant problems in the system with the thought that they will not be subject to any sanctions. An authoritarian leader aims at working with subordinates in team consciousness [14]. At this stage, the team members must implement the orders of the leader in a certain order. To achieve this, strong coordination between the team members is needed; the basis of this coordination is the decisions taken by the authoritarian leader. An authoritarian leader builds a

good team of subordinates who can work successfully. Thanks to the authoritarian leader, the team members' loyalty towards each other increases; otherwise, subordinates who are opposed to each other can lead to disruption of the work.

In some organizations, there are times when authoritarian leadership is obligatory [15]. In other words, when a leader begins to lead an organization, he/she can see a strong sense of authority in the organization. The aim of an organization is to maintain this authority. A leader believes that if the authority is not maintained, the desired efficiency in an organization cannot be achieved. Therefore, a leader acts as required by the authority. In this respect, the authority of a leader is not dominant in an organization.

On the contrary, a leader shapes himself/herself according to the rules within an organization. He/she acts on the authority of an organization when taking decisions. Therefore, the decisive role of an organization on the behavior of a leader is dominant. At this stage, the perception of employees depends on the authority of an organization rather than the authority of a leader [16]. In this process, the legitimacy problem of authority is significantly reduced. Employees think that decisions in an organization are shaped, not by a leader, but by the rules in an organization. In other words, employees believe that they act in line with the directives of an organization, not a leader. In this respect, employees try to fulfill the orders of an authoritarian leader without question. An authoritarian leader is the only practitioner of an organization whose legitimacy is ensured. Thus, it is possible for an authoritarian leader to establish a powerful control mechanism on his/her subordinates.

There are many criteria for employees to work in harmony. One of them is harmony between employees. Employees in an organization may have different languages, religions, cultures and ethnic identities. At this stage, groupings and business slowdowns may occur in an organization. The groupings in an organization can turn into a competition between employees. In a competitive environment, employees may begin to reveal each other's flaws. In addition, employees can lead to the formation of an authority gap within an organization [17]. At this stage, an authoritarian leader must come to the administration of an organization to solve the problems. An authoritarian leader carries out his/her own authoritarian identity by eliminating the differences within an organization. An authoritarian leader tries to eliminate the groupings within an organization; employees can be assigned to different tasks to eliminate groupings. Thus, it can be ensured that different opinions and thoughts within an organization work together. Particularly in such organizations, it is

believed that the failure of the joint decision-making process can sometimes bring about positive results. As a matter of fact, the time devoted to the discussions about taking decisions can be reserved directly for the implementation of the decision. It is vital that an authoritarian leader who will be the head of an organization must be the person who can manage the organization in the best possible way.

The problems of an organization may sometimes lead to authoritarian leaders who are regarded as saviors. In particular, an organization in a financial crisis may think that it can overcome all its problems with authoritarian leadership. When all methods are tried to get out of the economic crisis of an organization, positive thoughts towards authoritarian leadership can be increased [18]. In this process, the belief that a leader can make fast and accurate decisions can arise. When an organization falls into despair, particularly in relation to an economic crisis, it may want authoritarian leadership to take over immediately; it is believed that an authoritarian leader can realize "a miracle" in a short time.

The duration of authoritarian leadership is directly determined as related to an organization. Some authoritarian leaders may dominate an organization for many years, and some authoritarian leaders may soon have to leave the administration of the organization [19]. In particular, whether an organization needs an authoritarian leader is an important issue; some organizations should be governed only by authoritarian leaders whereas some organizations do not need authoritarian leaders.

As a matter of fact, a change of leader is possible in a short time in an organization where an authoritarian leader is not needed. In this case, subordinates may question the decisions of an authoritarian leader. Criticism can be directed to an authoritarian leader and the leader is unable to provide his/her authority. The main reason for this is the questioning of the legitimacy of an authoritarian leader by employees. In organizations where the legitimacy of an authoritarian leader is questioned, employees may oppose the authoritarian leader. In this process, an organization can slow down and even stop the work.

In autocratic leadership, an organization can develop the perfect leadership under a crisis situation. Disciplined leader behaviors can be effective in solving difficulties in a crisis situation. Subordinates may seek good guidance in this process. When orders dictated by an authoritarian leader in a crisis are carried out without question, an organization can achieve great gains in terms of time; the organization may not have time to spend on a common platform by its members. On the other hand, authoritarian leaders may come to the forefront in making radical decisions that may save the life of an organization. A decision to prevent a

crisis cannot be taken by an organization in a short period of time. The main reason for this is the members of an organization do not want to take such a big responsibility. At the same time, the members of an organization have equal rights and responsibilities which necessitates a common decision. At this stage, taking a joint decision is a long and difficult process. An authoritarian leader can take decisions that can save the life of the organization by taking full responsibility. In authoritarian leadership, it is accepted that the expectations from a leader are at the highest level and the decisions taken by the leader are believed to be the best decisions within an organization. An authoritarian leader is considered to be the only person responsible for not allowing democracy to function within an organization. In this respect, the decisions taken by an authoritarian leader are accepted without questioning [20]. Wrong decisions taken by an authoritarian leader are questioned by his/her subordinates and create negative perceptions of the leader. Therefore, an authoritarian leader tries to make the right decision for his/her organization. Otherwise, wrong decisions may undermine his/her authority over subordinates. As employees are not included in management this leads to the direct responsibility of an authoritarian leader, the authoritarian leader, who is in charge of responsibility, should act more cautiously than in a democratic administration.

One of the types of organizations in which authoritarian leadership is frequently seen is extremist groups. Especially in these political groups, ideas which are different from prevailing ideas in general society are adopted. An authoritarian leader advocates these views and ensures that individuals are gathered in one center and managed under specific directives. It is desirable to have authoritarian leaders who are able to keep the central authority strong rather than a democratically elected leader in a gathering of extremist group members. In his/her work, an authoritarian leader overcomes the main ideas of a group, rather than the opinions of individuals. In this respect, he/she is able to dictate the orders to his/her subordinates.

There are certain specific ideas already established within an organization. What an organization needs is just the fulfillment of these extreme ideas. At this stage, an organization does not require its members to form rules or directives. An organization only wants members to implement orders. The extreme views of an organization are not open for discussion. An organization requests its members either to share and agree to the same opinions or to leave the group. Discussion, opinion exchange and criticism within an organization are not possible. All these conditions make it possible for an authoritarian leader to lead effectively within an

organization. An authoritarian leader does not allow criticism of the ideas of an organization. An authoritarian leader wants members to adopt the ideas and act accordingly. An authoritarian leader sees himself/herself as the cause of an organization's existence. For this reason, he/she gives orders to the members that will benefit the organization directly.

The timely and correct execution of tasks by an authoritarian leader is not determined solely by leadership. Subordinates should have sufficient knowledge to do their work at an adequate level. In other words, it is important that subordinates with an authoritarian leader have certain qualifications to be able to complete their work correctly. Otherwise, it may be difficult to implement the directives given by an authoritarian leader [21]. The failure of the orders of an authoritarian leader to be carried out is also a cause of great problems. An authoritarian leader demands that his/her subordinates do their work in the best way. When this does not happen, authoritarian leadership cannot be fully implemented within an organization. In this process, a problem can be thought to be the result of authoritarian leadership and to solve this problem, an authoritarian leader must be given the authority to determine his/her subordinates.

The success of authoritarian leadership is directly related to the context in which it exists. It is an important issue that either subordinates are willing to be with an authoritarian leader or they will depend on an authoritarian leader. The training of subordinates in the process of authoritarian leadership is an important part of this process. Subordinates should know what authoritarian leadership is. At the same time, it is necessary for authoritarian leaders to understand what decisions they can make and how important they can be for an organization. In this way, subordinates can get used to authoritarian leadership. Questioning decisions taken by authoritarian leaders is also directly related to the education of subordinates. A positive development can occur on the production efficiency and work motivation of a subordinate who is accustomed to authoritarian leadership [22].

In autocratic leadership, harsh measures can be taken against opposition [23]. An authoritarian leader is able to consider any opposition against him/her as a limitation of his/her own power. Opposition can be seen as an important obstacle for an authoritarian leader to reach his/her subordinates, to keep them under control and to implement directives. In this process, the main aim of an authoritarian leader is to destroy the opposition against him/her as soon as possible. As a matter of fact, a leader may think that his/her leadership is questioned when his/her subordinates are not able to establish the authority for him/her. An authoritarian leader

first tries to eliminate the opposition against him/her in consensus. For this purpose, a leader can sometimes also make concessions. On the other hand, an authoritarian leader can take harsh measures when opposition cannot be suppressed. The harsh measures taken by an authoritarian leader can be regarded as a reflection of his/her authority within an organization.

Authoritarian leaders show that they can use so-called democratic organizations to strengthen their own rules. In this context, the authority can gain a different dimension in administrations by creating a key focus on transparency and by introducing new transparency arrangements. The implementation of this process requires the cooperation of the actors weakened by an authoritarian leader [24]. In other words, an authoritarian leader may lead people around him to speed up the process by adding to the management of an organization. In this stage, an authoritarian leader only symbolically includes subordinates in the management of an organization. In fact, the direct participation of subordinates in the administration of an organization may lead to questioning, criticizing and even rejecting the decisions of an authoritarian leader. An authoritarian leader who is aware of this includes subordinates in management only to act as advisors. In other words, subordinates are in the so-called administration, although they cannot participate in any decision. At this stage, an authoritarian leader aims to increase the loyalty of employees to an organization by showing subordinates to be a part of the management. In this way, employees can think that they have a voice in an organization and believe that they see value within an organization. Therefore, authoritarian leaders can both increase their authority over employees and employees' commitment to governance can be strengthened.

The need for an authoritarian leader is sometimes associated with employees rather than the structure of an organization. In other words, employees can decide that the best management for their organization is autocracy. There are two main reasons for this. First is the direct commitment of members of an organization to an authoritarian leader. Members are loyal to an authoritarian leader; they fulfill the decisions of an authoritarian leader undisputed. Members eliminate even the slightest possible criticism of an authoritarian leader as soon as possible. To achieve this, an authoritarian leader must make members loyal to himself/herself. For this purpose, an authoritarian leader should use leadership charisma, leadership culture, etc. The second reason is that members of an organization are under authoritarian leadership from the very beginning. After working under the authority of an authoritarian leader for many years, members need to act in line with the orders of an authoritarian leader. The main reason for this is that members are

accustomed to authoritarian leadership. Members believe that autocracy is the best management. In this respect, members do not even dream of working under another leadership. Members believe that an authoritarian leader protects the interests of an organization. Therefore, they consider moving in the direction of its directives at any cost. The most common method used by authoritarian leaders to declare their legitimacy within an organization is cult leadership. Cult leadership is the expression of a leader in a society. In cult leadership, it is believed that a leader manages the most accurate decisions about an organization he/she represents [25]. Where there is cult leadership, people do not have the right to question the decisions of an authoritarian leader [26]. In this process, many different methods are used in the construction of a cult leader. The first is the hanging of pictures of an authoritarian leader everywhere in an organization. The aim is that members of an organization will meet with an authoritarian leader. Portraits of a leader hanging in official circles are especially considered as concrete evidence of the power and authority of a leader. Another factor in the formation of cult leadership is the use of the words of an authoritarian leader as a slogan. This allows members to act directly in line with the ideas of an authoritarian leader. Members of an organization are able to repeat the words of an authoritarian leader continuously as a slogan.

It is seen that an authoritarian leader uses cult leadership intensively in an organization. For example, an organization can even compose a song for a cult leader. Composed songs convey how a leader achieved important successes or how successful an organization will be in the future. Similarly, statues of authoritarian leaders are erected—their authority is emphasized in certain parts of an organization. Erecting the statue of an authoritarian leader causes the formation of taboos for a leader among employees [27]. In these, the idea that a leader dominates the whole administration is the most important. In organizations dominated by this idea, there may be a sense of fear in employees; members of an organization think that everyone supports the authoritarian leader. In this respect, they conceal their dissenting ideas. Employees believe that they will be excluded or even removed from a group if they express their dissenting opinions.

It has always been extremely challenging for authoritarian regimes to successfully transfer power and to prevent the division of leadership in this process [28] because one of the main objectives of authoritarian leaders is to prevent the division of authority in the country.

From a political point of view, it can be said that the cult leadership perception, which is formed for authoritarian leaders, is much stronger.

Many different mass media tools can be used effectively [29]. Especially pictures of authoritarian state leaders are printed on currency notes. Thus, it is intended that the masses constantly remember an authoritarian leader.

Similarly, postage stamps and postcards also contain pictures of an authoritarian leader to show their influence internationally; a postage stamp with the picture of an authoritarian leader can be sent to different countries. Finally, authoritarian leaders are subjects in textbooks and teaching about their lives in schools are the most important points that an authoritarian leader can reach. Young generations are directly trained with the teachings of authoritarian leaders. Thus, from childhood, people have an emotional connection with an authoritarian leader. This bond continues to be effective in the next period of their growth.

2. Autocratic Leaders in the Twentieth Century

One of the most influential authoritarian leaders in the twentieth century was Adolf Hitler, the pioneer of the Nazism ideology that prevailed in Germany between 1933 and 1945. Hitler was a nationalist leader in Germany who fully established his authority. On Hitler's command, Germany could attack any country within a day [30]. Hitler was elected as the prime minister of Germany on January 30, 1933. When President Paul von Hindenburg died in 1934, Hitler proclaimed himself as the prime minister and the president of the country. Hitler was given the title of "Führer" for both missions. Hitler, to ensure his authority in Germany in general, was directed towards using intense propaganda. For this purpose, the Ministry of Public Lighting and Propaganda was established in Germany, and the whole control of the ministry was given to the National Socialist German Labor Party (Nationalsozialistische Deutsche Arbeiterpartei). In the Propaganda Ministry, Joseph Goebbels made an intense effort to assert Hitler's authority on the German people. The German people were encouraged to read Hitler's book called "My Struggle" (Mein Kampf). In this process, Goebbels effectively used mass media tools to make Hitler's authority prevail across the country. Goebbels stated that Germany had two great enemies, Communism and Judaism [31]. According to Goebbels, Germany needed Hitler's autocratic leadership to destroy these two big enemies. At this stage, Hitler's charismatic leadership, combined with Goebbels' Nazi propaganda, led Hitler to establish a powerful authority throughout Germany. The autocratic leadership of Hitler led the German people to obey Hitler unconditionally. In the end, Hitler led to the beginning of World War II, the bloodiest war in the history of the world.

Benito Mussolini, the pioneer of the Fascism ideology, served as prime minister of Italy between 1922–45 and was one of the leading authoritarian leaders in the twentieth century [32]. The Italian King III Vittorio Emanuele appointed Mussolini as the prime minister in 1922. Mussolini, the leader of the National Fascist Party (Partito Nazionale Fascista), was believed to be returning Italy to the glorious days of the Roman Empire in the past. At this stage, a group called the Blackshirts (Camicie Nere) was gathered around Mussolini. The Blackshirts directly acted on Mussolini's orders and attempted to prevent any opposition to his authority. Mussolini was called "il duce" by his followers [33]. A part of the Italian people believed that Italy would be one of the most powerful countries in the world under Mussolini's autocratic leadership. On the other hand, Mussolini's autocratic rule was thought to bring prosperity to the country. In contrast, Mussolini's participation in World War II in 1940 along with Germany led to the great destruction of Italy.

With the ideology of Communism dominating the world geography in the twentieth century, new authoritarian leaders of socialist thought came to power. Vladimir Lenin and Joseph Stalin were the most prominent names in the Soviet Union. Stalin worked for the construction of a strong autocracy in the Soviet Union during his long term. In this process, Stalin's control in the Soviet media allowed his authority to develop rapidly [34]. Stalin took harsh measures to establish authority throughout the country and firmly suppressed opposition to his management. Especially in the years of World War II, Stalin's authoritarian leadership was felt throughout the Soviet Union. Stalin's decisions played an important role in shaping both the domestic policy and the foreign policy of the country. Contrary to Hitler and Mussolini, the Soviet Union led by Stalin won the war. Nikita Khrushchev, who came to power after Stalin's death, severely criticized Stalin's practices and abolished Stalin's authority over the country.

Another example of authoritarian leadership being most powerful in the communist countries was the People's Republic of China (PRC). The leader of the PRC, Mao Zedong had a strong authority in his country. There was intense propaganda to build Mao's authority throughout the country [35]. For example, unlike other authoritarian leaders, Mao's photographs were hung not only in state organizations but also in houses [36]. Mao's absolute authority in the country led to the formation of the PRC under Mao's leadership. In this process, the PRC under the leadership of Mao was directly involved in the Korean War and realized the Chinese Cultural Revolution, which led to radical reforms in the country. The Chinese people were encouraged by Mao to read Mao's book known as

the "Red Book." The greatest factor in respect to Mao's authority was the Chinese Civil War that took place between 1927 and 1950. As a result of the civil war, Mao was regarded as the savior of his country. For this reason, Mao's decisions were implemented directly. The victories of Mao in the past allowed his powerful authoritarian leadership. After Mao's death, the authority he established in China still continues.

In addition, authoritarian leaders came to power in many different countries of the world. These include Francisco Franco (1892–1975) in Spain, Engelbert Dollfuß (1892–1934) in Austria, Saddam Hussein in Iraq (1937–2006) and Josip Broz Tito (1892–1980) in Yugoslavia.

Discussion

Autocratic leadership becomes important according to the context in which it is used and whether an organization really needs autocratic leadership is an important issue. The most effective leadership in the management of some organizations is accepted as autocratic leadership. The structure, members and history of an organization may require such leadership. An autocratic leader who will lead an organization must meet the expectations of the organization. Organizations can have a great need for the management of autocratic leaders, especially at times of crisis. The fact that autocratic leaders have the ability to make rapid decisions on behalf of an organization in crisis may be able to save the life of the organization. The fast decision-making process of autocratic leaders can lead to the survival of organizations as well as their destruction in a crisis situation.

The most fundamental problem of autocratic leaders is his/her legitimacy within an organization. If an authoritarian leader has legitimacy, he/she can work efficiently within an organization. An authoritarian leader who cannot provide legitimacy at this stage cannot be expected to be the head of an organization for a long time; members of an organization can question the legitimacy of the authoritarian leader and make serious criticisms against his/her management approach. This process can prevent an authoritarian leader from dominating an organization. In this stage, an authoritarian leader must turn to the practices that ensure his/her legitimacy.

To sum up, to be effective within an organization:

- ensure a leader's legitimacy;
- members have no doubts about the authority of a leader;
- a leader acts in a motivating manner;
- prioritizing the interests of a corporation rather than personal interests; and

- a leader has the ability to manage decisions that are necessary.

Throughout history, many autocratic leaders came to power in the world. A significant number of these leaders caused organizations to suffer or even disappear due to their decisions. On the other hand, some autocratic leaders ensured the least damage to their organizations from a crisis. It is not important that an autocratic leader is in charge at this stage. What is important is the right autocratic leader at the right time and in the right organization. When this is achieved, the motivation of employees in the organization will increase and goals will be reached. Authoritarian leadership is seen as risky because decisions taken by an authoritarian leader are critical. Autocratic leadership decisions can sometimes lead to a radical dimension that leads to an irreversible direction. In this process, an organization leaves its future in the hands of an authoritarian leader.

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CHAPTER THIRTEEN

DEMOCRATIC LEADERSHIP

INAN ERYILMAZ[1]

Abstract

In this section, the concept of democratic leadership, which is conceptualized over an attendance point to the democratic decisions and also termed as participatory leadership, will be discussed. Discussion of the democratic leadership concept cannot be addressed independently of the historical development of the notion of democracy, universal democratic movements and their effects. In this regard, understanding of the concept—the theory of leadership being in the first place—in organizations can only be possible by addressing it in a systematic way. For this reason, the uncertainty in the definition of democratic leadership and the scarcity of empirical studies brings about the necessity for detailed and comprehensive studies of the concept.

This study discusses the democratic leadership concept at national and international levels in parallel with political theory and tries to explain how the concept reaches a leadership style based on the studies of Kurt Lewin and his colleagues. Basically, the function of the democratic leader and particular applications of democratic leadership in different organizations will be the issues addressed. Based on the handling of the concept in the organization's literature and the limited studies that have been undertaken on the premise and successively displayed in the empirical studies a number of evaluations are made. Consequently, this study elaborates and employs assessments on how democratic leadership can be possible as a whole and at which organizations it will be able to be used in a more efficient way. It also offers suggestions for both future studies to be held on the subject and de facto leaders of organizational managers.

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Introduction

> A leader is best when people barely know he exists, not so good when people obey and proclaim him, worst when they despise him. . . But of a good leader, who talks little when his work is done, his aim fulfilled, they will all say: "We did this ourselves." Lao-tse's (c. 550 BC).

As one of the world's oldest concepts, leadership is an international phenomenon [1]. It has always been an indispensable part of a wide variety of groups and societies since ancient times. The leadership concept started to be defined using the behaviors of leaders since the early sixth century BC. In addition to the religious scripts such as Holy Quran, the Old and the New Testament, and especially in the Egyptian, Greek and Chinese literary classics, attention was drawn to the behaviors and societal roles of the leader in the classics of Plato, Aristo and Confucius.

The root of the word leadership dates far back to ancient history. It has been pointed out in the Oxford English Dictionary that the word "leadership" was seen in the literature in the early years of the 1300s. While common usage of the word came about in the 1800s [1], its definition and classification began to be seen at the beginning of the twentieth century [2]. After the 1930s, parallel to the increasing interest in the literature regarding leadership studies, differences began to show up in the definitions and classifications of the concept. Northouse [3], in his studies on the definition of leadership, indicated around sixty-five diverging classification systems defining the dimensions of leadership.

One of the first classifications made of leadership in the literature was the democratic leadership concept which was put forward with the conceptualization of Kurt Lewin and his colleagues in the 1930s. In order to be able to have a better understanding of the concept which was built on the democratic behavior of the leader, it is necessary to look at it through the meaning of the word democracy. The word democracy has been derived from two different words belonging to the Hellenic language; one is "demos" which means public and the other is "kratos" which means governing and ruling power. In ancient Greek, it was used as a "governing of the public" concept which gave citizens (except for slaves, women who did not count as citizens and *metoikoses*) attendance, inspection and supervision rights in the parliament of the country [4]. The concept has a historical background which stretches back to the fifth century BC and defines the fact that one is equal (*isonomia*) before the law in terms of attending decisions in which he/she is included, freedom of expression and speech (*isegoria*) as a whole [5].

From ancient Greece to Rome, from Rome to the Renaissance and lastly to the present day, the concept of democracy has been shaped over a wide variety of discussions such as societal developments, power and property sharing and building of a stabilized governance. Starting from the 1950s, people all over the world in general and from underdeveloped and developing countries in particular in accordance with their democratic demands have struggled against authoritarian rule, military coups, racism and discrimination. The history of the fight against racism in many countries under the rule of the US and European governments that are classified as developed countries is relatively new. There is no doubt that in democratic movements the key factor is the leader [6] [7] who exercises his/her power granted by individuals for the sake of the realization of democratic and social changes. For this reason, it is important to comprehend democratic leadership and its nature.

Democratic leadership in the manner of any setup is leadership in which ideas are freely expressed and openly discussed and thus defines a collective style of leadership. In addition to establishing the grounds where individuals express his/her ideas, it is also one kind of leadership style where group members assume more attendance in the decision-making processes. For that reason, it is also termed collective leadership in the literature. A leader who has the qualifications of democratic leadership is the one who enables the individual to express his/her ideas, sets the grounds for idea sharing and he/she also aims to turn all the information available into the best possible decision. Bass [1] defines the democratic leader's qualifications as worker-centered, unrestraining, supportive, interaction focused, participatory and open to consultation.

When addressing different definitions of leadership in general, Bass [1] states that researchers define it as "an instrument of goal achievement." When taken into account in this sense, he indicates that while democratic leadership represents the positive and normative sides, authoritarian leadership represents negative ones. Thus, all the leadership styles which include alternative positive properties such as "participative management" [8], "transformative leadership" [9], "servant leadership" [10] and "values leadership" [11] can be put under the democratic leadership umbrella. Northouse [3] has indicated that supportive, participatory and success focused leadership have been derived from the democratic leadership theory. Moreover, Bass [1] has argued that Likert's III and IV systems and Y in McGregor's X and Y theory are in tune with democratic leadership. For this reason, Gastil [12] has advocated that the most common kind of leadership for alternative styles can be the democratic one.

The insufficiency of the studies on the concept, especially empirical ones, has resulted in a lessened interest in the literature. With reference to the fact that leadership plays a key role in democratic movements and governance, in this part of the book, before anything else, the emergence of the democratic leadership concept and the pioneering studies of Kurt Lewin are addressed. Together with the definitions found in the literature, the theoretical frameworks and classifications of the pioneering authors who undertook studies on the subject are covered. After that, the functions of the democratic leader are presented and then empirical studies and their results related to the concept are provided. Lastly, in addition to the legitimacy and feasibility of democratic leadership as a whole in the present day, discussion of which organizations it can be efficient in is also given by offering various suggestions for the future studies hopefully to be undertaken.

1. Lewin's and Democratic Leadership Theory

"There is nothing as practical as a good theory." Lewin, 1939

The owner of the motto given above and the founder of social psychology, Kurt Lewin, is a renowned psychologist who put the theory and the practicality together around the empirical methodology. Kurt Lewin and his colleagues, who undertook studies on the basic leadership styles, made the first study examining the effects of leadership approaches on group behavior. Along with his students Ronald Lippitt and Ralph K. White, Kurt Lewin implemented many studies with many different groups comprising equal numbers of people at Iowa University, US, between the years of 1938–1940 [13].

The first empirical leadership study was undertaken in 1938 at Iowa University by Kurt Lewin and postgraduate student Ronald Lippitt. The study lasting several weeks was implemented at a children's camp in which paint works and various handworks were made. Eleven-year-old children, most of them males, were divided into two groups. One of the groups was given the "democratic leadership" role and the other one was given the "authoritarian" leadership role and, by distributing the roles within the groups, the behaviors of the children in different group sessions were observed by the educators paying special attention to them [14]. Lewin and Lippitt [14] evaluated the results of their study in detail [15]. Then Ralph White was included in the following study directed by Lewin. In the second study, the same basic procedure was used but this time with a more complicated design. Through the study, three groups (all males), three different leaders and a third kind of projected leadership style—

laissez-faire—were observed. As a result, each group experienced more than one leader and leadership style. Lewin, Lippitt and White [16] merged the results acquired from the two experiments and it was reported by Lippitt and White [17]. Besides, Lippitt and White [18] in their book named "Autocracy and Democracy" discussed the results of both experiments and the behaviors of the participants. According to the results, a number of changes took place in the productivity of the workers from the moment that the pre-selected leaders left the particular group. The productivity of the group that worked with a democratic leader reduced from 50 percent to 46 percent by displaying little recession. However, when the authoritarian leader left his group, there occurred a sharp reduction in productivity from 70 percent to 29 percent. Moreover, aggressive tendencies and intermittent fights were observed among the children. In the third group that was left completely on its own, not only boredom and ignorance were seen and but also productivity reduced to 33 percent.

As a result of their empirical studies, Lewin and his colleagues have located the leadership model as the antilogies of two main independent variables and named them as democratic and autocratic leadership. These names, inevitably, have political meaning and value. It is almost certain that Lewin's flight as a refugee from WWII Germany where an anti-democratic and autocratic power was reigning had something to do with the naming process of this study. Lewin's studies make clear the implications of the dangers posed by fascism and his deep-seated concern over the necessity for the formation of democratic principles [13]. As a consequence, Lewin with his studies has put forward the definitions for three leadership styles determining the group tendency and activity; autocratic, democratic and *laissez-faire* [19].

While democratic leadership is defined with the term democracy, autocratic leadership is identified with the term autocracy. The democratic leadership concept has made its place in the literature with various names such as integrative, employer-centered, employee-centered, teacher-centered, student-centered, customer-centered, supervisor, participatory and channeled [20]. White and Lippitt [18] define democratic leadership as group participation, discussion and leader-directed promotion of the group decisions. On the other hand, autocratic leadership is defined by any strict control over group decisions and activities. An autocratic leader determines all the policies, techniques and work processes one by one and brings a calendar for each person regarding who will implement certain tasks with whom. Similarly, the democratic leader also assigns responsibility for each person and each task in an elaborated way as in the

case of autocratic leadership. However, he/she acts as an insider rather than as an outsider [18]. For this reason, the main characteristic of the autocratic leader is to give directions, whereas the main activity of the democratic leader is to inform or enlarge the attendance of members of the group.

White and Lippitt [18] positioned *laissez-faire* leadership differently from the dilemma of autocratic and democratic leadership. While autocracy meant the attendance of the members to the group decisions without much freedom and with a high degree of control exercised by the leaders, democratic leadership meant a low degree of control. While the leader is active in the control position in both leaderships, in *laissez-faire* leadership his/her position is passive. For this reason, a *laissez-faire* leader does not enjoy much attendance in the organizational activities and does not give directions, but only responds when minimum level knowledge and direction are required. A *laissez-faire* leader who provides full freedom to the group in determining its own activities and methods does not want to be asked for any help. *Laissez-faire* leaders abstain from power and responsibility and, for the most part, expect the group to determine its own aims and solve its own problems [18].

In the literature, the autocratic and authoritarian leaders are often shown in the same category without giving much attention to the differences between them [1, 7, 21]. However, White and Lippitt [18] have indicated the important differences between autocratic and authoritarian leaders in their studies. While authoritarian leaders make others do the job with their coercive power and persuasive abilities, autocratic leaders address the problems by applying the current knowledge available or take the lead in decision making on their own [22]. Democratic leadership has no other alternatives [12]. Nonetheless, even though the definitions of autocratic, authoritarian and undemocratic leadership have shown some divergencies in their dictionary meanings, coercion, control and channelizing still stand as common characteristics of them.

Participation is the inseparable characteristic of democratic leadership. Democratic leadership necessitates a friendly approach, cooperativeness and encouragement [23]. In a study carried out by Wilson, George, Wellins and Byham [24], autocratic and participatory (democratic) leaderships have been categorized in accordance with the degree of participation encouraged by the leader. In the given definitions, control is shown as the main property of the autocratic and democratic leadership styles. As a result, while the main characteristic of democratic leadership is participation [23], autocratic leadership has as its main characteristic a

top-down hierarchical construct that puts heavy stress on the directive control and command control system.

Kuczmarski and Kuczmarski [25] mention the fact that a democratic leader can be distinguished from others with his/her intellectual, effective, motivating, respected, cooperation-building, supportive of logical solutions, encouraging, problem focused, guiding, and listening qualifications. Gastil [12], on the other hand, defines the characteristics of democratic leadership as responsibility distribution, empowering of the group members and giving assistance to the decision-making process of the group. Democratic leaders can reach better ideas and more creative solutions to the problems through his/her encouragement for the group members to express their thoughts. Moreover, by leading the group members to assign more importance to the end products, their inclusion to work and belongings might be improved.

It is indicated in the studies on leadership styles that democratic leadership leads to higher productivity among the group members [26]. The main reason for this is the flexibility of democratic leadership in accommodating itself to the application of different ways of doing the job in the face of frequently changing situations. However, this flexibility makes way for the tardiness of decision making. Democratic leadership can bring out the best possible performance when an experienced and professional team exists [27]. By paving the way for the group members to share their skills, abilities and ideas, democratic leadership encourages them rather than simply agreeing. If a decision is too complicated and the contributions of different expertise, knowledge, or representation are expected, then democratic leadership comes to the fore [28]. That many authors give a variety of characteristics of the democratic leader as mentioned so far stems from the fact that there is no clear-cut definition of it. For this reason, many quite positive qualifications are used to define the democratic leader. Furthermore, Gastil [12] claims that the lack of a clear-cut definition of the concept arises from the fact that there are not many (at least not enough) studies published on the subject. That is the reason there is a need for the empirical study of the concept.

Kurt Lewin and his colleagues have formulated [14, 16, 18] the classic perspective of democratic leadership and separated it from *laissez-faire* and autocratic leadership styles by advocating the idea that democratic leadership is based on the active participation of the group members. However, the definition of Lewin and his inexperienced colleagues could not take this further than this rough draft. A lot of criticism of Lewin and his colleagues was directed especially for the problems in their empirical designs [29]. What is more, Graebner [30] indicated that the ideas and

techniques of "democratic engineers" such as Kurt Lewin were used for undemocratic aims in the first half of the last century. For example, Foremen's Club (a syndicate for American foremen) was a syndicate with participation, equal say and discussion, highlighting the democratic leaders. Although a democratic leadership style was adopted in appearance, the underlying aim was to form the manners of the group members in such a way as to decrease their unionizing will. Also, its task was to persuade members that their bondage was for capital rather than being for effort. However, these kinds of criticism explicitly undermined the democratic intentions of Lewin, the uncertainty about what and who is the leader causes the widening of the exploitation (abuse) ground.

However insufficient Lewin's definition might be, today in the empirical studies made on democratic leadership, this model is still in use [31–33]. But, the inefficiency of a scale of which validity and reliability are carried out with a clear-cut definition has led to the loss of interest in the studies on democratic leadership for the last ten years. Despite this conceptual and empirical deficiency, Lewin and his colleagues have determined the basic elements of the concept. Democratic leadership behaviors are those that include people in basic democratic principles and processes, and in which a leader employs mutual interaction. Its main principle is comprehensiveness, equal participation and negotiation. According to Gastil [12], what is missing here is the detailed examination of the concept.

2. Main Functions of Democratic Leadership

Any workers (demos) working in any organization can act independently of the authorization granted by the formal authority. This is because leadership is not a position but relates to action and behavior [1]. The same situation is also valid for the democratic leadership style. When the leadership is regarded as something chosen by the group or as activities facilitating the results expected from the group, the main function of the leader includes all the facilitating activities necessary for the group to acquire what is expected from them. This can be defined as the behaviors of the democratic leader sustaining the democratic process.

Democratic leadership has three main functions:

a. Distribution of responsibility and assigning responsibility to each member of the group.
b. Empowering the group members.
c. Facilitating the process of negotiation and its sustainment.

2.1. Distributing Responsibility

The first function of democratic leadership is responsibility distribution. Democratic leaders aim to include each member of the group in the group activities and in the goal setting process, together with encouragement. For this reason, the leader aims to position the responsibility on the ground rather than converging it all at the center. Not only can a democratic leader lead relatively small groups, but he/she can also lead major public organizations. For this reason, democratic leaders can improve the functionality of the leadership by, in a similar vein to that of small sized groups, reintegrating the public into the solution of societal problems [35]. As a result, this situation in the organizations enables the distribution of responsibilities and the sustainment of the participatory decision-making construct, if this does not exist the necessity of its establishment arises [12].

When a democratic leader asks the members to assume responsibility, some of the members may display an unwillingness to do so. This situation is valid for collective responsibilities in addition to the individual ones. Under such circumstances, a democratic leader should remind the individuals of their responsibilities and prevent the ones who assume responsibilities from any exploitation that can be displayed by the others who do not assume any responsibility. By doing so, it is possible to maintain the justice perception of the individuals who have assumed responsibility.

2.2. Empowerment

By directing the members to take responsibilities, the democratic leader helps them to improve their skills in decision making and participation in the decisions [36]. This is vital for democracy which necessitates a politically competent membership [34]. In order for the members to display their skills such as speaking, thinking and organizing in various tasks, for the sake of member empowerment, it is important that a democratic leader puts high but reasonable standards in place for them and thus improves the productivity among the members by means of competition.

Democratic leaders should bear in mind that members are emotional and help them to develop their moral reasoning skills [12]. Leaders should abstain from traditional leader-follower interactions as in the case of parental dependency, while encouraging the members with these behaviors, because democratic leaders are connected to members with a

real interest and concern [37]. For this reason, it is essential for the sake of sustaining the democratic leadership that leaders refrain from any action that may direct the members to see the leader as their spare parent or trustee. Democratic leaders should never manipulate the masses by disingenuously exploiting them. He/she should never assume the role of the father within the group. What is needed here is that members should be freed rather than enslaved [6]. Moreover, the genuine aim of the democratic leader should be turning the members into leaders [38].

2.3. Aiding Deliberation

Having distributed responsibility among members and authorizing the others, leaders should spare most of their time and energy for ensuring productive and democratic decision making. Negotiation lies at the heart of democracy and true and effective negotiation necessitates democratic leadership [18, 39, 40]. Democratic leadership enhances the negotiation process by means of constructive participation, facilitation, sustainment of healthy communication and a positive emotional environment.

Constructive participation is defined as the identification, analyzing and solving of group problems through negotiation. These problems should be identified and carefully analyzed by shedding light on each member's knowledge and point of view [18]. In addition, one should be an attentive and active listener and should have respect for the ideas of others [35].

Since facilitation in the conceptual sense is a meta-communicative device, it is different from constructive participation. As Haiman [41] puts it, "Democratic leader is not interested in what the members think and what decisions they take, rather they are interested in how they think and how they take decisions." Like constructive participation, facilitation necessitates effective communication focused on the basis of effective negotiations. For that reason, it is highly important that the issue to be negotiated should be stated without making it more complicated than necessary. The facilitation includes the promotion of free discussion and wide range participation. Besides, leaders can facilitate the negotiations by promoting conformity to the norms and laws that are accepted by the members. When violations of pre-set rules occur during the negotiations, the leader may exercise a set of sanctions.

Preserving a healthy emotional atmosphere and member relations is a crucial requirement for the sustainment of democratic leadership. Democratic negotiation necessitates positive member relations and a conformation spirit dominating the organization [42, 43]. Groups with a

healthy member relation are essential for the sustainment of the negotiations. Introducing any new-comers and ensuring that they take the initiative and take the lead in this sense. By courtesy of this, leaders can be of help in incrementally solving the conflicts creating group tensions and, as a result, strengthen the relationship between group members [37].

3. Democratic Followers

It is not possible for a leader to display all the characteristics given for the democratic leader. So, the functions should be pursued by more than one leader. For that reason, right after distributing the functions of the democratic leader on the ground, the responsibilities of the democratic followers should be stated.

Democratic followers need to be willing to take responsibilities as a complement to the democratic leader's first function [18]. The followers should include themselves in the decisions without abstaining from responsibilities. Secondly, in addition to their own actions and decisions, the followers should be assuming responsibilities for the decisions taken by the group even if they do not agree [48]. For instance, members of a democratic community might not be in agreement with a decision that is taken collectively. However free they are in speaking against it, they should be mindful enough not to hinder a decision or a policy taken democratically [18]. Thirdly, the followers are responsible for preserving their characteristics in the end. Because of that, the followers should regularly apply their freedom and should not refrain from stating their ideas [43]. Fourthly the responsibility of a follower is that he/she should know himself/herself for the assumed leadership position and how functional he/she will be. Further to that, they should use every opportunity to improve their leadership skills and develop empathy with the leader as a follower. Preparing himself/herself for leadership is an important function for the democratic leadership since the roles of the follower and the leader are continually in exchange in an ideal democratic leadership [45].

4. Implementation of Democratic Leadership

Having defined democratic leadership and democratic followers, now the questions of where, when and how democratic leadership can be implemented need to be addressed. The democratic leadership style can be observed in an international organization or a foundation, in a company, in a university or even in the governance of a district. However, the inner and

outer environment of any group is a decisive variable in deciding which type of leadership is the best for the group. Because of that, the best answer to the efficiency of democratic leadership can be explained through expectation and especially through contingency approaches [12], as the theoreticians working on contingent leadership have been trying to determine which style is the best for which environment and conditions [46].

Democratic leadership is not applicable to every organization or situation. Sometimes there might be no need for a democratic decision. Heifetz and Sinder [47] indicate that when a problem is presented with its solution and identified openly, the democratic process is unfavorable. Haiman [41] claims that in an urgent situation where the decisions should be taken immediately during the decision making and implementation phases, the democratic process becomes redundant. Moreover, democratic methods are needless in a group where the members are ignorant in presenting solutions. Gastil [42] also draws attention to the roles of the group members at this point. He stresses that examined or waiting problems should be included in the responsibility zone of the individuals.

By taking into account the information given above, Gastil [12] has designed a decision tree for the questions to be asked in the determination process of the suitability of democratic leadership and democratic thoughts (see Fig. 13-1).

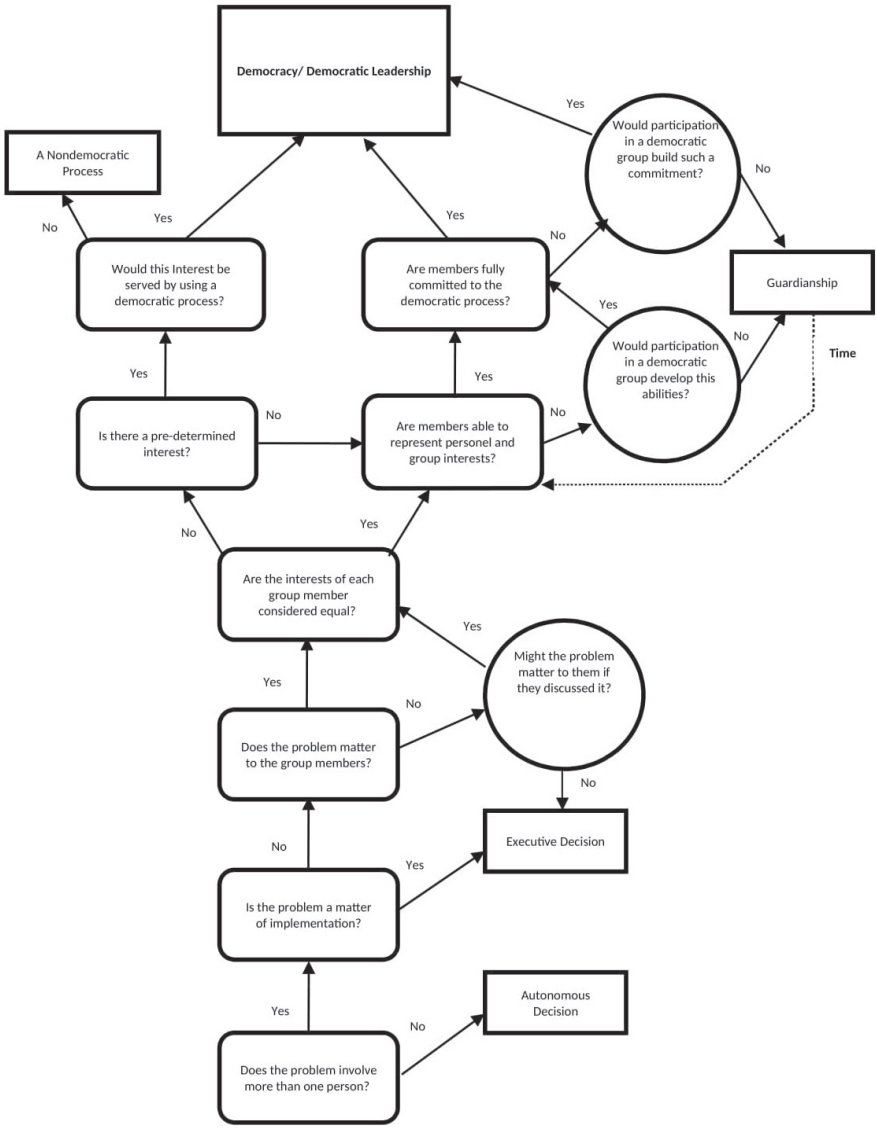


Figure 13-1 Decision Tree for Democratic Leadership

Firstly, the nature of the question is evaluated by starting from the body of the decision-making tree. If the problem only includes one person, then an autonomous decision can be reached. If the problem includes the implementation of the previous decision, then a decision-making process is applied. Besides, if the problem has nothing to do with the group members or does not worry them at all, then a polling decision can be applied

Gastil [12] draws attention to the question in the first circle on the decision-making tree. "If the problem is discussed, could this be a problem for the group members?" This question defines the awareness of group members in holding the necessary knowledge or comprehension in order to understand the problem and the possible inclusion of the problem to the member's interest. This question (other two questions in circles) indicates the idea construction of the member against the problem in the course of the decision-making process or his/her use of it as a means to change his/her decision.

The decision-making tree puts the most difficult question—if the questions on the decision-making tree are detected to be sources of anxiety for the group as a whole: "Are the interests of each member equal?" This situation brings out a moral or ethical problem. If the answer to this question is "Yes," it means that each member's interest needs to be weighed out equally in decision making. Does a worker in a factory enjoy the right to attend management meetings or to be a stakeholder? What are the rights of the students and their parents in shaping the curriculum of government schools? Can the interests of the family members be accepted equally for the whole family's decisions? These questions as such are generally difficult to answer, but they need to be addressed in the decision-making tree [34]. Moreover, when the conditions of the group members are accepted equally, then their conditions need to be addressed as well. If the group members are inefficient in representing their interests or they cannot participate in the democratic negotiations effectively, these might create problems for decision making [43]. Under such circumstances, the best way for decision making might be that group members appoint a proxy (defender) representing them [34]. In the case that the defender is accepted, the intermittent line moving away from the defender on the decision tree becomes important. This line claims the possibility that group members, in time, can be competent again in representing their interests. Gastil [12] sees this situation as similar to the protective authority of teachers or mentors striving to raise their students' abilities to the full capacity, if perchance they become competent in defending their own interests, then they can be included in the decision-making process. Last,

but not least, the most crucial question is whether the time will allow them to negotiate. If the time pressure necessitates urgent decision making, then the group can negotiate quickly. However, this situation may not lead to effective results in terms of making the right decision [48]. Thus, if the time allows the parties to negotiate, then the group can pass through a complete democratic decision-making process.

5. Democratic Leadership Researches

In the studies on democratic leadership, it was discovered that the democratic leadership style leads to a higher level of productivity and increasing group motivation [20, 49, 50]. Democratic leadership gives the best organizational results when the group members are skillful and willing to share their knowledge. However, people need time to contribute and decide on the best course of action by devising a plan. Because of that, the democratic leadership style is more efficient in dynamic and rapidly changing environments as opposed to situations where there are predetermined work processes.

Anderson [20] defines the democratic leader as someone who shares the decision making with other members. For this reason, getting the opinion of the workers and making them feel worthy while contributing might be far more motivating. Indeed, Anderson [20] in his study rejects the general acceptance that democratic leadership is related to low productivity and high morale and that autocratic leadership is related to high productivity and low morale. Hackman and Johnson's [49] study seems to be in harmony with that of Anderson's.

Democratic leadership is related to the productivity, satisfaction, participation and loyalty of the followers [49]. Job satisfaction is higher in organizations dominated by the democratic leadership style [1]. Although time is the most crucial disadvantage of democratic leadership, it was discovered that high level participation plays a key role in increasing productivity [50]. Leadership style can change depending on the importance assigned to performance or viewers, situational and cultural factors [51]. During hard and complicated times, the followers/subordinates need a leader who will channel them and assume responsibility more than ever. If the tasks are not structured and uncertainty prevails in the events, autocratic and directive leading styles are welcomed more. If the job is structured and the task, aim, and objectives are clearly defined, then the supportive leadership style against the workers causes higher-level productivity and more satisfaction. An autocratic leadership style mostly produces negative results among the

subordinates with higher-level skills or superior experiences. During conditions where the followers have high qualifications, the supportive and participatory style produces better results in terms of innovation, quality and sustainability [19].

In a study undertaken in Malaysia, it was found that government and private sector personnel adopt the participatory leadership style rather than autocratic or direction-oriented ones and that the former leadership style is more in connection with effective management perception. According to the study carried out by Bunmi and Omolayon [52] in Nigeria in a multinational company, it is seen that democratic leadership is less related to job originated stress compared to autocratic leadership. It is also seen that in democratic leadership dominated organizations, workers enjoy far more interactive and communicative relations with each other.

The characteristics of the group should not be ignored while undertaking studies regarding the contentment of the group members, whether they opt for democratic or autocratic leadership. In other words, while the job satisfaction of the group members in certain groups or conditions increases as a result of democratic leadership, in other groups this condition can increase as a result of autocratic leadership. In order to be able to understand the roots of this situation, it is necessary to examine the group and its leader's three potentially most important properties.

Group reality: Group reality might play an important role in the study of the groups in terms of the leadership style and member satisfaction paradox. The literature includes studies with both real and experimental groups. For that reason, whether the effects of the leadership style over the satisfaction of the group members can be controlled by group reality or not should be determined.

Group dimension: In the studies carried out on the group dimension, we face the reality that the bigger the group gets, the less the satisfaction and conformity get [1]. In the meta-analytic integration of the studies on how leaders and groups interact in order to affect the satisfaction of the group members, the bigger the group gets, the less the members are satisfied with the group leader [53]. This shows that the contradictory evidence about the leadership styles and job satisfaction can be the product of the size of the group.

Gender: Relationships between leadership style and job satisfaction can change depending on the gender of the group members. The studies directly dealing with this question showed that women were less content with autocratic leaders than were men [54]. These discoveries are explained by the fact that while women are more relation oriented, men go through a more competitive socialization process. So autocratic leadership

in harmony with the behavior expectations of men can be found more satisfactory by them. On the contrary, democratic leadership in harmony with the behavior of women can be found more satisfactory by them [23].

Empirical studies have been made in the national literature and frequently in the education sector by using the leadership styles and the direct democratic leadership concept. In the study carried out on managers working in primary schools, it was indicated that according to the teachers their managers displayed mostly democratic leadership behaviors. In the rest of the study, while a positive directed discovery was made between democratic leadership, and the sub-dimensions of the learning atmosphere—freedom, evaluation, conformity and cooperation—in the autocratic leadership no relation was found between conformity and leadership in the sub-dimensions of the learning atmosphere [55]. In another study carried out on teachers, the participants stated that they mostly expected a democratic leadership style from their leaders [56].

Another study carried out on a group of teachers with 276 members showed that school managers mostly have a democratic leadership style. The organizational support perceived in the study had a high and meaningful positive oriented relation with democratic leadership in the leadership styles [57]. Besides, Terzi and Kurt [58] in their studies about the effects of the management styles of school managers on organizational dependency found that democratic leadership had a positive effect. In the study of Yilmaz and Ceylan [59], there seemed to be a positive relation between the school manager's democratic leadership behaviors and job satisfaction. The relation between democratic leadership and organizational cynicism which was recently on the agenda of organizational behavior literature has been researched. In the study undertaken in Balikesir, Turkey with the attendance of 936 teachers, it was seen that in the minds of the teacher's school managers displaying a democratic leadership style and organizational cynicism perception level in the teachers that are working under those democratic leaders was low [60]. When evaluated as a whole, it can be said that managers in educational institutions display democratic leadership style behaviors.

In his research aiming to determine entrepreneur's leadership styles, Aykan [61] discovered that the entrepreneurs displayed mostly democratic leadership, secondly *laissez-faire* leadership and lastly charismatic leadership styles, but no autocratic leadership was displayed by them. In the research of Tagraf and Çalman [62], which was realized in Gaziantep with several export firms, the effects of leadership styles on firms' export performance were studied. It was seen that while eighty-five percent of the managers in the company adopted the democratic leadership style, the

remaining fifteen percent adopted an autocratic leadership style. What is more, it was also pointed out that in the companies where the democratic leadership style was implemented, productivity was relatively high compared to the companies where an autocratic leadership style was implemented.

The prevalence of the democratic leadership style among public and private sectors was of a concern for the researchers. According to the discriminant research carried out by Tengilimoğlu [63] with forty-two public sector and forty-two private sector employees, there was no difference regarding the expectations from the democratic leaders in terms of both public and private sectors. In the study made in the educational sector on the worker's current and future leader expectations, it was found that in Turkey both public and private sector school managers displayed an autocratic leadership style more often, and democratic leadership behaviors need to be adopted in both public and private sectors in the future [64].

The leadership styles of the mayors (municipality) in Turkey have been studied and factors affecting their leadership styles have been determined. According to the research results, most of the mayors in Turkey stated that they perform democratic leadership styles. However, the number of mayors who stated performing autocratic and free leadership is seen to be close to the democratic leadership style. It was confirmed that in the mayors' adoption of a certain leadership style the following factors were effective; age, time spent in politics, location, previous experience in politics and especially the political party membership [65].

Wide-ranging studies have been carried out on medical staff. According to the results of research carried out on the 525 medical staff working in seven different hospitals, it was confirmed that liberal, autocratic and charismatic leadership styles lowered productivity, whereas fatherly and transformational styles of leadership improved it. No meaningful statistical relation could be detected between participatory, democratic, or operational leadership and productivity [66].

In research on amateur football directors, it was seen that 82.5 percent of them performed a mixed type of leadership, 16.5 percent of them democratic leadership and 1.0 percent of them performed an autocratic style of leadership. When looked at from the point of view of leadership characteristics, it was seen that those who applied a mixed type of leadership motivated players by warning them, those who applied an autocratic style of leadership intimidated players by drawing their attention to the possible loss of prestige. And those who performed a democratic leadership style did not intimidate their players, just drew their attention

mainly to the possible dangers of getting injured. They motivated the players by rewarding them more than the other directors who applied mixed and autocratic style leaderships [67].

The relationship between personality traits and democratic leadership has also been the subject of research in the international literature. According to the results, the more personality traits of the managers got closer to Type B the more they tend to be democratic in their relations with the subordinates. They then displayed more trust in the subordinates, when necessary they delegated authority to them and displayed participatory/democratic leadership traits. Those who had personality traits close to Type A were seen not to trust their subordinates and therefore refrained from the delegation of power. Thus, it was found that they displayed the autocratic leadership traits [68].

Conclusion and Evaluation

> "…the ideas of democracy and leadership have to be given a more concrete meaning so as to prevent them from becoming mere phrases which may finally cover the very opposite of their intrinsic meaning." (T.W. Adorno (1965, p. 419)

According to Adorno, in modern mass communities, democracy is not a reality, but an ideal as modern mass communities contain both hidden democratic and hidden anti-democratic potentials at the same time. History legitimized Michael instead of Rousseauian democratic idealism. The rise of bureaucracy and converging of the power at certain groups brought the corruption and anti-democratic applications together with themselves. Adorno stated that this situation can be brought to a solution with an integration of all parts of the society with a critical perspective on the problem by the democratic leader. For that reason, societies need democratic leaders who acquired that mission.

Democratic leaders are not only needed by societies but are also needed by businesses that are parts of the societies. The 2008 mortgage crisis shed light on the inconformity of neoliberalism and its feeding capitalist means to the economy and society. Individuals that moved away from production through unemployment and from consumption through poverty faced a systematic production crisis threating the majority in the economic sense and many negative social consequences. Therefore, democratic organization and leadership styles that take more initiatives in both public and private sector environments and featuring participation in decision making can be a solution to the problems of capitalism. This is because these kinds of organizations and leaders present distribution

equality. Thus, instead of the hierarchical construct that allows the autocratic leader to take immediate and self-made decisions, the democratic leadership style where all the workers contribute at all levels to the organization and experience the feeling of belonging can be a solution to the problems.

So, how can it be achieved? There is no doubt that giving an equal say to everybody does not mean democratic leadership. A starting point can be the salaries of the workers and representational attendance in the managerial decisions. Participation of the workers in the organization at varying levels will be possible with a leader who has a strong belief in democratic values. Besides, the inclusion of the workers in the managerial boards of the companies within a legal framework in both private and public sectors should be ensured. At this point, governments should take the initiative. The EU has been discussing the concept of integration of the workers into management through "industrial democracy" for almost a century now. Moreover, since 1976 this has been arranged as a constitutional requirement in Germany and after the1990s the attendance of the shareholders at the managerial boards has been granted legal protection within EU legal acquis [69]. However, the property and power loss anxiety of employers hinder the attendance of the shareholders. Therefore, the demand should come from the bottom level and it should be kept in mind that while advocating a leadership the main argument will be the profit of the employer and organization, and this situation should be led in the direction that will increase the motivation of the workers. In fact, studies carried out at national and international levels seem to be correcting this proposition. Besides, it should be stressed that democratic leadership will bring with itself the creativeness, loyalty to the organization and work and lastly, satisfaction from the job without hurting the current property construct.

When the definition and functions of democratic leadership are evaluated, it can be said that in some organizational forms democratic leadership is more efficient compared to other organizational forms. The organizations to which democratic leadership style can be applied successfully include:

Creative groups (advertising, design) and R and D Firms:
What an individual needs in order to create new concepts and designs is a free environment. This is in the nature of the art. The democratic leadership style, which promotes mutual idea exchange and is dominated by discussion in an organization, enables the requirements necessitated by advertising, design and research and development. Besides, because of the

project-based work processes in these sectors, it becomes possible for the members to find a ground on which they can frequently perform leadership roles. The democratic leader's training and empowering of the workers by taking initiatives brings with it higher performance results in the project-based works.

Consultants: Consultant companies, undertaking studies in order to research the problems, bring solutions to them and are generally organized in small groups which can only sustain themselves with the leadership role that contains so many ideas and an open discussion atmosphere. The application of the democratic leadership style in these kinds of organizations that enjoy much flexibility in timing can enable satisfactory answers to be given due to the fact that the needs of the customers are fed in from different sources.

Service industry: Technology use is quite popular in most of the companies operating in today's service industry. Moreover, there is also the need for new ideas and flexible timetables thanks to the varying customer demands in the sector. Democratic leadership bears significance for worker attendance to the decision-making process, development of leadership skills and improvement of the organizational efficacy. Therefore, in the sector in which there is a bounty of skilled and well-equipped workers, the need for a participatory leader persists.

Education: Educational institutions which provide the educators and students with an environment where different ideas are conceived are important in the name of active and experimental teaching of a democratic culture. Democratic leaders have quite a significant responsibility for giving the students a share in decision making, raising awareness of responsibility and training future leaders.

The following steps should be taken in order to efficiently implement democratic leadership in the organizations:

It is necessary to keep communication open. Everybody should feel right in stating their ideas about a decision that is related to the company. Democratic leadership styles mature when all the thoughts are put forward for everybody to review. Discussion is the datum point (cg) of the democratic leader. As far as possible, everyone related should be involved in the negotiation. The focus should be on making the discussion productive. One should be open to ideas and should balance the ideas that come from either side or direction without getting off the topic. The democratic leader should respect the ideas. The leader and his/her team

may not be in agreement with every idea. It is important that a democratic leader creates a healthy atmosphere where these ideas are evaluated. Lastly, the decision taken should be announced. The communication of the decision is crucial, but the leader should not apologize to members for what he/she thought was decided.

To sum up, democratic leadership is something which has qualifications such as being abstract, general and fair, and in the end, trying to prevent arbitrariness with a number of rules is found in its essence. In organizations dominated by democratic leadership, certain individuals or groups should be privileged. In democratic leadership, it is essential to trust people and employees. The ideal person on whom democratic leadership is based is the individual who can make free decisions, and is independent and proactive. At the same time, these individuals are combative, reconciliatory, happiness focused and enjoy self-awareness with regard to the other group members. Democratic leadership rejects the notion that managers hold the only true and genuine knowledge. Democratic leadership respects the people's thoughts and lifestyles individually and accepts them as they are. Democratic leaders believe in the fact that "power and absolute power will break" and consequently, accept making a mistake and getting lessons out of it as a virtue. For that reason, democratic leaders believe that mistakes should be corrected and monitored by certain mechanisms. Democratic leaders know that only arranging and monitoring is not correct and see the workplace as conflict and conciliation areas.

When evaluated in general, sustainment of the democratic development in society and business is only possible with the leaders who hold a belief in democratic essentials. Therefore, the concept needs to be fully comprehended. The concept needs to be materialized by starting from its definitions and needs to be evaluated in terms of current leaders. Current and future studies on the concept should be increased in the empirical sense. At this point, responsibility is directed to the researchers. There is no doubt that the lack of empirical studies is also the result of the insufficiency of the measurement means. For that reason, the means of measurement need to be improved. Democratic leaders can also be someone appointed. Thus, the creation of a democratic ground should be regarded as independent of any concern about keeping the post and parties and should be encouraged to sustain democratic participation. It is highly important to bear in mind that democratic leadership and so democratic governance is needed for the sustainment and prosperity of society in general and businesses in particular.

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CHAPTER FOURTEEN

RESONANT LEADERSHIP

ERDEM ERCIYES[1]

Abstract

Defining resonant leadership in such a way that it is accepted by the majority and formulizing the different stages needed to have and sustain resonant leadership in a company are the objectives of this research. Effective leadership can be practically learned through resonant leadership. Resonant leaders tackle organizational challenges by analyzing intrinsic and extrinsic influences in a company and adopting a suitable leadership type. Leaders work shoulder-to-shoulder with followers and organizational expectations. Afterwards, they work towards achieving organizational strategies, goals, missions and visions using the enthusiasm of their followers. A sense of cohesion, serenity, optimism, and collective energy are important for resonant environments. The following eight steps can assist a worker in becoming a resonant leader in an office: (1) focus on yourself first; (2) harmonizing with followers; (3) paying attention to the complete social system; (4) looking into the significance of subjectivity; (5) finding out the actual system; (6) gaining followers' trust; (7) using group visioning to establish resonance; and (8) showing that you are accountable and committed [1]. Leaders need to follow a sacrifice-renewal cycle in order to establish resonant, effective leadership. An individual change process is a part of resonant leadership. Resonant leaders can learn how to change behavioral patterns with the help of the Intentional Change Theory (ICT) (a cyclical process model accompanying five key discoveries).

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Introduction

For decades or even centuries, people have been researching leadership. Through leadership, a leader and followers are able to establish an interactive and reflexive relationship that contributes to the achievement of goals. With that being said, leadership can also be defined using other words. Accordingly, leaders were supposed to be focused on the goal, command and control, exert dominance, and make fast decisions. A dictatorial style and a not-so-close relationship between followers and leaders have been a part of military leadership. At the beginning of the Industrial Revolution, the same type of leadership was observed. Nevertheless, the nineteenth century started showing more focus on increasing productivity and efficiency as industrialization progressed. Consequently, efficient leadership took the place of military leadership as the center point of leadership-related discussions in the millennium. According to Ohio State University and Michigan University researchers, effective leadership was considered to revolve around "showing support and concern towards employees" and "thoroughly planning" in the mid-twentieth century [2].

In the late twentieth century, transactional and transformational leadership strategies considered leadership realizing the existence of followers as people. The transactional leadership approach of Hollander and Offermann [3] is based on the leader's actions relating to the satisfaction of the followers. Corrective measures or punishments are the consequences of inadequate performance and rewards are given to successful employees [4]. Nevertheless, both performance and meeting organizational expectations are the focus of leadership. Bass [5] suggested transformational leadership for integrating transactional leadership and the effective management of the transformation process in a company. The current literature still focuses on transformational leadership. However, its main concern is the role of leadership and individuals, overlooking the significance of group dynamics [6]. In the concept of resonant leadership, there is great significance in group dynamics, in the interactions between organizational development and followers and leaders in the leadership process. Defining resonant leadership in such a way that it is accepted by the majority and formulizing the different stages to achieve and sustain resonant leadership in a company are the objectives of this research.

1. Definition of Resonant Leadership

The word resonant is derived from the Latin word *resonantem* (nominative resonance) [7]. The Collins dictionary defines the meaning of resonant to be "resounding or using sympathetic vibration to intensify sounds" [8]. On the contrary, "dissonant" (which means to have a different viewpoint, temperament, etc.) is the antonym of resonant [9]. In music and physics, utilization of the term "resonant" can frequently be seen to refer to sound and electrical resistance. Goleman, Boyatzis, and McKee [10] came up with this term to have importance in primal leadership. Afterward, Boyatzis and McKee [1] devised a theoretical framework relating to resonant leadership.

Resonant leadership leans heavily on the concept of emotional intelligence (EI). Hence, an explanation for the nature of EI and how the knowledge of resonant leadership is based on it prior to defining resonant leadership. As per the definition of Salovey and Mayer [11: 189], the skill of the individuals to assess their own and others' emotions and feelings and distinguish among them and guide their perceptions and actions by using this knowledge is the emotional intelligence. On the other hand, Goleman [12: 317] refers to EI as the power to motivate oneself and take control of our emotions both within ourselves and our relationships by determining how we and others feel. In addition, he considers relationship management, social awareness, self-management and self-awareness to constitute EI [12]. Goleman, Boyatzis and McKee [10] infer that resonant leaders are the ones who are "self-aware" (knows one's own strengths, weakness, potential and limitations); "self-managed" (able to control gaps and how they feel); "socially aware" (capable of understanding the needs and emotions of followers); and possess "relationship management" (the way leaders interact with colleagues and subordinates) [10].

Other than EI, resonant leaders should also have social and cognitive intelligence. One demonstrates social intelligence by managing emotional information in human relationships to get the focus of followers on a goal. On the other hand, the ability to examine, consider and reason intrinsic and extrinsic aspects and circumstances in a company is referred to as cognitive intelligence [13]. How resonant leaders think depends on these three key capabilities.

According to the definition of Boyatzis et al. [14: 19], one displays resonance in a company by being synchronous with colleagues. Followers get emotional toward resonant leaders as they are subjected to the care, empathy and vision of their leader. Motivated and enthusiastic followers prove that the company has a resonant leader [10].

Resonant leadership can also be seen when leaders and followers show collectivism and do not have too much power discrepancy. The leaders need to empower followers to show their feelings and viewpoints. It is required for leaders and followers to have an emotional bond. The need for organizations to establish more power equality and the participation of followers should be considered when making decisions. Similarly, leaders emphasize a collaborative acknowledgment rather than an individual briefing.

It can be summarized that in order to be a resonant leader, one has to possess cognitive, social and emotional intelligence and select a proper leadership type by assessing the intrinsic and extrinsic forces in a company. Such leaders work in harmony with subordinates and organizational goals. Afterwards, they work in synchrony with followers and meet organizational strategies, goals, visions and missions by activating their potentials.

2. Being a Resonant Leader

According McKee, Boyatzis, and Johnston [15], the following eight steps can assist a person in becoming a resonant leader in a work environment: (1) focusing on yourself first; (2) harmonizing with followers; (3) paying attention to the complete social system; (4) looking into the significance of subjectivity; (5) finding out the actual system; (6) gaining followers' trust; (7) using group visioning to establish resonance; and (8) showing that you are accountable and committed.

One has to start with oneself to begin this process. Leaders need to demonstrate resonance towards themselves so that they could show resonance towards their subordinates [16]. If not, the organization faces internal conflicts from leaders in the form of dissonance and the situation becomes more problematic. After being resonant with oneself, leaders have to start working towards being resonant with followers, which is the second step. For this objective, leaders are recommended to establish a vision that entails their leadership plan and how they would like to behave with subordinates and the companies. Furthermore, leaders should include the input of followers in the decision-making process and discuss benefits and spread energy with everyone in the group [15]. The third step requires leaders to recognize group dynamics and facts regarding the social system, such as emotions, aspirations, culture, norms, and experience. Afterwards, leaders need to realize that individuals, teams, and the entire organization are dependent on the social system. This analysis suggests that each level of the social system in the company needs to be addressed by leaders. The

fourth step requires leaders to delve deeper into the significance of subjectivity. Apart from the objective, measurable factors of organizational and group life, leaders also have to consider subjective reality, which involves dreams, morale, motivation, taboos, and myths [15]. Coming to the fifth step, leaders are recommended to identify whether the organization or group's vision and emotional reality are demonstrating any trends or patterns. For this step, the aspects of organizational culture including experiences, shared principles, beliefs, values and myths have to be focused on. Once the leader has completed finding out more about the system, the sixth step is to form a deep relationship with the followers collectively. This requires leaders to freely communicate with followers in an effective manner. Consequently, resonance is to be achieved with this collective vision. Leaders should make sure that the resonance is sustained and flows through all levels of an organization (the seventh step). Lastly, leaders need to show that they are accountable and committed. Resonant leadership can be determined to exist given the completion of each of these eight steps.

3. Sustaining Resonant Leadership

One cannot consider resonant leadership to be a seasonal trend or something that is not going to last long. Rather, this management notion stays in the organization for a long time and forms the organizational culture and climate. Even though there is great significance in learning and acquiring this leadership's competencies, it is even more important to sustain it. Resonance and efficiency can be sustained in resonant leadership with the help of the sacrifice-renewal cycle of Boyatzis and McKee (Fig. 14-1) [1].



Figure 14-1 A Sacrifice-Renewal Cycle [15: 38]

In terms of this cycle, compassion, hope and mindfulness are the three key behavioral capacities present in resonant leaders. A person is said to be mindful if he/she is consciously aware of themselves, events, and the environment. "Know Thyself" can be found written in the Temple of Apollo at Delphi and is the motto Socrates lived by. This motto should be adopted by a person who wants to acquire mindfulness in the management field. By discovering oneself, a person can both become self-aware and develop a better understanding of the surrounding factors. What a person experiences can be seen through the lens of a social process with the help of this self-reflexive process. Similarly, this behavioral capacity revolves around the deep understanding of each leadership role including organization, followers, leaders, expectations, and events.

Expecting or desiring that some event will take place in the forthcoming time is referred to as hope. Organizations, followers and leaders could have individual visions, goals or hopes. However, it should be mentioned that not all hopes will come true, but it gives life to individuals. Resonant leaders give equal importance to both individual and organizational goals and make followers have a similar belief as everyone else in the group. Resonant leaders are able to make followers agree with each other and act in a uniform manner if a clear definition of objectives and goals is present. Getting caught up in everyday life, a lot of people forget about how powerful a dream can be. Followers can get back their desire to dream if the resonant leaders give them hope.

Active empathy and showing sensitivity to how people feel, think and experience is called compassion [15]. Compassion results in positive and supportive behaviors, which stops dissonance invading an organization.

Initially, followers' emotions are noted by resonant leaders. Afterwards, such leaders assess where these emotions are coming from. However, they never subject followers to guilt or humiliation by criticizing or blaming them. Resonant leaders share the feelings and emotions of the followers, resulting in the development of organizational compassion. Under the influence of organizational compassion, resonant leaders are able to use their own positive energies for eliminating negative feelings and moving towards a positive incentive. If leaders possess compassion, hope and mindfulness, they will soon start using them to revitalize their leadership approaches. Leaders are recommended to guide how they and their followers behave taking into consideration this process. With the help of the renewal circle, leaders are able to form resonant relationships with followers and acquire sustainable, effective leadership that meets the organization's aspects (Fig. 14-2). Feelings and needs influence the brain in terms of behavior and trigger hormones and the nervous system in the body. Inducing positive emotions so as to build positive behavioral characteristics is the purpose of this circle.

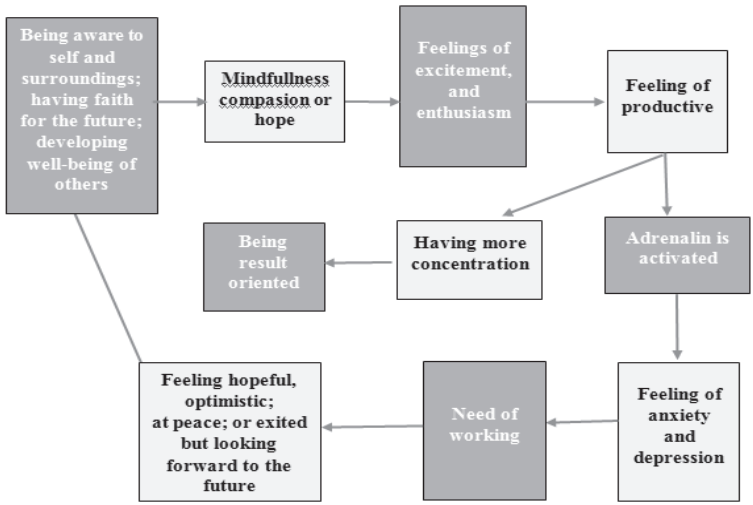


Figure 14-2 The Renewal Circle [1]

With that being said, leaders get stuck in the sacrifice syndrome (see Fig. 14-3) when subjected to power strain, catastrophe, and threats. When encountering the sacrifice syndrome, a person tends to skip lunches and social activities and work late at night. The tendency of a person to control

and influence others or to convince and exert authority over them is referred to as power need, which is activated when acquiring a leadership position [17]. Individuals can become extremely risk-taking and take on unrealistic, high goals when they are facing a high need for power [18]. Leaders' moods can be adversely affected, and dissonance may emerge under the influence of this particular need. This negative emotion constructs contamination throughout the organization.

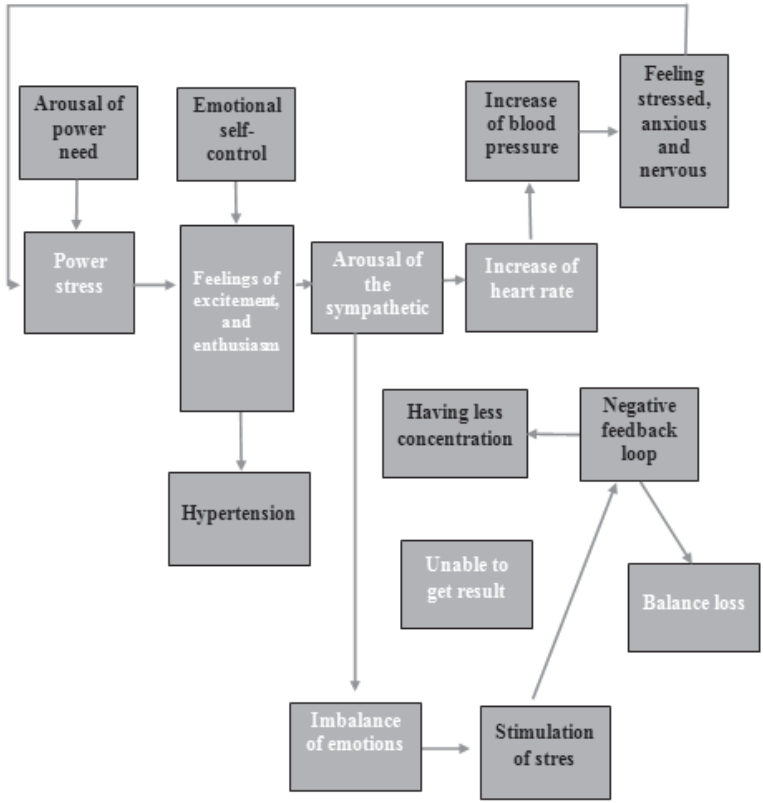


Figure 14-3 The Sacrifice Syndrome [1]

The organization has to face unproductive leadership and chronic stress as the consequences of this sacrifice syndrome. The sacrifice syndrome can be diagnosed and afterwards eliminated by replacing dissonance with resonance by integrating heart, body, mind and spirit with the help of the

renewal cycle as a substitute. Leaders are recommended to keep remembering resonance regularly and over time in the cycle and provide followers with this resonance [1]. Resonant leaders have to possess knowledge about individual change management for managing this cycle.

4. Intentional Change Theory

With the help of change management, how to properly establish change as a process can be identified. Leaders can get to know more about how to enhance their ability for resonance and renewal and change long-lasting patterns of behavior by consulting "Intentional Change Theory (ICT)" of Boyatzis [19]. This cyclical model constitutes five key discoveries (see Fig. 14-4). The inner psychodynamics of resonant leadership are based on this model. It is a transformative process involving both leaders and followers and focuses on higher needs. The model turns negative emotional directions into positive resonant directions by transforming the values of leaders to the beliefs of followers.

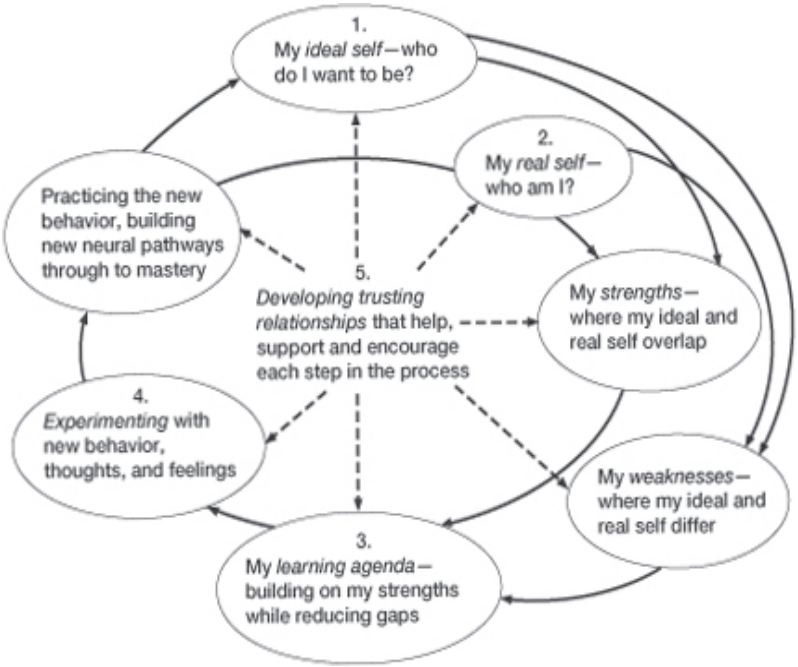


Figure 14-4 Intentional Change Theory [19: 612]

Giving definition to “the ideal self” or “who the person wants to be” makes up the first discovery. Leaders are able to get a personal perspective on this discovery. As part of the second discovery, “the real self” is identified and “who the person is currently” is compared with “who the person wants to be.” In this part, a personal balance sheet is used to measure the strengths and weaknesses of leaders. To achieve this part, leaders are required to be self-aware. A personal learning agenda based on strengths, the reduction of gaps, and sticking to the ideal self has to be designed for the third discovery. Leaders can undergo sustained change with the help of this discovery alongside goals of different durations. As part of the fourth discovery (which is an action plan that entails trial and error), new feelings, thoughts, behaviors and habits are to be practiced and experimented with and with emphasis on the strengths of leaders. The outcomes of the action plan suggest constructing new neural paths for change. The development of new resonant relations makes up the last discovery. To support other discovery stages, trust-based relationships should be established between leaders and followers. The wanted change challenges of a person should revolve around such resonant relationships.

The ICT model helped leaders to customize the change process for each particular individual. Viable leadership in an organization develops as a result of the five discoveries since these discoveries consider personal development, career building and change in attitude as a whole [20]. The ICT process has some limitations and is inadequate to bring about a change on its own. Hence, institutional change management models must be coupled with ICT in order to bring about and maintain changes in the firm.

Conclusion

It does not matter if emotions are positive or negative, emotions are contagious in a work environment. Resonant leadership addresses positive emotions and builds commitment among followers. Resonant environments in an organization are marked by collective energy, optimism, serenity and a sense of cohesion. Resonant leaders regulate emotions, act in harmony with the actions of followers, build trusting relationships and create verbal and nonverbal communication channels. Likewise, resonant leaders remind followers of past accomplishments, passion for the present and hope for the future.

After all, the distinction between previous approaches of primal leadership and emotional leadership with resonant leadership is not clear in the existing literature. Resonant leadership seems to be an updated and

combined version of these two previous leadership understandings. Resonant leadership is a leadership coaching program. It provides self-improvement and practical leadership guidelines for leaders to provide job satisfaction, organizational commitment, and individual or group productivity in an organization.

The scope of resonant leaders is not only followers but also the reality of the organization. Leaders should investigate the culture and dynamics of the organizations as well. The attitudes of followers are also influenced by the interaction of group dynamics and organizational culture. The result of this investigation reveals the soul and vision of an organization. Resonant leaders should encourage this vision, abolish dissonance in the organization and be in synchrony with followers. This resonance also emerges as a reflexive relation between resonant leaders and followers—firstly, leaders are constructed by the behaviors and expectations of followers. Subsequently, while there is a resonance with others, leaders also construct them through a vision of the organization.

Furthermore, in order to institutionalize resonant leadership in the organization, the competencies of emotional, social and cognitive intelligence should be embedded into an effective leadership definition of the organization and while choosing leaders, these competencies should be taken into consideration as essential traits. Also, it should be noted that people are not born as resonant leaders. The critical competencies of resonant leadership can be learned and developed over time. Leaders may learn to understand and manage their own emotions and learn to influence followers' perceptions and moods through a social learning process.

The focus of resonant leadership is developing leadership capacity and performance. However, many complex intrapersonal challenges are seen between organizational practices and followers' expectations. Besides, the distribution of behaviors may be differentiated according to different cultures. Resonant leaders may face manifold sets of circumstances. As a future research area, inquiries may focus on how resonant leaders deal with organizational and individual contradictions in multicultural environments or the broader social context of large complex organizations. In addition, resonant leadership has so far been tested in the business sector and this type of leadership is more frequently seen in business administration literature. Alternatively, the reflections of resonant leadership may be tested via empirical findings in the public administration sector as well.

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CHAPTER FIFTEEN

DIGITAL LEADERSHIP

BULENT CIZMECI[1]

Abstract

In this section, a vital type of leadership which is digitalization and leadership, or digital leadership will be considered. Business leaders present ideas of how they can provide and implement the competitive advantage of digitalization in their organizations for their future success—through digital transformation. A digital leader can be defined as a person who can motivate people working under his/her supervision, is independent of time and space, and can manage a business in a way that is focused on data and figures. In today's business life, digitalization has changed not only the way of doing business but also the characteristics that leaders should possess. Digital leadership behaviors and other factors that affect these concepts are explained in this chapter. Moreover, the digital leadership research and findings in the literature review have been interpreted and a conceptual infrastructure has been created to determine the points of digital leadership. Various evaluations are made for practitioners and academicians, and suggestions for future studies presented.

Introduction

Today, the competitiveness of organizations is vital. Organizations that manage the transformation process well will develop various strategies to use their resources effectively and efficiently. According to these strategies, the extent to which an organization should use technology, and what should be done with technology, has become one of the main agenda items of management bodies. In this process, all managers have to increase

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their competencies, especially in the field of information technologies.

In particular, the change in the data structure of information, which started with the developments in digital technology since 2010, has started again with the reflection of economic and social life [1]. The most important step taken for the foundation of advanced tools or equipment is known as an industrial change. The beginning of this historical change goes back to the middle of the eighteenth century with the invention of the steam engine; the second industrial change period began with the use of oil as a source of energy and the introduction of mass production. The third industrial change period has become effective with the application of programmable electronic machines to production technology. Today, the fourth industrial revolution, which is called Industry 4.0, has been introduced.

In the globalized world, the human resources management departments in enterprises move to the digital environment to store and process the necessary data. Cloud computing is a new application that enables digital human resources management to easily access data. In the future, companies digitized by combining value chains with Industry 4.0 and cloud computing vision and strategies will have strategic advantages over others [2].

The business world is becoming more and more uncertain with the impact of globalization. Uncertainty and the ability to cope with the challenges depend on how well businesses are managed [3]. The digitalization of organizations increases the efficiency of their daily activities; it also provides efficiency for their customers and suppliers who are integrated partners. The digitalization of organizations also affects human resources management. Human resources management has become one of the most important competitive tools of today's business with the rise of globalization and competition [2].

Globalization, the change of the world and the development of technology obliges companies to undergo changes. Businesses need to see the future and adapt to the evolving technology to survive and gain a competitive advantage. Employees are the ones who do all this, thus it important for businesses to invest in them [2].

Today, personnel management in organizations has been replaced by human resources as a department. The concept of personnel management was an area in which organizations were recruited and dismissed, records kept, and there was a work-oriented understanding. However, it was unable to adapt to the requirements of today's changing world and advanced technologies. Human resources have a human-oriented understanding [2].

The development of the globalized world and internet technology has influenced human resources management and it has become digital human resources management. Digital human resources mean human resources management tasks in an organization that are carried out with internet technology [4].

The widespread use of the internet and the development of cloud computing have also affected human resources management. Cloud computing is a model that does not require much management effort and provides access to a common pool of information resources, such as computer networks, servers, storage, applications and services which can be quickly communicated through the service provider [5].

Cloud computing has features such as obtaining the resources required at any time, having user-oriented interfaces, delivering quality on hardware, memory and performance issues, re-creating and consolidating cloud user's data as needed, and paying for the user's cloud service [6]. With the digitization of human resources, time-consuming jobs are carried out in the electronic environment faster and easier. With digital human resources management, the satisfaction of both managers and employees is increasing. Large-scale systems are needed for the use of digital human resources in organizations. Every organization should adopt the understanding of digital human resource management practices when they are establishing systems [4].

Companies that benefit from these features can manage their business processes more quickly and efficiently. The importance of competent leaders who manage this process is increasing day by day. In the 2000s, with the rapid growth of developing technology and the effects of the digital era, the concept of digital leaders has come to the forefront in the discussions of leadership. Who is a digital leader? How is it defined? How should it be evaluated differently from the leader traits/types we know as of today? Such questions have been raised.

A digital leader is defined as an entrepreneur, is innovative and a spirited participant and is a person who creates the vision together with a team. A digital leader is not just digital; he or she is also a leader, a follower and a member of a team. As a leader along with his/her team pursuing goals, he/she acts as a leader by winning the hearts and minds of others. A digital leader is fair and open, shares his/her earnings with peace of mind, is driven by entrepreneurship and innovation, according to the value they create with the team ([7]).

Digital leadership is primarily to understand and internalize the technology and rapid changes, position itself, the team, and the

organization according to the needs of the high-tech world. In today's technology world, digital leaders are the ones who manage the information that makes the difference in competition, the work done, and the vision of the organization because today the information is within the reach of everyone, everywhere [7].

Due to the above reasons, a literature review on digital leadership concepts is introduced in the current book section and a conceptual framework has been created within the scope of digital leadership. The pioneers and the outputs of digital leadership are evaluated, conclusions, evaluations, and various suggestions are presented to both practitioners and academics for future work.

1. Digitization

Developments in the field of information technologies have been the most important development of the twentieth and twenty-first centuries. The rapid development of information technologies has been multiplied by the knowledge of the past centuries. In addition, it has managed the information produced by means of information control tools and reaches large audiences by communicating using internet technology.

Developments in information technologies and consequently the increase in digitalization have provided many benefits in business processes. Today, the value of digitization is to ensure increased productivity and to gain confidence in the environment that will be achieved by digitization.

Digital conversion and digitization, which are among the most important issues that will affect the future, are matters that every company should take seriously, regardless of whether it is big or small.

Digitalization has a significant impact on all sectors of the economy; it greatly changes competitiveness, welfare and defense capacity. As in China, it initially produced items based on cheap labor, but as the years passed it had to enter into a major breakthrough aimed at world leadership in the path of digital transformation. This example shows the risk of losing competitiveness without changing as required by both service and production, as with other developing economies, there is no room for comfort for a less developed economy; all steps must be taken towards the new ecosystem that will be created by digitization in industries.

What is Digital?

The world has entered into the 2000s with economic and social crises in which life, globalizing economies, increasing competition and fragility in social structures have been facilitated by technological advances. A fundamental transformation and the transformation process have started in the world with the reflection of changes in the data structure of information; they have been reflected in the economic and social life which started with the developments in digital technology since 2010.

Digital means not only using new technologies but also means solving problems in new ways, creating unique experiences and improving business performances [8].

Digitization is defined as the process of transferring accessible information and existing resources (e.g. documents, files, processes) to a digital environment that can be read by a computer [8]. In the process of digitization, when a business transfers its information and assets into a digital environment, it actually takes its processes into a digital environment and starts to serve from a more modern and innovative perspective. The way of doing business is changing; the new way, digital, can handle processes more systematically, can form its corporate memory, and can easily reach all these values.

With digitalization, physical labor has been minimized. The number of people needed for a job has been decreased. Digitalization saves time and costs and provides convenience and speed. It enhances professionalism in relation to customers or followers. Moreover, through digitalization, various types of processes and risks such as decision making, applications, developments, information, requests, demands, reports, targets reached maximum speed, public, legal, tax, and business can be minimized that result in high profitability with low costs. It also added value to employees by facilitating them in their work and increasing productivity.

An increase in the number of internet-connected devices (ICD) per capita (Fig. 15-1) after 2000 and an ICD rate of 6.5 per capita indicate that people are now doing many transactions over the internet. Therefore, it can be said that the use of digital business models is more effective in this process.

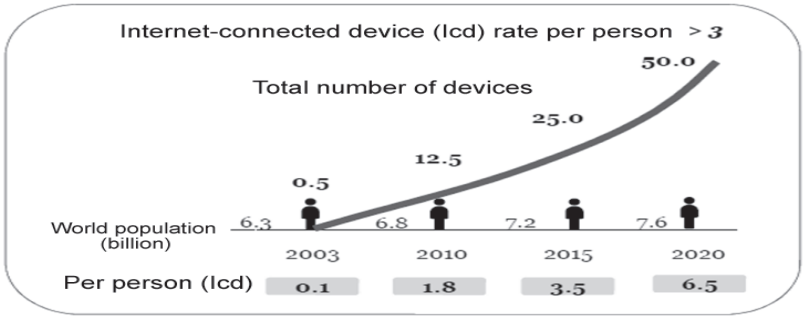


Figure 15-1 Internet-connected device (ICD) rate per person (Quoted person: İsmihan, A)

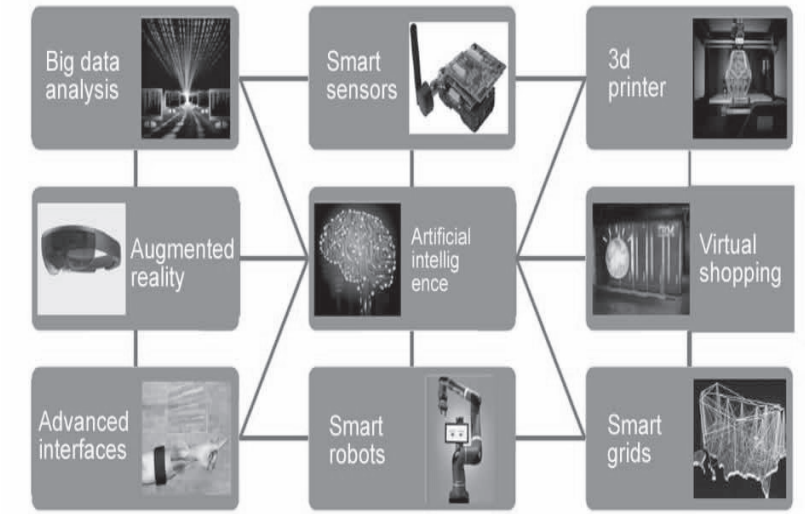


Figure 15-2 Digital process (Quoted person: İsmihan, A.)

The process of digitization (Fig. 15-2), large data analysis, augmented reality, advanced interfaces, smart robots, artificial intelligence, etc., has also affected business models by the development and use of applications.

What has happened in the last fifteen years shows that the established approaches and some historical habits in the business world will end. Another area that is affected by the innovations experienced in the information age and digitalization is marketing. Today, it is not possible to market a service through only classical marketing techniques; e-marketing

techniques are now vital. People prefer to purchase products that meet their needs from the internet rather than physically buying them. With this method, they can both find economic products and save time. Marketing techniques affected by digital technologies have been reshaped [10].

Digitalization has also transformed the supply chains of companies. Since the mid-1980s, this change has led to integration and cooperation. First of all, thanks to digitalization, an organization has been able to follow the processes within itself and make improvements. Thus, they began to work with other partners of the supply chain for improvements in the face of global competitive pressures.

Especially in the 2000s, companies started to introduce their products on the internet and complete their sales electronically. Thanks to social media networks and applications in the electronic environment, e-marketing has been facilitated with low costs, and broad audiences can be reached easily. As a result of other technological developments, it is now possible to reach the places where the masses can see through digital screens—it makes product promotions and marketing easy. The number of mobile phone users and the number of social media users increased after 2010; the number of people using mobile phone applications has significantly increased. Using this method, even small businesses have been able to compete with lower costs. Access to target customer masses through mobile applications has become an important method. This situation shows how important digital marketing is in today's world. In addition to marketing, digital techniques can be used for the vision of companies. Firms who use digital techniques in customer and corporate communication can serve wider masses without any problem. The digital transition has influenced the historical development of all sectors. Nowadays, organizations not only offer products but also try to meet other expectations of their customers. The actors of the new economy emerged together with the digital world and can compete with the leading enterprises in every market. [13].

It is undoubtedly inevitable that leaders who manage this change and transformation in organizations will adapt to it. Industry 4.0 is developing technologies together (Fig. 15-3 and Table 15-1). In addition, the field of information and communication is rapidly spreading, thus the effective management of digital change and transformation requires leadership approaches and skills.

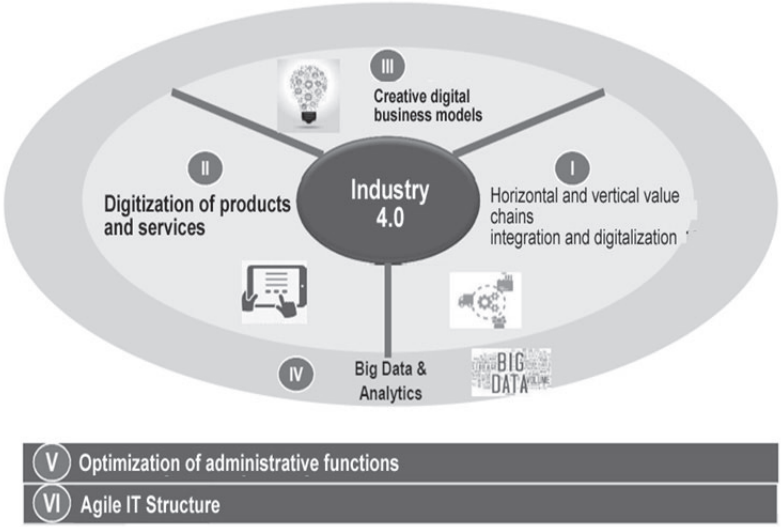


Figure 15-3 Industry 4.0

Table 15-1 Historical development of digitization (Quoted person: İsmihan, A)

1990	2000	2015–2019	2020
• Digitalization of products • Process automation • CIM/CIP systems • First online business models	• First digital solutions and isolated applications • Selected digital and automated processes • Silo functions • Digital customer interface/multi-channel communication	• Digital products and services • Vertical/ horizontal integrations and digital operations in the supply chain • New business models • Data analysis-oriented action as core competence	• Flexible and integrated value chain networks • Virtual processes • Virtual customer interfaces • Industrial cooperation

How we use digital technologies in our personal life, business and society, and how it changes the business world is an ongoing process. The research conducted by research institutions such as Gartner and Accenture

with MIT professor Erik Brynjolfsson shows that digital technologies underlying computers, robots and smart devices are rapidly changing; these technologies are becoming stronger and transforming organizations faster than they were in the past (in the Second Machine Age).

With the unprecedented volume of transactions, storage capacity and access to information through smart machines, billions of people connected to mobile devices have great opportunities for becoming entrepreneurs and innovative executives.

Today, a conversion is defined as a digital conversion. According to this definition, a digital conversion is a deep and rapid transformation of commercial activities, processes, competencies and models to fully strengthen the transformation and opportunities of digital technologies and their impact on society in a strategic and priority manner.

The importance of digital conversion shows itself in many types of research, especially in economic data. According to a recent study by Accenture and Oxford Economics, the increase in the use of digital technologies will contribute 1.36 trillion dollars to the total global economic production by 2020.

With the development of digital technologies, digital customers and multi-channel access have increased. The competition with new business models and industrial cooperation has become more difficult. Therefore, there is a need for leaders who can keep up with the digital transformation for the sustainability and competitiveness of enterprises. This has revealed the concept of digital leadership.

2. Digital Leadership

Organizations in the global world need a leader more than managers. According to the individual skills of employees, it will be possible to motivate and mobilize them and carry a business to the future and ensure its sustainability with the people who will be able to do this. First of all, a vision of a leader of an organization must be owned by employees and then they all will strive together to walk in harmony.

The concept of leadership and management of the digital world are changing constantly and rapidly. Leadership is similar to management in many ways and one of the influencing factors involved in both is working with people to achieve goals effectively. Nowadays, both are needed to achieve success in an increasingly competitive and more mobile business environment [7].

Leadership researches from the early 1900s to the middle of the twentieth century have adopted the feature and quality approaches. In light of these

approaches, the effects of physical characteristics and personality traits such as intelligence or self-confidence on leadership were measured [11].

Moreover, it tried to measure the physical status of leaders, personality characteristics, social characteristics and personal abilities of leaders since the 1940s. Skills (education, knowledge, etc.), success, taking responsibility, reliability, entrepreneurship, and participation status, were evaluated according to criteria such as mood swings.

From 1978 to 1995, concepts such as relational leadership, transformative leadership, servant leadership, were pursued in theory; thus, the LMX theory, moral leadership and vendor leadership were introduced [12].

Leadership has been defined as a process whereby a person influences a group of people to achieve a common goal [11]. From 1995 until today, leadership and characteristics of the digital age have been investigated. The literature on leadership in the digital age has only partially succeeded in capturing the complex, dispersed, intersectoral dynamics. Most of the so-called "e-leadership" studies have been written about business leadership [14].

Leaders need to have some characteristics to be able to show their employees motivating behavior that is appropriate to the vision of an organization. Toduk [7] listed the twenty-four features that should be in leadership as follows:

1. Being genuine (authentic)	13. Being sensitive to people
2. Trust * Trust/trust followers * Trusted/ rusted by the followers	14. Having vision
3. Open and transparent communication	15. Integrating expectations with vision
4. Inspiration	16. Being passionate and devoted
5. Establishing vision with employees	17. Motivating
6. Having a sense of justice	18. Be a good listener
7. Be innovative	19. Be humble
8. To provide an example	20. Be focused on development
9. Synergistic team to establish	21. Be sensitive to situations
10. Be fast and agile	22. Quick and effective decision making
11. Faithful, determined and consistent.	23. Be flexible
12. Ability to create a social network	24. Be knowledgeable

As a result of the technological progress, digitalization in processes has entered in our businesses and private lives and has started a fast transformation. Social media and the internet have been the areas where technological progress has shown its intensity [15].

New social conditions reveal new forms of leadership needed to start and sustain the transition to more intensive societies. In the digital age, leadership needs new attitudes, new skills and new knowledge through unique professional experiences that respond to social characteristics.

New digital technologies, especially SMACIT (social, mobile, analytics, cloud and the Internet of Things [IoT]) also present existential threats. GE's digital platform for "industrial internet" and Philips' personalized health information are examples of the work done by old and large companies who want to evaluate opportunities offered by digital technologies. Another example is Lego's development of an accession platform to support enterprise systems with the ability to interact with customers and quickly innovate. These old and large businesses are re-building to compete in the digital economy and investing in new technologies as well as capabilities to reposition themselves as digital leaders [16]. Digital leaders not only understand technology, but are also obliged to use it to construct accurate and permanent business models; they need, to be prepared for the fast-changing world in the long term, to prepare an organization and teams, and to be innovative in the management approach within this 24/7 living world. The digital age requires role model leaders who can create a commitment to participation within an organization, continuously develop their digital capabilities, and create strong networks of collaborations and relationships in online and offline platforms.

Today's leaders must understand both, the basics of traditional business and the power of new technology. The seven features that can be considered as the most important for leaders of the ever-changing digital world are listed as follows [17]:

1. Having a digital vision	5. To be a curious intellectual
2. Being a smart risk buyer	6. Being a natural collaborator
3. Being a safe captain	7. Global strategist, local expert
4. Having agile success	

Digital leaders need to be familiar with both business insight and technology to realize innovative ideas in their team. They should be able to combine their work with technological possibilities. They should also be able to open the door to new markets, new customers and new inventions

or innovations by taking risks. They must be able to investigate data (large data) and analyze it to understand the facts, make comments, and develop delivery strategies that deliver great results.

Furthermore, digital leaders should be able to achieve results in both the big picture and to meet the requirements of the Monday morning calendar on the first day of the week. They have to be open to new ideas, have to listen more and ask questions, and never be satisfied with a static situation. Leaders must have knowledge and understanding of how to do business successfully in the global economic environment and must also be extremely involved in local markets and cultures. In other words, they must at least carry out research on how they will create leverage globally; they must have the know-how of delivery at a very high level locally. There is no doubt that leadership in the digital world is a very challenging task. Today's and the next generation's leaders, by using the power of the digital age, have great opportunities to reshape the world of business with this digital transformation [17].

According to Toduk, a digital leader is an entrepreneur, an innovative and participative spirit; a person who creates the vision together with the team. Leaders need to acquire some new features to adapt to the digitized business world, update some competencies and change their vision. Toduk listed the eight features that should be in digital leaders as follows [18]:

1. **Personification:** Administrators are expected to manage employees in individual teams. Each individual needs to be evaluated separately according to their needs.
2. **Innovation and Entrepreneurship:** Today, in-house entrepreneurs contribute to companies by bringing new approaches.
3. **Inspiration:** It is the ability to inspire the team that is supposed to be in leaders of the digital age. Leaders who inspire their team can create new ideas.
4. **Vision:** When leaders determine the vision in advance, they are now asked to identify the vision with their employees and integrate it with a participating team.
5. **Justice:** It is important that leaders are able to act fairly, to employees. In the digital age, leaders need to act individually.
6. **Reverse mentoring:** An administrator does not have to know how to write code. However, he/she knows what the code writers do and how they do it; he/she must know what can be done even if he/she does not write his/her own code while working with the team.
7. **Authenticity:** Leaders have to behave naturally and stay away from artificiality.

8. **To be knowledgeable:** Earlier, leaders were asked to know everything. However, instead of trying to know everything, leaders are asked to be the ones who say the subjects they do not know and design together with the team.

The concept of digital leadership explores the increasing use of digital technologies in the business world. One of the studies conducted in this area was by the MIT Sloan Management Review sponsored by the Deloitte University Press. According to this report, it was concluded that employees wanted to work for digital leaders. The majority of the participants in the twenty-two to sixty age group stated that they wanted to work for digitalized organizations. For this reason, employees follow those who offer the best digital opportunities; organizations must continually develop their digital games to attract those employees [26].

Another study on this topic was carried out by Oxford Economics in 2016. In this comprehensive survey of 4,100 people (from various sectors) from twenty-one countries, young people who are close to the birth date of the millennium are the majority of all working population and 20 percent of the executive class. The satisfaction level of the digital age generation, the polices they follow, and the satisfaction of the company's ability management programs have significant differences as compared to employees of previous generations. According to the research, only 16% of the current managers are close to the qualifications of becoming a digital leader.

On the subject of digital leadership or leadership in the digital age "Henley Business School" entrepreneurship course instructor, Max Belitski described the following [19]: Anyone who wants to become a leader can start with any of the three concepts or any three starting points; strategy, business, or IT. Then build on it, developing further, cross-fertilizing across the fields. It is a multidisciplinary and hybrid leader. It is a leader that understands the new digital wave and has a strategic vision of the market in which products are being developed, and how technology can leverage possible contingencies. For this reason, the interest of businesses in digital processes is increasing; the application of digital leadership is actually a research topic that draws attention to the importance of the title. These applications begin with the transition from the digital process and continue with digital management that results in the determination of a digital leader to manage these processes in the best possible way.

Kotter said: "the three key features that leaders need to have when creating a system that will make change successful are managing multiple

time series, establishing coalitions and creating vision" [20]. In this sense, digital leaders are in a way similar to transformational leaders, but they are seen to have more comprehensive features.

Digitalization and digital leadership have negative and positive effects on processes. With the concept of digitalization, closed business processes turn into open business processes. It can be said that products that were only able to be physically taken from a store can now be purchased online from anywhere at any time.

Another effect is that it changes business models and the concept of the workforce. In terms of manpower, the need for humans as workers or employees is decreasing; it also leads to the emergence of different jobs in the sector. In this sense, it is thought that it has a positive effect on enterprises and a negative effect on employees [21].

Conclusion and Evaluation

By the end of the twentieth century, human history entered a new and rapid process of change. The transition process to the information society where basic resources and power are knowledge and the information-oriented institutions are at the forefront continues to take place in the twenty first century. The dizzying developments in information technologies and the extraordinary increase in activities related to the use of information have made information available at all levels of society. Thanks to the rapid development of new technologies and the ability of people to adapt to these technologies, the process of transformation from an industrial to an information society has been realized in a much shorter time than the process of transformation from the agricultural to the industrial society.

Digitization is an important process; it involves activities to achieve the ability to carry out all or most business and actions in a digital environment. Technology has expanded the capabilities of enterprises, strategic choices and areas of action and all these developments have revealed the concept of digital business [15].

In a new business environment where knowledge-based innovation is the fundamental dynamic of change, business functions and processes and information technology applications are integrated [22]. Digital businesses can be defined as businesses that use new technologies, connect most businesses to automation, have different business processes and applications, and are often accessible from the virtual environment. The intense flow of digital information has made this possible. There are rapid developments in the quality of work and the methods of carrying out

business. The possibilities of the digital age, where the internet has created a new universal space for information sharing, collaboration and commerce, offer us new opportunities to easily access, share and work together [23].

With globalization and technology enabling international business, all businesses that are able to adapt to the digital transformation in a free and wide environment and are not afraid of taking risks will gain a competitive advantage. With the competencies to be increased in technology and innovation, companies will be able to implement strategies of digitalization on an institutional scale in a sustainable manner. Therefore, these issues require effective leadership management that is constantly on the agenda of the top management of companies [24]. In achieving all this change and transformation, a leader's ability to convince his audience about the truth of his/her beliefs is vital [25]. In addition, the competencies required by employees are repositioned. The most important of these competences are digital capabilities; new skills, talents and competences will be needed in accordance with all these technological developments [7].

Globalization is a vital trend of the last century as it has changed every aspect of our lives and has positive as well as negative impacts on the concept of leadership. At a time when it is easier to reach information, the concepts of leadership and digital leadership have been re-queried and modernized. With globalization, digital leadership becomes increasingly important in an environment where organizations are discussing business processes and artificial intelligence systems for their economic life. Nowadays, leaders who gain the trust and respect of employees, who adopt innovation as a vision, and have digital capabilities come to the forefront.

In our digital age, leadership characteristics and behaviors change, depending on the requirements of the age.

Businesses will carry out their digital transformations and the concept of leadership with a multifaceted approach. For this purpose, the idea of "What should a digital leader be in the digital age?" comes to the fore [15]. New leader candidates, especially young people who want to experience digital leadership can be offered online platforms (WordPress, etc.). As a leader of this platform, identifying any subject, meeting people with the same goals and visions will enable them to begin to develop leadership skills that they will need in the future. Turning any issue into a digital business idea will be an important experience in terms of earning and digitizing businesses in the future.

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CHAPTER SIXTEEN

CROSS-CULTURAL LEADERSHIP

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Abstract

Cross-cultural leadership is an inevitable need for businesses operating with more diverse workforces, and more cross-border business and contracting. The purpose of this overview is to provide the foundations for understanding cross-cultural competencies for leadership, including a review of leadership constructs and measurement, how these have been studied in relation to different cultures and cross-cultural interaction, and practical approaches to cross-cultural skills development for business leaders. The study concludes with a discussion of the research and practice gaps, new approaches to analysis, and redefining the objectives of cross-cultural leadership study.

Introduction

Regardless of nation or culture, there exist leaders. Connectivity and the lowering of cross-border barriers have facilitated great potential as well as higher levels of competition and differentiation [1]. In this new era of global markets, and with it the need for business managers and leaders to have a greater level of cross-cultural skill sets in order to succeed in this more competitive, and sometimes confusing environment [1, 2]. Cross-cultural leadership is the inevitable need for businesses operating with more diverse workforces, and more cross-border business and contracting. The purpose of this overview is to provide the foundations for understanding cross-cultural competencies for leadership, including a

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review of leadership constructs and measurement, how these have been studied in relation to different cultures and cross-cultural interaction, and practical approaches to cross-cultural skills development for business leaders.

1. Background on Leadership Constructs

Mintzberg [3] describes well the context in which research questions regarding leadership and leading were arising in the 1970s, which had grown out of previous theories of leaders being born, leaders being trained, and leaders being entrepreneurs to questions of behavior, techniques, and the effectiveness of different variables. The classic school of management posed that what leaders in organizations did was to plan, organize, staff, direct, coordinate, report and budget, which provided considerable clarity of functions, but nothing about how improved performance of leaders could be achieved. Scientific management that had guided the early industrial, modern age had prioritized the detailed steps required and the identification and documentation of those steps [3]. The result was often time studies of managers, where teams of researchers carefully monitored and studied the amount of time leaders spent doing different things. The result was highly empirical statistical work, but it had little relevance to defining leadership improvement models [3]. Today these techniques are more likely to define the field of automation, and actual management has become less and less obvious as new needs emerge [3]. A general change in philosophy in the 1960s also contributed to a turning away from autocratic leaders, transactionalism, and inequities of power, even in the context of work and management [3]. From this, several frameworks for understanding leadership and its effectiveness began to emerge. It is worth noting that this reflects the brief history of management science in the Western context, and it was in the Western context that new multinationals were driving rapidly increasing globalization of markets.

Personality and trait models of leadership

The trait model of leadership made assumptions based on the growing body of personality theory in the mid-twentieth century [4]. The Five-Factor Model (FFM) of personality was first proposed in the late 1940s by Raymond Cattell in a sixteen factor model which was modified twenty years later by Robert McCrae and Paul Costa [4]. These five traits of importance are openness, conscientiousness, extraversion, agreeableness, and neuroticism [4]. By the 1990s this theory had developed in the

practical application for the human resources management of leaders and executives, particularly in relation to recruitment, in the form of the Hogan series of assessments [5]. Personality and trait models continue to have practical applications in leadership recruitment and selection.

Situational leadership and contingency theory

Contingency and situational theory contrast with the trait approaches by focusing on the fit between the person and the role. However, they can be complementary in terms of modern applications in recruitment. Contingency and situation approaches have a significant difference, which is in relation to what is expected of leaders. Fielder's [6] contingency theory looks to match the right leader to the role, based on the assumption that personality traits lead to stable determinations of leadership style which are not easily changed. Fielder's paradigm included a division of dominant personality traits in leaders as being either oriented towards human relations or towards tasks [6]. Human relation orientations were useful for leaders in sales and retail, while task orientation was seen as the more desirable profile for manufacturing, production, and business restructuring needs [6]. Many of these assumptions were challenged with the rise of transformation leadership theory. In the late 1980s, this culminated in a counter theory developed by Hersey and Blanchard, who claimed that skills and the level of leadership development, rather than inherent personality traits, defined the effectiveness of leaders [7]. Further, they noted that to be effective required assessing and implementing the right leadership style based on the context [7]. This placed a new responsibility on the shoulders of leaders to be responsible for determining appropriate leadership, which in Fielder's theory was considered a matter beyond the leader's individual control.

Participative leadership

Participative or democratic leadership was first proposed by social psychologist Kurt Lewin as one of three possible leadership approaches, the other two being autocratic and *laissez-faire*. Participative leadership, like transformational leadership, had an expectation of leadership participation in management decision making and input [8]. The context of these early classifications of leadership style was the post-war period, and social psychology was focusing on the leadership of the Axis countries in World War II, which were mostly dictatorships, with the Allies, which were mostly democracies. It cannot really be expected that there was no

bias in this research, particularly considering the tragic events and inhumanity that occurred. Research began even before the war, although it was clearly with the grouping of political leadership styles guiding the definitions of the styles of individual leadership [9]. A study using fifty young children who were exposed to autocratic, democratic, and *laissez-faire* leadership revealed that "hostility, aggression, and apathy were much more common while autocratic control was operating" [9]

Path-goal theory

House's [10] path-goal theory proposed that the framework for interpreting a leader's style was the pathway that they would choose to achieve specific goals. This provided an easy template for testing and validating the theory that leaders were either directive, supportive, participative, or achievement-oriented [10]. The model then looked at the fit of the leadership style to the position, for the purpose of meeting the organizational goals of the leader. This research was considered particularly interesting in the field of military leadership [11].

Full-range leadership model

The full-range leadership model combined various theories that were developed in tandem in the late twentieth century, specifically the transactional, transformational and passive-avoidant styles which were previously distinct. The model was a focal point for research over the previous twenty years, in particular, because of the interest in transactional-transformational leadership style comparisons. The transactional theory of leadership was never actually proposed by anyone. Instead, it represents the body of work where it was assumed that there is a direct and rational transactional relationship between what you provide to workers, penalties, and their motivation. This task orientation can be aligned with both positive and negative types of organizations and leaders, but ultimately it is characterized by mechanistic decision making, and hierarchy [8]. It is what we now term transactional theories that underlie techniques such as pay for performance.

Transformational leadership was the alternative to transactional leadership theories which also defined those theories by exposing a different paradigm of the purpose and outcomes of leadership in relation to motivation. Burns [12] published his book "Leadership" in 1978, and this text is well known today for being the first to describe the transformational leadership style. Bass built on this work, providing criteria to define it, as

well as the implications of transformational leadership for better organizations and a better world [13, 14]. While the concept was contrary to the body of research, theory and knowledge that had been based on empirically testable, logical relationships, transformational leadership became extremely popular [14, 15]. Transformational leaders are said to be able to reach higher levels of performance in their subordinates, not by providing them with external incentives, but instead by instilling internal and intrinsic motivation in the form of belonging, loyalty, belief and willingness to go further to achieve goals for the leader and their vision [14]. Bass [15] investigated whether the transactional-transformational leadership paradigm transcended national boundaries, and concluded that "there is universality in the transactional-transformational leadership paradigm… the same conception of phenomena and relationships can be observed in a wide range of organizations and cultures. Exceptions can be understood as a consequence of unusual attributes of the organizations or cultures." This concept of transformational leadership had some overlap with the more traditional concept of charismatic leadership.

Charismatic leadership

Like transformational leadership, charismatic leadership uses motivation and persuasion through communicating a vision and objectives, as well as how the vision will be achieved. There has been considerable criticism of charismatic leadership, particularly in relation to figures in history that showed high levels of charismatic leadership but made choices and directions that were inhumane, unjust, or were crimes against humanity [16]. Further, it is often associated with totalitarian regimes, and autocratic or authoritarian leader behaviors [16]. On the other hand, studies have indicated that many employees show a strong preference for this leadership style outside of the American context, including nations in Southeast Asia [17]. Going back far enough in the American evolution of leadership theory, it was, in fact, the ideal form of leadership once proposed by Max Weber, and so there may be cycles of preference at work.

Servant leadership

Servant leadership describes an approach which seeks to better support subordinates, rather than to manage them or transact incentives. A servant leader embodies the collective opinions of the group, thereby collaborating in major and minor decisions. This can be a popular choice for non-profit

organizations, particularly those based on collective membership or shared objectives, such as nurses' associations and teachers' associations.

2. Leadership Style and Culture

A question which receives a lot of attention in the literature is what leadership style is most effective in specific nationally defined cultures, or alternatively in diverse contexts. There are some, but not many, studies of specific intercultural dynamics in business. Each such assessment is rooted in a leadership paradigm but further, there is an assessment based on a cultural framework, typically a relative one which, like leadership itself, focuses on traits and profiles of cultures as well as perspectives on fit.

Given that leadership and the assessment and response are rooted in values and fit, it is not surprising to imagine that leadership and the interpretation of it vary between cultures. Hofstede [18] pioneered research relating to relative cultural norms, traits and motivations on the basis of nations, and this research quickly became popular with impacts on business operations and management research. The implication of this was that the body of models and knowledge which had been built up at this point, mostly in the American context, might not apply elsewhere. In fact, the testing of various leadership models and their response became a growing area, and research continues. Criticism of the model includes the operationalization of culture on a national basis, however from a business perspective this provided a convenient reference framework, even while it may overgeneralize the people of a nation as being from one culture, there are powerful dominant values that help to shape individual values and preferences and this is visible at various geographic levels. The nine dimensions which Hofstede identified were power distance, uncertainty avoidance, humane orientation, institutional collectivism, in-group collectivism, assertiveness, gender egalitarianism, future orientation, and performance [18].

3. Early Studies of Cultural Values in Leadership

The 1990s had increased activity in relation to cross-cultural aspects of leadership. Chong and Thomas [19] investigated if there was a preference factor for subordinates in relation to leader cultural similarity. They found that in addition to national cultural traits which were predominant in a culturally singular sample, interactions between specific cultures had prototypical profiles that indicated it was a major variable of influence. To that end, they proposed a situational contingency model similar to that

developed by Fielder as a matter of subordinate cultural and leader cultural fit [19]. Another typical research activity at this time was the validation of different nuances of Hofstede's original results. For example, a values survey of more than 8,000 managers and subordinates showed the dimensions defined by Hofstede, and proposed reclassification of some of the constructs based on alternative hypotheses of what was being measured, and how this trait varied between cultures [20, 21]. What studies were not investigating, or at least very few were, was how these theories and models were playing out in the real world of expatriate managers on international assignments and projects [22]. One study did compare the survey results of native Hong Kong managers and American managers in Hong Kong with American managers in the US. This study determined that while the American expatriate managers reported similar behaviors, unlike their counterparts in America they were not correlated with better job performance [22]. This highlighted a basic flaw—that in determining the cultural competencies for expatriate managers, the North American paradigm continued to be dominant, rather than the receiving context. A different study by Rao and Hashimoto [23] investigated a more layered reality of Japanese managers in Canada in relation to Canadian subordinates in comparison to Japanese subordinates. They found that with Canadian subordinates, Japanese managers were more likely to use Western style management practices including being more assertive, and were more likely to use reasoning, persuasive appeal and reciprocity [23]. Research studies such as these, which looked at research with multiple cultural variables, became less prominent after the turn of the millennium.

4. Defining Cross-Cultural Leadership

A critical project on cross-cultural and intercultural relationships and leadership was the GLOBE study of Global Leadership and Organizational Behavior Effectiveness [24]. The GLOBE study was a coordinated effort by 170 investigators from over sixty nations to look at relative cultural traits and leadership preferences, using a sample of 18,000 managers [24]. For many decades, all management leadership tended to, by default, be conducted within English-dominant cultures, specifically the United States. Peterson and Hunt [25] described how today, the main issue facing leaders in English-dominant developed countries outside of Europe was leading in the context of diversity. The GLOBE study was not one, but hundreds of research approaches and perspectives, as well as cross-cultural interaction in terms of interpretation, coordination and criticism [25].

Wanasika, Howell, Littrell and Dorfman [26] explored leadership and

culture in Nigeria, Namibia, Zambia, Zimbabwe, and the black population of South Africa as part of the GLOBE study. They noted cultural values and directives that prioritized collective interdependence, loyalty in social relationships, reciprocity and dignity which was referred to as the Spirit of Ubunto. The result of this study was labeling the Sub-Saharan leadership profile as being in the Humane Orientated leadership dimension, but not all studies agreed. Littrell [27], however, took a different view and described how the GLOBE studies in Sub-Saharan Africa provided significant evidence convergence with Western management and leadership preferences and practices. Instead, Littrell regarded the more humane ideals espoused in the qualitative studies of leaders as inspirational principles which did not reflect actual leader behaviors and underlying assumptions, but rather aspirational concepts of elites in this context [27].

The countries found in Confucian Asia involve a great deal of diversity but there are also commonalities with reference to relative differences to external environments. In Hofstede's dimensions, these tend to include the time context as well as collective versus individualistic attitudes. These nations can present significantly different contexts. Fukushige and Spicer [28] sought to identify the preference for leadership style in Japan, but also which was the most applicable leadership style theory. They found both the full-range leadership model and the path-goal theory using the paradigm of the full-range leadership model. One of the findings was that the traits of people in Japan were becoming more individualistic, and Western management was more likely to be accepted or adopted in Japan [28]. In China, on the other hand, Humphreys, Jiao and Sadler [29] described a comparative study of subordinate preferences in leadership styles. The American MBA students preferred transformational leadership while Chinese MBA students preferred passive leadership styles, a greater level of power distance and a higher level of paternalism. Of course, this is oversimplifying a more complex situation that is currently reflected in both countries, with subordinates, leaders, location, and whether one is operating within one's own culture all assumed to have an influence on outcomes. For example, practices are likely to differ if one is a Chinese manager for a Chinese company working in the American subsidiary operation or a Chinese individual who has immigrated to America and is working in an American company as a manager with American subordinates.

Southern Asia has been recently characterized by rapid economic growth as technology and manufacturing outsourcing in the region have increased, along with the development of advanced countries such as

Singapore. Nazatul-Shima, Fatimah, Normaziah and Misyer [17] conducted research that validated their hypothesis that Malaysian employees preferred leaders with charismatic leadership styles. However, this required their custom definition of criteria "make them (employees) feel special, feel established in the organization, feel empowered, and the leader should be extraordinary and tangible in the workplace" [17].

5. Measuring and Developing Cultural Competence

Measuring and developing cultural competencies would typically be based on having a well validated consensus on the criteria that it is composed of. However, early efforts were motivated by need, rather than readiness. Earley and Ang's cultural intelligence quotient or CQ in the early millennium was a popular scale which prioritized interpersonal and perception related areas of self-reported survey data [30]. The most recent model focused on actual behaviors that showed the implementation of the understanding of global processes and realities in one's personal and everyday life, such as green behaviors, which characterized global citizenship quality [31].

Hunter, White and Godbey [32] noted that a weakness of most measurements, studies and indicators in relation to cultural competence was the reliance on self-reporting, rather than the use of a standard reference point and actual measurements based on criteria. There is not yet a consensus on a standard framework for determining capacity and performance in relation to cross-cultural leadership.

Measurements of competency that have a practical application can be responsible for the identification or non-identification of leaders, and this has implications, given the dominance of Americans in the making of leadership theory as well as models of cross-cultural relations. This can be the cause of a failure of fit, depending on culture, to the testing. The approach to resolving issues such as these is not clear, and this is problematic amidst certain concerns about American hegemony and research politics in relation to cross-cultural leadership [33].

6. Implications for Research and Practice Summary

The literature reveals that the current research in cross-cultural research is ironically rooted in the American context, leading to questions of relevance and validity. Still, the leadership theories and models developed in the West, and in the United States specifically, continue to be the main research approaches in use globally in relation to leadership broadly, and

cross-cultural leadership specifically. There has been a movement away from the more mechanistic ideas of the more transactional theories of leadership and management and towards a more psychologically driven profile of leadership. This has included the development of personality and trait testing that is used in business to guide the recruitment and selection of leaders and employees in many roles and positions. One of the areas where the theories tend to vary is the responsibility of the leader for their leadership; the leader can either change or not, and they can or cannot develop their leadership capacity and breadth of style. This is the context of cross-cultural research, but the actual perspectives and views from outside of the American context continue to be in the early stages. One important area is how differently the theories might be interpreted in different contexts and scenarios. The direction which is set by these issues is one of a need for more exploratory and qualitative research at the individual level in relation to subordinates and leaders, however, ideally it would involve the coordination of efforts in a standardized framework that can build on the results of research such as the GLOBE study.

Internal corporate research

One important issue to consider is that most companies are not particularly open to having their practices analyzed in relation to cross-cultural or leadership issues. Such studies are conducted, but internally, and outside contractors who work on such projects are required to maintain confidentiality and privacy. It is easy to understand why a company would take these steps, and why the research would not be widely shared or published. Not only is there a proprietary element to the resulting information in terms of corporate intelligence, but there is also the potential for the use of the information to provide for competitive advantage, particularly through continuous feedback initiatives. The unfortunate aspect of this is the lack of ability for scholarly and external researchers to access this data and to let it provide a richer and more robust understanding of the relationships and realities of cross-cultural leadership in context. Another issue is that even where researchers have obtained such information, there is a potential proprietary value to this information which can be sold as a package of services to companies as a means of increasing their competitive advantage. Just as Bass and Avolio's company Mindgarden conducts most of the proprietary testing and determination in relation to the full range of leadership theories, and the Hogan assessments have a proprietary approach to a suite of personality traits and motivations, researchers in this area might not have the incentive

or motivation to share the research in a public venue such as a peer reviewed journal. The result is a disparity between what is known in the internal corporate boardroom, and what is known by the academic and research community.

Are we even ready to define cross-cultural effectiveness?

The research is fragmented, with no unifying models of location, match, culture of origin, culture of work practice, cultural origin of a company, and the various possible combinations as variables and influences on what types of leadership will be effective or preferred by employees. There is inherent in the very concept that culture can define a leadership style, leadership preferences, and a good match or fit to situational variables, however, the modern world can be exceptionally complicated in this regard. A company might have its senior managers rooted in one country, operations in another country, and foreign workers from a third country actually fulfilling production and operations. Cross-cultural effectiveness is also making assumptions about the stability of traits based on national culture, and yet there is significant evidence in the research literature that cultural traits are changing and converging on more Western and individual dimensions around the world. While more research is needed, the early indications are that in fact business culture is globalizing and becoming more like the Western prototype of leadership in both behaviors and practices.

Stakeholders

There are multiple stakeholders in cross-cultural leadership and the research related to its effectiveness. These include shareholders, the board that they put their trust in to hire the best leaders for companies, managers seeking options and approaches, human resources professionals, workers, host countries, and investor countries. The level of detail needed in order to have a cohesive picture requires looking at individual, group, network and profile effects of interactions between cultures. Today, the Hofstede dimensions, despite their large sample size and years of data collection, do not really reflect the granularity that is needed by stakeholders today. There is also, however, a need to better understand, from the perspective of each stakeholder, what the purpose of cross-cultural leadership investigation should be focused on. This would contribute greatly to a narrower definition of purpose with the potential to lead to a more unified theory that is able to find meaning that goes beyond the numbers of self-

reported statistical survey samples.

Redefining Purpose

Closing the research gap, the practice gap, and the gap between research and practice itself requires a new focus on what data is required, and what framework should be used to analyze it. This should look at individual levels. Not only should determinations of culture be refined to beyond national boundaries to reflect the known variables of different generations, regions, and ethnicity, there is a need to also collect data on a broader level than the known variables. This can facilitate the use of big data methods of multivariate regression analysis which provide a more refined view of what actually occurs when this information is analyzed at scale. In this way, it would become possible to redefine the purpose of cross-cultural leadership research in a more practical way. This would include questions of situational contingency based on variables that provide for testable prediction of leader performance.

Conclusion and Discussion

Leadership style preferences in the corporate world have gone through fads and fashions, but there is a lack of clarity about relationships such as the effectiveness of leadership styles in diverse, cross-cultural and multicultural communication and business relationships. Continued research is needed, but thus far the underlying assumptions that research was based on show a considerable lack of cross-cultural competency. There are emerging new approaches, as well as tried and tested approaches that continue to be used in recruitment practices; however, it is time for research on a new level. Ideally, a new dialogue can also resolve issues of cross-cultural interpretation and American cultural dominance of assumptions**.** A new dialogue needs to also identify what culture means in this context as clearly it is much more complex than just national identity. It almost predicts a future approach where individuals are first matched to a cultural profile based on their traits and survey sample validation of norms, rather than making assumptions about culture based on their passport or place of birth. The common theme of the work to be accomplished is challenging assumptions while increasing collaboration and coordination. New forms of research allow for the synthesis and reverse engineering of results based on traits and variables, and this is an important and empirical approach which is likely to have a strong predictive value, but there also needs to be more accurate data collection,

which is based on more than self-reported information, and more qualitative approaches which reflect on the unification of disparate findings. Until then, practitioners and researchers continue to use their imperfect tools, but with increasing internally applicable knowledge, which is guiding business, but future efforts will lead to a narrowing of knowledge gaps, and increased efficacy of the concept of cross-cultural leadership in application.

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CHAPTER SEVENTEEN

PATERNALISTIC LEADERSHIP

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Abstract

In this section, leadership types presented in the literature will be discussed along with paternalistic leadership behaviors, dimensions, antecedents and consequences. Paternalistic leadership will be explained with the help of the related theories in the literature. When historical processes are examined, it can be said that leadership concepts and theories are at the focus of the research from the past to the present. From a holistic point of view, it is observed that each type of leadership behavior guided enterprises from different angles in different periods and these types of leadership complement each other. Paternalistic leadership is a supportive and needful leadership style in the chaotic and change processes of today's enterprises. Therefore, paternalistic leadership behaviors that support the internalization of the family structure within an organization will be explained in a conceptual dimension. Paternalistic leadership researches and findings in the literature will be interpreted and solutions will be proposed for new generation enterprises.

Introduction

In the age of information and digital transformation, enterprises have to fight against their rivals with the aim of raising their reputation and brand values, gaining a sustainable competitive advantage and increasing their profit margins. Businesses offer a variety of management and leadership models to keep moving with the speed of change in economic, demographic, socio-cultural, international, technological, political and legal elements. Moreover, environmental factors are not only limited to the

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general environment, but they also have direct effects on businesses. Customers, suppliers, substitutes, competitors and new entrants are such close or competitive environmental factors that direct businesses to make reactive or proactive strategic moves. Contemporary management techniques and appropriate leadership behavior models are required for enterprises to make long-term strategic decisions and internalize these decisions without them being resisted by their employees. In this respect, paternalistic leadership is one of the types of leadership behaviors that will adapt to the flexible structures of new generation enterprises. Paternalistic leadership is a style of leadership that reflects the example of a family structure in organizations and integrates them with authoritarianism, helpfulness and moral dimensions.

From the dynamics of today, digitalization, advanced technologies, new generation youth, artificial intelligence elements, and their results, the level of interaction leads to synergism and the system approach is examined in terms of how fast the world reveals. While change differentiates the structures of societies and organizations, leadership models and behaviors vary in this direction. Leadership theories put forward by researchers in the past have also focused on explaining different leadership behaviors; from the classical period to the postmodern period, paradigm breaks have occurred, and leadership theories have evolved by completing or replacing each other's deficiencies.

The traits approach, contingency models, task-employee-oriented models and many other typologies continue to be the subject of leadership research. In this respect, it is important to consider the paternalistic leadership type in detail to support organization research. Within the framework of these reasons, the literature on the concepts of paternal and paternalism are presented and a conceptual framework is formed within the scope of paternalist leadership. Afterwards, it is expected to contribute to both the academic and the business world with the results, evaluation and recommendations for future studies by evaluating the pioneers and results of paternalist leadership.

3. Paternalistic Leadership

Paternalist leadership is now the focus of the research in management [1]. The concept of paternalism is defined by researchers as a style of father-like leadership that combines support, protection, care and authority towards subordinates. The researchers defined paternalistic leadership as a hierarchical relationship in which leaders directed their professional and personal lives to resemble a parent and in which they expected loyalty and

kindness [2].

Paternalistic leadership has many definitions in the literature. The researchers interpreted paternalistic leadership as a style combining strong discipline and authority with the benevolence of fatherhood [3]. Paternalist leaders exhibit hard and soft measures in their three-dimensional leadership with authoritarian, helpful and moral behavior [4]. Ethical values, beneficial behaviors and strict rules against subordinates come to the fore [5]. Paternalist leadership can also be defined as a style combining strong discipline [3] and authority with parental support [4].

The most prominent part of the paternalistic leadership feature is the father-child relationship with a leader's followers. On the other hand, a leader takes care of his/her employees and helps them in every possible way. A leader will worry about the employees and the employees will remain loyal to the leader and the organization. A leader will also try to solve the personal problems of employees because if an employee has some problems at his/her home then he/she may not be working properly (not focused) thus the leader has to solve the problem. According to researchers, [3] there is a leadership style in which paternalist leaders will have a strong influence on their employees. A leader will give a platform to employees where they can present their ideas, but the decision will be taken mutually. They will keep their control over employees—they will also allow them to be innovative [6].

The followers of a paternalist leader show trust and loyalty to the leader. In this leadership model, employees are fully committed to their leaders' beliefs and do not work independently. There is a strong relationship between leaders and their subordinates, thus employees try to stay longer in the organization. This encourages them to communicate confidently about their problems with their leaders [7].

Furthermore, there are different opinions about the emergence of the concept of paternalistic leadership in the literature. In light of all these views, the paternalistic type of leadership emerged after analyzing the leadership behaviors of Chinese family firms operating in Taiwan, Singapore, Hong Kong and Indonesia [8]. With the development of the East Asian economic integration process and the increasing interest in commercial activities in these countries, there has been rapid economic development; thus, traditional leadership research which is based on distinctive traditional cultures has also been increased. Paternalistic leadership is influential in the Chinese business environment because it meets the twin requirements of successful leadership, success and harmony. Paternalistic leadership has also been criticized by Western influences for having absolute control and power inequality [9].

Accordingly, McGregor [10] is the pioneer of the research in the context of the neoclassical theory in the past, introduced a supportive infrastructure to explain the two main approaches to managing people, which are the X and Y theories in the paternalistic leadership type. In particular, the sub-dimensions of this leadership type can be better understood in the context of neoclassical management theories. The X theory as an authoritarian style of management does not like responsibility by the nature of people and is directed at an average employee. On the other hand, the Y theory is a participatory management style which assumes that employees are motivated by people; they will manage themselves without control and punishment. In addition, researchers clearly perceived paternalism as the theory X management style when they defined it as oppressing [1].

2. Dimensions of Paternalistic Leadership

The research in the literature shows that paternalistic leadership is gathered in three main dimensions. These are the three main components: authoritarianism, benevolent, and moral leadership. Authoritarianism means having control over employees; employees cannot decide on their own without consulting their leaders. Benevolent means a good relationship with employees; it means that leaders deal with their subordinates carefully and create a friendly working environment where employee satisfaction is reflected in the work outputs which will certainly be beneficial for the organization. Another important dimension is moral leadership where the leader follows the norms and standard principles, takes fair and ethical decisions, and will follow the same order. Moral leadership behavior will make an organization ethical and the whole team will be happy to work there [6].

Authoritarianism is a leadership dimension that demonstrates a leader's authority to direct his subordinates and demonstrates the obligation of every subordinate to obey the leader. Benevolent leadership can be defined as leading with great care and personalization of concerns about nature and well-being. The moral leadership style shows higher moral qualities, self-sacrifice and self-discipline [11]. Namely, authoritarian leadership is defined as a style that provides full authority and control over subordinates and requires indisputable obedience. It has a careful attitude towards the personal or family well-being of employees so is in the level of helpful leadership. Moral leadership can be seen as a leadership style that shows personal virtues, self-discipline and selflessness. While authoritarianism and benevolent leadership can lead to subordinates' gratitude and

reciprocity, moral leadership can increase the respect of subordinates [12].

Concordantly, authoritarianism is defined by attitudes such as image-making behaviors and didactic behaviors. Benevolent leadership demonstrates a leader's holistic and personalized concern for the good of his/her subordinates in both the work and non-business areas. It means treating the followers as family members and showing total concern for the followers [14]. Finally, moral leadership represents a leader's superior honesty and personal virtues, self-discipline and selfless behavior [13].

According to the research [3] in China, authoritarianism is negatively correlated with benevolent and moral leadership; it is also negatively associated with sub-results such as organizational commitment, job satisfaction, commitment to leaders, trust and organizational citizenship behavior. On the contrary, their identity, compliance and gratitude with leaders are affected by the benevolent and morality associated with each other in a positive manner. Once and for all, in the context of high or low distinction of displayed leader authoritarianism and benevolence, it is suggested that there are three types of paternalistic leadership: BDL (the combined display of high benevolence and low authoritarianism), ADL (the combined display of high authoritarianism and low benevolence), and CPL (the combined display of high authoritarianism and high benevolence) [15]. A detailed description of the dimensions that emerged as the final result of the research is shown in Table 17.1.

Table 17-1 Dimensions of Paternalistic Leadership [16-17]

Authoritarian leadership	Authoritarian leadership	✓ authoritarian style of leadership ✓ maintaining authority and status hierarchy (leader expects that subordinates respect his or her authority).
	Authoritative leadership	✓ authoritative behavior at a workplace ✓ expecting loyalty and deference from subordinates (leader considers loyalty more important than performance) ✓ establishing close and personalized relationships with subordinates (leader establishes close relationships with every subordinate individually)
Benevolent leadership	Person-Oriented Consideration	✓ the extent to which a leader, through the positive use of benevolent behavior, shows person-oriented consideration ✓ getting involved in employees' non-work lives (leader is involved in subordinates'

		✓ lives beyond work) creating a family environment at a workplace (leader behaves like a senior family member)
	Task-Oriented Consideration	✓ The extent to which a leader, through the positive use of benevolent behavior in shows they are task oriented
Moral leadership	Courage	✓ strong displays of courage
	Magnanimity	✓ magnanimous behavior
	Incorruptness	✓ No corrupt behavior
	Responsibility	✓ Responsibility
	Impartialness	✓ Impartial behavior
	Lead by Example	✓ Lead by example initiatives

3. Paternalistic Leadership Studies

Scientific studies in the literature showed that the paternalistic leadership model has been examined in terms of different industries, samples, unit of analysis, variables and methodologies. The research findings differed in this context. In this study, paternalistic leadership and Western leadership practices are investigated. A leader's positive effect on subordinates such as harmony and gratitude are emphasized in this research. According to the findings of the study, the control variables such as gender, education and position are founded as related human capital and power deputies and may affect their subordinates' reactions to their leaders depending on their size. Benevolent leadership has a significant positive effect on the compliance and gratitude of the sub-participants [7].

Another study revealed that leaders should value their employees, develop a common language in their behaviors and attitudes, and try to solve even personal problems. The monitoring of employees is important but with courtesy and care. As a result of the findings, it was revealed that charitable leadership had the most positive effect on employees, whereas moral leadership did not increase the motivation level of the employees. Employees take inspiration from their leaders; they think that their leader is the best but on the other hand, they think they cannot be like him/her because they believe that leaders live a very different life from them. They think that leaders' lives are easier than theirs and they do not have to deal with the daily problems that distract them. One of the most important findings of this research is the positive effect of benevolent leadership on all dependent variables [6].

Different research revealed the theoretical model of a relationship

between paternalist leadership and creativity. The variables of this link were examined both at the team and individual levels. The findings showed that three dimensions of paternalist leadership could affect team creativity with the effect of team-level inter-community conflicts and that employees could affect the creativity of subordinates with their influence on the psychological empowerment of their individual level employees [12]. Meanwhile, other research has shown that the two dimensions of paternalist leadership have a positive impact on organizational commitment, i.e. benevolent leadership and moral leadership. On the other hand, the conclusion is that authoritarianism does not affect loyalty. One possible reason for this is that it remains a dominant form of leadership in China, depending on the prevalence of Confucianism; therefore, a person cannot escape from the authoritarian governance by changing organizations [13].

Another study in the literature shows that authoritarian leadership is negatively related to the voice of employees. The empirical research results show that moral leadership is positively related to the voice of employees. In other words, if leaders do not use their authority to seek special privileges for themselves when they lead people according to their virtues. They do not benefit from employees for personal gain so employees are more likely to develop and propose suggestions [18]. Assuming that the concept of paternalistic leadership can be explained by theories, the importance of Pellegrini and Scandura's [1] research on the relationship between paternalism and the leader-member exchange theory can be explained in this direction. Since paternalistic leadership is very personal, the quality of individual relations with subordinates also strengthens this type of leadership. Certainly, in-group/out-group relationships are important in this regard, but they are not the only factor. Thus, there seems to be a lot of coverage of paternalistic relationships to show good or special treatment to individuals or groups. For example, the concept of Nepotism (*wasta*) seems to be a factor in relations in Arab countries in the context of paternalistic leadership behavior [19].

Researchers, in their study of Indonesian workers in Taiwan, conceptualized paternalist leadership as a three-dimensional structure that includes morality, goodness and authoritarianism. The research findings suggest that moral paternalist leadership has a positive effect on the psychological contract and that authoritarian paternalist leadership also positively affects the psychological contract. At the same time, authoritarianism is negatively associated with two dimensions and sub-results. The perceived leadership support is a subject of the psychological contract between employers and employees [20].

In the previous part, the definition of paternalist leadership and the cultural trend was mentioned. Accordingly, it was deemed appropriate to include a study conducted in China. The research findings reveal that Chinese employees have high expectations of moral leadership and transformational leadership and have moderate expectations of benevolent leaders, Chinese workers are least likely to prefer authoritarian leadership. Second, the high power-distance orientations of followers were found to be negatively related to authoritarian leadership preferences and moral leadership preferences and were not related to philanthropic and transformational leadership preferences [14]. While there are studies in many sectors related to paternalist leadership, studies have also been carried out in the sports industry. The aim of this research was to explore the effect of paternalist leadership on the sport and to investigate the interaction of this type of leadership with the achievement goals of athletes. Significant correlations were found between the achievement goals of athletes, paternalistic leadership and sportspersonship. In addition, authoritarianism interacted with the achievement of goals to predict sportspersonship [21].

According to the research carried out in the family enterprises operating in China, it was observed that this leadership model has upward communication. Upward communication creates a mediating effect between paternalistic leadership and organizational citizenship behavior. The existence of upward communication is extremely important for the development of paternalistic leadership. When it is evaluated from the point of view of employees, it has emerged that a reward is given to those who offer good ideas and who contribute [22]. The findings of another study revealed that paternalistic leadership has a strong effect on affective commitment but a moderate effect on continuous commitment. These findings can be explained by the individualized care of the paternalistic leader through encouraging employees to be identified with the organization and by encouraging employees emotionally [11].

Considering the fact that the studies on paternalistic leadership are mostly focused on countries in the Far East, there are often studies conducted in these regions in the literature. For example, measurement intersections in Taiwan and South Korea share benevolence characteristics and all moral character elements are similar to China. In these three societies, cultural, linguistic and organizational similarities can support these fundamentalist values, such as semiotic adaptation and similarity. However, paternalist leadership behaviors in Japan seem to have several core values; they were indicated by strong changes in the intersection of the three subscales [23].

As mentioned earlier, paternalistic leadership behavior is frequently encountered in studies in Eastern countries. The most important reason for this is that this type of leadership reflects cultural organizational processes and leaders in the Eastern countries. Considering the family business culture levels, it is observed that the three dimensions of paternalist leadership vary in different regions and reveal different results. For example, it can be said that family business culture levels are kept as a consistent structure in the case of China, but not in the case of Hong Kong. Moreover, the Hong Kong example confirmed the results obtained by those who had negative consequences or who were not non-contractors; however, authoritarianism and general paternalism have generally contributed positively to the perceived conclusions of workers in China [24].

The sub-dimensions of the paternalistic type of leadership also appear in the research findings. The most common of these dimensions was the low authoritarian leadership profile of both morality and benevolence. The likelihood of sub-responses matching the moral helpful leadership profile was related to more supervisor identification, more professional commitment, better task performance, and lower willingness. The likelihood of sub-responses matching the authoritarian profile was associated with more intention [25]. In addition, in both Eastern (for example, Taiwan) and Western (for example, the US) countries, paternalist leaders seem to combine seemingly incompatible behaviors and therefore a high level of authoritarianism and a high level of benevolence towards their subordinates [15].

When the effects on employees' performance are investigated, the findings are based on self-concept-based theory and the results show that authoritarian paternalistic leadership adversely affects the performance of employees because it undermines their organization-based self-esteem (OBSE). In doing so, this study further improves the understanding of the mechanism by which the authoritarian paternalistic leadership affects employees [26]. When the current studies were examined, it has been observed that authoritarian paternalist leadership has a negative and weak causal relationship with a supportive organizational climate [27].

Studies that explain the impact of leadership on organizational citizenship behavior have suggested that paternalistic leadership will be positively associated with organizational citizenship behavior (OCB) through internal and external motivational processes with confidence in leadership [28]. Finally, according to the hierarchical regression results of different research, it was shown that paternalist leadership has a significant effect on team-level tool identification [29].

Conclusion and Discussion

In summary, paternalistic leadership is an approach that is frequently seen in Eastern societies and contains cultural elements in its dimensions. The reason why such leadership is seen in Eastern societies is that they have a collective culture rather than an individual culture. In this context, the leader-member relations of the collective societies also differ.

Paternalistic leadership is a cultural phenomenon. This type of leadership is not a paradigm that implies the nature of a relationship between responsibilities and tasks. It contains mostly cultural and structural elements. Paternalism is a dominant cultural characteristic of traditional Eastern societies such as China, Japan, India and Korea. Paternalism can be explained in different contexts such as social, organizational and personal relationships [11]. A manager with this leadership style may be suitable for businesses with a more formal, hierarchical and structural inertia nature of not expecting creative ideas from their employees. On the other hand, it is an approach that is intentionally or unintentionally based on the idea that a leader is in a better position than the followers to know what is useful for his/her business and employees [20].

Another important discussion about this perspective is about the organization style. Namely, paternalistic leadership studies are frequently seen in family businesses. This assumption is supported by the idea of organization-leader harmony. In other words, the findings of the studies in the literature show that the paternalistic leadership model is frequently seen in family businesses.

In the context of family businesses, a paternalistic leader is defined as a company owner who steps back to an arbitrary role and leaves his/her successors to make autonomous decisions, strengthening values that promote compliance and accessibility, and the successors of the new management methods [4].

For future studies, paternalistic leadership research needs to concentrate on Western cultures. Cultural differences in Western countries and the individualist culture in some regions are explained by different types of leadership. Therefore, more concrete findings are needed to know why the paternalistic leadership model does not occur more frequently in these cultures. As a result, it is suggested that the concepts and variables in different behavioral models and the management literature should be studied in the theoretical perspective with this leadership approach.

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CHAPTER EIGHTEEN

COMPLEXITY LEADERSHIP

ZEYNEP EREN[1]

Abstract

The fundamental ideas of the intricacies inherent in the natural sciences were adapted by organizational and management sciences to give rise to complexity leadership. Leadership in this approach not only signifies a leader as being the one who aligns human behavior in an organization but also takes it to be a task at the system level. It allows an excessive number of semi-independent workers to exhibit unified collective performance in terms of organizational performance, adaptation, innovation and collective features, which is completely different from the conventional leadership strategies. Complexity leadership was initially put forward by Marion and Uhl-Bien (2001) on the basis of complex science, network science, chaos theory and computer and actor-based modeling. The fundamental ideals of complexity sciences are first described briefly, after which complexity leadership, important features, kinds and distinct strategies are explained. The Cynefin model that was a part of the application domain of complexity leadership was then assessed and practitioners were offered practical recommendations. Lastly, the research on leadership concentrated on the contributions made by the science of complexity and ensuing dispositions.

Introduction

A greater degree of innovation and adaptation than would be expected is required to be able to compete with rival organizations in the twenty-first century. Organizations need to improve their capabilities and to reformulate and modify their procedures, practices and strategies so as to

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adjust to the varying conditions in the external environment. This adjustment is imperative for organizations because, in current times, there are significant transformations. The bureaucratic central management model is the basis of the conventional leadership models which were appropriate for industrial societies and organizations. Nonetheless, the complicated, rapidly changing quality of information societies and the progressively challenging market conditions call for varying and flexible organizational structures and leadership strategies. To state it differently, a distinct leadership strategy is developed in every age. Very distinct features are exhibited by the information age and the information economy compared to the industrial society. Hence, it needs distinct leadership skills and attitudes. To fulfill the requirements of every age, new leadership methods are required. This idea forms the basis of the main motivation for multiple leadership strategies.

1. What Has Changed?

The existing era in which we live is known as an era of significant transformation. A very important development that forms a basis of this extensive transformation is the scientific growth that allows us to think in different terms about the world. Different scientists from the field of biology, mathematics and physics collaborated to give rise to chaos theory and complexity science [1] which has jolted the positive model developed by Newton and which has been at the forefront of science for several decades. Concepts like relativism, uncertainty and complexity that were developed in the latter part of the twentieth century caused the destruction of Newtonian mechanics and the positive model's comprehension of facts and events with respect to cause-and-effect relationships. A novel idea was presented to the world, events and phenomena viewed differently through this new model by putting forward various new ideas that were against the perspective of linearity, positivism, and the worth of which could be measured and determined through predictability. This new model is referred to as modern science and includes a number of theories. It is based on the premise that contrary to the positive model, nothing is linear, simple or predictable. In addition, nature essentially involves uncertainty and complexity and that to comprehend and explain it, novel theories, techniques and perspectives are required.

The last three decades have seen a rapid increase in scientific developments in a way that is equal to several years in the past. Keeping in view the pace and degree of developments that have occurred in information and communication technologies, it may be correct to assert

that the world is smaller and inter-linked to a large extent. The key attribute of this information age is flexibility, speed, availability of instant and comprehensive data and extensive technology. As asserted by Bauman, we are not only going through a shift from an economy led by the production and service industries to an economy of knowledge and innovation as well as experiencing a shift to a liquid society [2, 3]. Bauman [3] also stated that the liquid organization signifies a period in which there is a speedy transformation; however, the old has not yet been substituted and the new has not yet been created. According to Bauman [3], the twenty-first century world signifies liquid modernity, where

> …… traditional practices are rendered in-effective; or the modes of life attained are not suitable for the current situation of humanity; however, those approaches that will allow us to struggle against challenges and the novel life modes that are appropriate for the new conditions have not been developed and applied yet… [2]

In a similar way, it was asserted by Castells [4] that technology not only had an impact on the economy but also influenced and shaped all social institutions. He further asserts that this new model forms the foundation of the network society by referring to it as the age-old information model; Castells [4] stated that the features discussed below are a part of the information model:

- ✓ The foremost characteristic of this new model is that information is its raw material. The present-day technologies are information-oriented; similar to earlier technological revolutions where only information is not technology-oriented.
- ✓ The second characteristic is linked to the distribution of the impact of new technologies. Since information is a very important aspect of every human function, the new technological means directly determine all processes that are a part of our individual and collective existence.
- ✓ The third characteristic is that the networking logic is used by a system or a group of relationships that utilize these new information technologies. After spreading the nets, the growth also curtails. There is a significant increase in the advantages of being a part of the networks because of the greater number of connections. Nonetheless, with this development, the consequences of not partaking in networks also increase because there is a decrease in the access of people external to the network. "The purpose of forming networks is not only to communicate but also to acquire a location to eliminate from communication."

- ✓ Flexibility is the fourth feature of the information model. The processes become reversible because of the restructuring of the parts, which also modifies organizations and institutions. This feature is particularly inherent in a society that is essentially going through continuous change and organizational fluidity. It is possible to reverse regulations without affecting the organization as the material foundation of the organization can possibly be restructured and reformed.
- ✓ The final characteristic of this technological revolution is linked to how particular technologies slowly transform into an extensively integrated system. It is not possible to consider one aspect with respect to the industrial policy while disregarding the other [4].

To sum up, the third crucial revolutionary development may be referred to as the information revolution or the digital age that occurred after the agricultural revolution and the industrial revolution. In this revolution, information and communication technologies were developed along with the internet and the information society. The most important characteristics of this digital age revolve around information, the growth of information and internet technologies. Moreover, the internet usage, interdependencies, complexity, flexibility, speed, horizontal and network relations may be referred to as organizations. Human life has been transformed by the information economy that has been generated in this revolution which also modified the content of abilities, the way work is carried out in an organization, and the entire social life because the production methods have changed. A whole is generated by the system due to interdependencies. Production occurs in new historical conditions by means of the network of interaction among international enterprises in which competition occurs. The globalization process is evident here. Hence, this society is referred to as the network society by Castells [4].

The fourth industrial revolution is discussed keeping in view the events of the past few years. This revolution is known as Industry 4.0. The foremost and most distinguishing characteristic of this digital age is that it has been discussed most often in the past few years. It was in the year 2011 that the term Industry 4.0 was initially used in an initiative having the same name and was employed as a means of enhancing the competitiveness of the German manufacturing industry. The revolution was accepted by other sectors with the passage of time [5, 6]. The rapid transformations in information and communication technologies extended the disparity between virtual reality and the actual world. Industry 4.0 seeks to generate a social network in which there are interactions among

machines, the Internet of Things (IoT) and the People's Internet (IoP). This enables devices to communicate with manufacturers to generate a cyber-physical production system (CPPS). With the help of this, industries are able to assimilate the real world into a virtual world and machines are able to gather, evaluate and even take decisions on the basis of real information. Such concepts are not evident so far, however, the characteristics and innovations of Industry 4.0 which enable automation to take one step ahead are discussed below [6, 7, 8, 9]:

- ✓ **Cyber-Physical Systems (CPS):** The purpose of a cyber-physical system is to assimilate the computing tasks with the physical procedures. This implies that the physical procedures of production can be tracked by computers and networks in a specific process.
- ✓ **Internet of Things:** The introduction of Industry 4.0 was brought about by the Internet of Things. Through the Internet of Things, objects and machines such as sensors and mobile phones are able to interact with one another. Because of technology integration, objects are able to work autonomously and can resolve issues. Hermann, Pentek and Otto (2015) stated that things and objectives may be comprehended as CPS. Hence, IoT may be described as a network in which CPS works using varying addressing mechanisms.
- ✓ **Smart Factory:** A critical feature of Industry 4.0 is smart factories. Hermann, Pentek and Otto (2015) stated that the smart factory may be considered as a factory in which CPS communicates using IoT and facilitates individuals and machines in carrying out their tasks. Various metaphors like dark factories are also utilized.
- ✓ **Internet of Services:** An electronic device can be easily linked to a different device or to the web in the present times. However, when connections with different devices are made, complexities are generated, and the utility of every invention made is threatened. The objective of the internet of services is to develop a context in which the process is simplified, and each connected device is used in the most ideal manner.

It is evident that this age of Industry 4.0 extends further than just the digital age, moving through the production processes. It extends further than the means of unmanning, the combined issues of problem-solving measures linked with internet technology, using extensive technology including the machine-human interaction and machine-machine communication. It consists of complicated interaction procedures which have been termed fully interfering.

The greater possibility of gaining access to extensive data in real time is another characteristic of this existing era. The technological development has provided unbounded access to more extensive data, not only within an organization but also from outside of an organization, which has caused the data acquired to change to big data [9]. The quality and quantity of software employed for gathering and evaluating the data offer a more substantive assessment of the data acquired and offer the likelihood of making decisions based on the data. Organizations are able to formulate more meaningful and qualified assessments in various domains such as product and service development, productivity and customer experience because of the availability of the extensive data. It makes them capable of taking particular steps [7]. Similarly, since the data obtained is in real time, organizations are able to make rapid decisions and react more quickly to environmental changes. Thus, organizations are able to not only fulfill customer requirements instantly but are also able to determine and mold ensuing demands [6, 8]. Moreover, because of uncertain borders, organizational loyalty is not accessible; thus, due to interdependencies among organizations within an ecosystem, every organization becomes a member of networks. Because of the rising devotion to Industry 4.0, organizations are able to assess the network's place of which they are a part more effectively and are able to gain greater advantages from the data acquired in real time.

Nearly all contemporary organizational theories have acknowledged the significance and importance of an organization's adaptation to internal and external conditions for their survival. Organizations are able to survive by adjusting to environmental conditions outside the organization and to the ecological conditions within the organization. Even though various explanations are presented by different methods used by organizations, the most important aspect is the fact that it is not possible for organizations to remain operational when they do not adapt to the changes in the environment. To ensure that an organization remains operational in the future and to sustain its existence, while also adjusting to the innovations emerging in the external surroundings, it is imperative to have continuity in the routine and effective tasks—making it essential to create an equilibrium between the two. These two critical areas of the organizational operation have been explained by Levinthal and March [10]. 1) Identifying the development of new skills, knowledge and processes and transmitting innovations to an organization (exploration) and 2) describing the application features such as how prevailing knowledge, capabilities and skills can be used effectively within an organization (exploitation). For an organization to survive, a balance between the two is needed. This is

because making an organization ready to face ensuing requirements calls for flexibility, speed, change and creativity, whereas fulfilling the existing requirements of an organization and sustaining the organization's functionality requires control and stability [11]. Contrary to one another, these two organizational functions may be backed in concordance with one another. Nonetheless, it is not easy to perform these two distinct tasks together.

Organizations can adjust rapidly to the external environment when they have organic structures. On the other hand, mechanical structures are also required for ensuring the working of an organization and sustaining the daily routines [12, 13]. It is imperative for organizations seeking to adjust to innovation to shift to new opportunities rapidly, employ more proactive techniques, acknowledge a greater degree of flexibility and autonomy for the employees, distribute decision-making authority, and develop an organizational structure in which there is a greater distribution of oppression and forces while sustaining stability. For this, the formal structure needs to be retained and control and regular operations need to be sustained. The first concentrates on innovation whereas the focus of the second is on efficiency. The main responsibility of leadership in organizations is to maintain the pressure developed by the opposition between these two and maintaining the balance. The fact that organizations keep developing, growing and sustaining their presence in markets to a greater degree is why change and innovation take place in our age at a rapid pace. Nowadays, it can be asserted that keeping this dilemma in equilibrium may be more complex as compared to the previous years and could be very difficult for leaders to achieve.

Leadership is a complicated task that has been examined for many years; however, a full agreement regarding its definition is still lacking [14]. There are several theories that describe the leadership process and where it originates from. These theories showed different ways in which the leadership process is complex. In these theories, an act or behavior of leadership is exhibited and power relations between a leader and his/her subordinates while concentrating on the leader and group procedures. These theories explain followers in a varying manner; similar to the transformational procedures that call for the completion of work or integration of different skills that ensure the success of a person in leadership [14–16]. The analysis of the last 100 years shows us that it is not possible to reject the significance of a leader in leader-follower interactions that occur in leadership. Nonetheless, in the present times, the focus of leadership studies is not only on leaders but also on followers, situations and cultures [17]. The type of transformation anticipated for the

future has been described under six headings of megatrends referred to as Leadership 2030 (Table 18-1) by Vielmetter and Sell [18].

Table 18-1 Leadership 2030 Megatrends

Globalization 2.0 → Glocalization - Extending the economic domain to an international yet powerfully localized field - Previous developing regions turning into equal business partners, owners, consumers
Environment and Sustainability → Environmental Crisis - Decline, regeneration and circularity—changes in processes and business models - CSR and social responsibility are becoming a critical market challenge
Individualization → Power to the Person - Increasing effect of personal requirements and multiform beliefs, distinct from a designation or target demographic - Customization, segregation, networking, diversity and shifting devotions
Digitalization → The Virtual Human Being - New associations between customers and suppliers, open information and fundamental collectivity - The digital age of customers, stakeholders and employees
Demographics → Growth and Aging - There is a rising pressure on social structures and associations because of the growth and aging population - Lack of skills, gaps in generation and issues revolving around diversity
Technology → Nano-bio-cognition Combinations - The assimilation of knowledge and approaches cause disruption in products, market and distributional advancement - The age of knowledge stresses on development and innovation as well as organizing that is based on knowledge

Source: Vielmetter, G. and Sell, Y (2014). *Leadership 2030: the six megatrends you need to understand to lead your company*. Amacom, New York [18].

Apart from the skills that will fulfill the requirements, it is imperative to alter the leadership styles of our times; also, the attributes of communities and associations and collaborations instead of individuals. This transformation is referred to as a change of models by several authors; it involves not just singular associations but also multiple, complicated and shared associations. Moreover, this period has seen an increase in rapid transformations. The external environment of organizations and their internal conditions are going through changes because of the changes in the external environment conditions in the past few years. Keeping in view the opinions of those working in an organization, it is only natural that the means of guiding people for the routine tasks of an organization should also be modified as the production methods and work behavior are also changing. Therefore, when a leadership style [2] is developed by every cycle, its leadership style will be developed by Industry 4.0. In this respect, the existing leadership methods

are quite distinct from the conventional leadership styles, which were developed in the past few years. The basis of conventional leadership methods is the bureaucratic central management model which is appropriate for industrial societies and organizations. Nonetheless, because information societies are intricate and rapidly changing, the market conditions are becoming challenging so distinct and flexible organizational structures and leadership models are needed. This need can be fulfilled by having an appropriate leadership approach in complicated systems. This approach puts forward a novel paradigm for leadership that relies on complexity sciences. The complexity theory defines leadership as the creation of adaptive outputs (learning, innovation and adaptation) as a product of the dynamics of intricate interactions [19, 20]. The intricacy of leadership can be comprehended by first describing the primary perspective and ideals of complexity sciences.

2. Complexity Theory

The basis of determinism was defined as the positive paradigm that was considered as the official perspective of contemporary sciences for many years, was based on the observations of Newton. These were referred to as a giant machine that could be examined as deterministic, disjointed parts of the entire universe. As exemplified by Newtonian mechanics, this perspective is based on the scientific fact that all things depend on the cause-and-effect relationship, and a linear association exists between them, presuming that the operations of the universe are completely in accordance with measurable, mathematical and predictable laws and that this world never experiences any kind of random behavior [21, 22]. The followers of Newton and the scientific paradigm adopt the idea that if you are somewhat aware of the foremost conditions of a system and comprehend the laws of nature then you may be able to determine the behavior of the system to some degree [1]. Reduction and objectivity have gained much by the positivist paradigm that has led scientific thought processes and research for a very long time in the domain of science and social sciences. Positivism involved the objective distinction and separation of phenomena from the procedures and factors surrounding them, which were then modified to observable and measurable qualities [22]. Nonetheless, the latter part of the twentieth century saw a few developments and the emergence of a new theoretical background showed that there were complex, non-linear correlations in nature as well as in various domains. All social systems involved non-linear correlations within the environment and the way people and organizations behaved [23, 24]. It is asserted by

the supporters of contemporary sciences that there are three things that define twentieth-century science: quantum mechanics, relativity and chaos. These proponents imply that chaos is soon going to turn into the century's third major revolution. Similar to the earlier two revolutions, chaos separates them from the fundamental ideals of Newtonian physics:

> "The Newtonian ideals of absolute time and space suffered a setback due to the theory of relativity; the quantum theory destroyed the imaginable measurement procedure; and at present the chaos theory is damaging the determinist predictability fantasy of Laplace" [1].

A novel point of view is presented to the world by a series of theories and studies that are referred to as complexity sciences. This view is a substitute for conventional sciences in comprehending the behavior and mechanisms of complex systems. This new perspective is referred to as modern sciences in the natural and physical sciences; it provides novel conceptual methods and approaches for comprehending and describing complex systems. A few people consider this new perspective to represent the change in the model presented by Thomas Kuhn [25].

It was previously stated by Poincaré in 1882 that vast variations could be experienced in the final case because of small differences in the original conditions. The basis of chaos is quantum physics which is actually a sub-division of physics of actual sciences. It is suggested by chaos that even a minor element where the systems are working in a particular order but facing neglect, can have severe effects on the system order. Even a very small variation can lead to extensive chain reactions [1, 21, 24, 25].

Complexity is a system that displays a spontaneous order, is natural and exhibits a response which is completely self-organized [27]. The Santa Fe Group regards complexity as that feature of the universe that is miscellaneous, rich and has manifold aspects which are not comprehended if it is studied in an integrated and cohesive manner, since the universe is diverse. Thus instead of keeping a keen eye to explore every minute detail, many parts of the universe can be understandable by looking at the patterns, forms and principles. Complexity focuses on innovation, invention, comprehending new things and making discoveries [28]. It can also be regarded as the progression of any system [26]. The theory of complexity as explained by Coveney is studying the capability of single and synergistic units to develop and also to delve deep into the study of their performance and behavior for a particular period of time [29]. The complexity theory is about the interactivity among diverse agents which are arranged together; it is also about that how creativity, innovation, invention, and learning evolve from the interactions [23, 30, 45].

During World War II, complexity theory came up because of many external sources. Among those sources, nine interconnected fields of research emerged which are pivotal to the overall theory as they provided the basic and crucial construct for the further development of the theory. Different system theories emerged; the system thinking provided the idea of positive and negative feedbacks, of biological frames as an entire organic system, along with shedding light on boundaries. The notion of chaos, turbulence, attractors and furcation were provided by the non-linear dynamical theory. The complex adaptive system theory developed the idea of forming and evolving new systems of synergistic agents. Networking, interactivity and connectivity were developed and evolved in accordance with the graph theory which is completely scientific. Lastly, there is an emergence of the original order which comes to the surface through phase transition, interaction, synergistic and Turing's morphogenetic model [31].

Complex systems are not only bound with living beings [32] but can also be aligned and created through non-living objects such as mind, languages, bacteria. The following are some of the features of complex systems [1, 32, 33, 34]:

Complex systems are comprised of different elements and when they are small in quantity it is possible to comprehend the behavior and functioning of those elements through traditional and conventional approaches, however, if they are large in quantity then they cannot be studied through traditional approaches. Elements forming the complex system must have connectivity and must interact with each other dynamically; they can interact with more than one element and influence each other. The interaction between elements does not need to be merely physical; it can be information transfer [1, 32]. In a system, if instead of tightly coupled elements, only loosely connected elements are present then they also perform the same functioning as that of the tight ones. It is also highlighted that the functioning and performance of elements are not exhibited only through interaction with some of the elements; rather they should interact with the whole [32].

One of the preconditions of complexity is that connectivity and interactivity in complex systems must be non-linear because it provides a surety that any small and minute cause can ignite certain essential consequences and vice versa [1, 32]. In the complex system, elements are not chained; however, they can have access to each other through various routes and can establish an interaction. In this regard, diffusion and circulation can be achieved and the resulting output and impact can be controlled [34]. In the complex system, the effect and impact are cyclical in nature and the feedbacks can either be positive (evolving, stimulating,

developing) or negative (stunting, lowering) and also take place after the result. In the light of technical terms, this system is regarded as recurrence [32].

It is very difficult to explain the boundary of any complex system because they have an interaction with the environment [34]. The scope of any complex system is totally dependent on the observer, is molded by his position and is determined for gaining an identity of the system. This whole procedure is called framing [32]. Complex systems have a peculiar history—they function under balanced conditions. It means that a continuous and spontaneous flow of energy is needed for the proper functioning of the system and they are completely responsible for the performance. Complexity is the result of the interactivities between multiple elements [32, 34, 45]. It is produced through the results of spontaneous and constructive interactions between different elements which form the basis of complex systems by only the limited and peculiar data provided to it. Every element that forms the complex system is not aware of the overall behavior and functioning of the other elements. It is only responsible for its own behavior. When a complex system is treated as a whole, instead of focusing on individual elements, the focus is targeted on the complex structure which is constituted by these elements.

It is essential to study and understand the fundamental concepts of the complex theory to understand the complexity viewpoint and its various features and aspects. Complex leadership is an approach that is based on the principles, patterns, structures and forms of the science of complexity. These notions and concepts are very important in studying how leadership influences the work, its types and the prerequisites in the organization. The following are some of the concepts of complexity [32–36]:

- ✓ **Interaction:** Theorists study the particular structures and patterns of the mechanisms and functioning of the productive interactions that evolve from a huge number of agents; these complex interactions produce feedback by forming a crucial domain of influence and impact. The models, forms, units and dynamic behavior which are consequently produced because of these interactions are completely different from the interactions which take place in non-linear combinations.
- ✓ **Dynamic:** The complex system does not follow and produce static events, rather it is a system which continually changes and produces something new in the process which is called dynamism. Though a complex system is defined by stability, it is formed and created through spontaneous changes.

- ✓ **Adaptation:** Adaptation means that the complex system should be capable enough to mold itself according to the new conditions or it should change its position in accordance with the systemic pressures. There are two levels of adaptation; individual and collective adaptation. Individual adaptation involves the individual inclinations and such adaptations between different agents in a system are obstructive; they settle an individual and collective conditions, consequently forming a collective adaptation.
- ✓ **Mechanisms:** There are some mechanisms which foster complex dynamics whereas other mechanisms are universally existing, and their behavior and functional patterns provide a platform for units, agents and chains. There are four complex mechanisms that include "correlation (resonance), aggregation and clustering, autocatalytic and non-linear development." Resonance is formed through the interactivity between these agents and units and comprises certain mutual characteristics such as preferences, likes and dislikes, common views and beliefs; it also adds the emergence of the second mechanism; aggregation and clustering. Autocatalytic mechanisms are responsible for the emergence of new structures that accelerate and amplify the other mechanisms in dynamic circumstances. The non-linear development is responsible for impulsive developments.
- ✓ **Self-Organized Criticality:** It is highlighted in the sciences of complexity that any minor or small event described in the chaos theory is responsible for massive and enormous outputs and this fact enables us to comprehend the pivotal and fundamental concepts of non-linear behavior. Along with it, the critical threshold is described as any casual event emerging and occurring in any range in the complex system and not influenced by any external sources such as environmental factors, pressure or the impacts of leaders [45]. It is also stated that self-organized criticality and divergence are the mechanisms which lead to the formation of non-linear behavior.
- ✓ **Dissipative Structures:** Dispenser structures are created when the energy is degenerated; this disintegration of energy is regarded as a lack of the order that releases the energy which is needed for the creation of dispenser structures. The creation of the order is dependent and linked with the increased amount of energy that is being released. Contrary to the critical threshold, energy consuming structures are influenced by environmental factors and external

sources. As per Prigogin [45], dissipative structures consume energy but do not cause any decline in energy.

- ✓ **Emergence:** Emergence is defined as an impulsive change that leads towards the formation of a state of stability which is not in need of any energy consumption structure even if any event occurred around it, and consequently produces a new order. It also takes place because of the sudden and unpredictable interaction taking place among different elements instead of the connectivity and interactivity of one single element.
- ✓ **Complex Adaptive Systems:** They are defined as those evolutionary networks created by the interdependent agents or units that connect with one another because of the common and shared preferences. They are also the fundamental and pivotal units of complexity leadership and theory. Those adaptive systems that comprise heterogeneous and diverse agents influence one another and are capable of learning, adapting and having the tendency to solve multiple problems [32–36].

Theorists regard complex organizations as complex adaptive systems as they comprise multiple interacting agents [35] and though the theories of complexity first emerged in the natural sciences, their influence has spread and progressed in social sciences as well [32].

3. Complexity Leadership

Complex science provides a link between social and natural sciences as it states that the biological, social and natural systems can also be explained and comprehended by the rules of complexity. The complex adaptive system provides a micro-level view of complex systems and chaos theories are responsible for explaining the behavior and functioning at the macro-level.

An organization is defined as a group of people interacting together so that they can achieve common and shared goals. According to Argyris, an organization is a complex human mechanism which is designed to achieve specific goals [37]. According to Bernard, it is a strategy of synchronized actions [38]. For Morgan, organizational theories are a metaphor and a vision to observe. The features of an organization are determined by its approaches. A viewpoint differing from that of positivists is originated by the complexity adaptive approach for the organizations.

In recent years, some of the scientists have equated organizations with the complex adaptive system by using certain dynamic approaches so that

they can study the advantages of the complex system in a chaotic and unpredictable environment [41, 43]. According to Nonaka, the chaotic environment provides an opportunity for an organization to explore new patterns; it also provides a platform with multiple options to comprehend organizations [44]. For Stacey, the non-linear feedback system is vital for managers to comprehend if they want to manage and align their organization with management sciences [43, 45]. He further asserted that an organization can easily implement the idea of complexity sciences (Table 18-2) for this purpose.

Table 18-2 Principles of Complexity and Organizational Meanings

Complexity Principles	Organizational Phenomenon
Self-organization and Emergence	-A group interact together spontaneously to perform a task and their task is not influenced by external sources -Emergence of information and ideas because of interaction in the group
Chaos	The selected candidate does not occupy the post of power and status
Adaptive behavior	Learning and adapting of a group in a coordinated network
Co-Evolution	Groups, agents and individuals influencing and impacting each other by sharing a common and mutual ecosystem
Self-similarity	Different levels of hierarchies and binaries display a modified form of conventional corporate culture

Source: Gupta, A. & Anish, S. (2015). Insights from complexity theory. Tejas: http://tejas.iimb.ac.in/articles/12.php [42].

A theory is produced by an author in which the organizational change is acknowledged and considered as it employs complexity and provides an essential theoretical framework [43]. In accordance with this: [45]

- ✓ Every organization is connected to other organizations and people through the web of non-linear feedback loops.
- ✓ Every organization is inclined and targeted towards stability; it is a human need to acquire equilibrium and stability and remain stable through control processes, but they become unstable due to furcation, deviations and the human need for invention and innovation.
- ✓ The mechanisms of successful organizations fall under the category of unpredictable irregular cycles and under qualitative patterns.
- ✓ Successful and prosperous organizations encounter an unidentified future because of the internal mechanisms and dynamics.
- ✓ Agents are not able to monitor and control the long-term future because they cannot apply analytical and long-term planning

methods to the unknown future, thus, they use these approaches only for a short time.

- ✓ Long term planning must be a spontaneous and automatic process which should be able to evolve different strategic directions. Political activity and group learning may be helpful for managers in this regard and they must consider similar conditions while operating.

Complex adaptive systems are represented by their self-organization capacity. Cilliers [32] considers self-organization to be a natural structure or order. In this process, intrinsic and structural variables of complex systems are adjusted and changed, taking into account the requirements and expectations of the environment in order to create, change and develop through the adaptation to these variables. Complex systems are able to become more dynamic by providing these fast, adaptable and intrinsic-extrinsic variables with rapid and novel solutions. This capability also represents how much organizations are able to learn [45].

According to modern organizational science researchers, complexity is a set of tools or a methodology rather than a management technique. McMillan [45] suggests that each new theory in science requires time to be able to get into the limelight and receive an initial response. It is really normal for complexity to be suspected in the initial stages. Nowadays, there is no application, metaphor or technique in complex adaptive systems due to the fact that the science of complexity views reality in a more comprehensive manner [41]. This new viewpoint indicates the existence of methods of understanding and working with complex organizations through the characteristics of complex adaptive systems [41, 42]. In particular, the science of complexity has given fresh answers to the criticisms related to there being insufficient empirical data by using new analysis tools [47]. Under these circumstances, organizational change, organizational design, organizational strategy, corporate structure and corporate culture are considered as the units of analysis for allowing better understanding and to explain the organization of the science of complexity. The analysis units contain qualitative analysis, actor-based modeling, use of mapping techniques, and positive and normative analysis for understanding and explaining organizations [42]. As per the science of complexity, the world is in need of new conceptual methods and tools with varying definitions, dynamism, unpredictability, and internal order. The network of science and the social network analysis have contributed the most to the provision of new conceptual methods and tools for the required researches involving drawing, classifying, analyzing and interpreting

complex networks [48] [39]. The explanations have been so thorough due to the following reasons:

- ✓ This era has gone through a lot of great changes. It must be realized and accepted that human life, the economy, modes of production, lifestyles, organizations and most things are dependent on these important changes and transformations. There should be a natural evolution within leadership with the changes in people, life, organizations, and all relationships of this age. Initially, this change is to be known and accepted by a leader.
- ✓ The ability to adapt increases the chances of survival of organizations – survival is directly proportional to adaptability. Factors such as dynamics, creativity and learning influence adaptability. The main concepts and viewpoints of the complexity of leadership based on complexity theory have to be understood for properly explaining this theory. Firstly, the new model of the perspective of complexity theory has to be understood.
- ✓ The second industrial era faced no insufficiencies due to the development of conventional leadership theories and approaches, which were considered out-of-the-box in their era. With that being said, there is a need for new leadership approaches because of the differences in the necessities of the digital revolution and the fourth industrial revolution. Understanding the aspects of this era is needed for the development of the leadership approach pertaining to this time.

Current leadership approaches are encountering challenges when applied to complex leadership. In the leadership studies discipline, there has not been much time since the complexity perspective was introduced. Similarly, the field of studying leadership through the complexity lens is yet to mature [19, 23]. However, some researchers have had their focus on using complexity sciences to reframe and advance the leadership discipline for more than ten years [20, 23].

Complex adaptive systems and small network corporations are led and managed through complexity leadership. This progressing area of expertise came into existence in the early twenty-first century and is based on understanding the dynamics and context of leadership under complex circumstances [2, 23].

Complex Leadership Theory (CLT) assumes that complex system models can be used to explore human interaction dynamics. Afterwards, it attempts to identify the meaning of leadership in a complex adaptive system revolving around the interaction of humans in a social network

[35]. Accordingly, this approach cannot be compared to conventional leadership approaches.

According to CLT, leadership is the system function whose purpose relates to changing how people or groups interact with each other within a complex adaptive system of interactions; both in terms of ends—the destination of the system, and means—the way of getting there [33].

In the leadership studies discipline, there has not been much time since the complexity perspective was introduced [19, 39]. However, some researchers have been attempting to apply complexity sciences to reframe and advance this field for more than ten years [19]. The researchers studied it with respect to dissipative processes management [50], generative leadership [33] [51], leadership as meta-capability [35], adaptive leadership [52], complex responsive processes [54] and complexity leadership theory [20, 23] to achieve this goal.

With the appropriate basis on the concept of dissipative structure, MacIntosh and MacLean [52] used complexity sciences to provide organizational transformation with one of its first frameworks. Effective transformation is supported by their specific, three-stage sequence of activities. Hazy made efforts in getting to know more about the operation of this type of meta-capability within a social system and its possible effects on adaptation and performance due to different environmental changes. Through system dynamics modeling, he verified the existence of various patterns of transformational or transaction leadership on the basis of the environment [36].

A complex dynamic process that is not limited to personal potentials and depends on the factors that decide how perception and understanding will change (i.e. interaction, tension, and rules) is the adaptive perspective of leadership [52]. An action event that is described taking into consideration the dynamic interactions of its actors can be termed as a leadership event. A leadership approach through which the context used in making complex systems innovative can be acquired is known as generative leadership [33] [51]. Generative leadership helps to manage complexity and institutionalize innovation that enables individuals and groups to have balanced interaction and connectivity. Generative leaders are more focused on the creation of circumstances that assist innovation instead of the development of personal creativity or traits [36].

Administrative, adaptive and enabling are the three leadership functions that are fundamental to the complexity leadership theory [23, 20]. These roles are not limited to only individuals and actions:

1- **Administrative Leadership:** The way managers handle organizational activities (such as bureaucratic tasks) can be termed

as administrative leadership. The hierarchical level of the system determines the nature of this administrative leadership. Managerial leadership goes from top to bottom in terms of authority and position. Accordingly, it has the authority to partake in the decision-making processes of a company. It is suggested that administrative leadership exercises its power considering a company's requirement for adaptability (i.e., adaptive leadership), learning and creativity (pertaining to the structure of CLT). This is due to the fact that the actions of administrative leadership can greatly affect these aspects. An example can be that an enterprise can face insufficient adaptive capacity by deciding profitable efficiency to be exercised in an unstable environment [20].

2- **Adaptive Leadership:** An emerging, interactive force producing adaptive results in a social system is called adaptive leadership. Interactive communications (also referred to as the "spaces between" agents) produce such collaborative change movement in a non-linear fashion [52]. Asymmetrical interaction results in adaptive leadership [32]. There are two kinds of asymmetry: the one concerned with authority and the one concerned with preferences (such as discrepancies in beliefs, skills, knowledge, etc.). A dynamic of interdependent agents instead of an individual's action can better define adaptive leadership. It is required that adaptive leadership shows its importance and influence that changes the social system and exists within a proper structure, the neural-like network of complex adaptive systems and agents (in terms of complex adaptive systems i.e. network dynamics) for it to demonstrate importance and influence.
3- **Enabling Leadership:** Administrative and adaptive leadership are able to avoid conflict if leadership is enabled; this covers assistance with disseminating unique products of adaptive leadership to the top and through the formal managerial system and the management of the organizational circumstances comprising adaptive leadership [19, 23].

Actions emerging from the interaction and adjustment of complex adaptive systems to tension (such as discrepancies or barriers) can be defined as adaptive leadership. Instead of acts of authority, we can call these actions an informal emerging dynamic. Such actions can emerge everywhere and entail adaptation, creativity or learning. The way informal managers handle activities for achieving prescribed results influences administrative leadership. Organizational strategy management, crisis and

conflict management, resource allocation and vision-building are a part of this. Bureaucratic and hierarchical functions demonstrate administrative leadership that focuses on aligning and controlling. Stimulating the circumstances under which adaptive leadership can progress and prevent a conflict between the emergent (adaptive leadership) and the bureaucratic (administrative leadership) functions of organizations enables leadership [20]. Although the nature of such leadership depends on hierarchical position and level, every organizational level can partake in it [19, 36].

Giving organizations the ability to adaptively respond to issues using network-based problem-solving is the subject of the Complexity Leadership Theory that helps organizations and subsystems that produce knowledge to manage rapidly changing and complex issues. Furthermore, systems can manage simple problems and become more creative as per the theory [20]. Consider the following complexity leadership model and assume that:

1- Bureaucratic models that go from top to bottom are fundamental to leadership models of the past 100 years. Although a more knowledge-based economy does not suit these models, they can definitely contribute to an economy based on physical production. According to complexity sciences, a model that considers leadership to be a complex interactive dynamic that produces adaptive results (such as adaptability, innovation and learning) should be used for leadership [20].
2- The theory expects hierarchy to have a hierarchical structuring and different enabling and adaptive functions.
3- For this theory, the analysis is measured in the CAS. The intention of the researcher differently defines the limitations of CAS, which are also identified; they can always be considered as open systems.
4- Leadership is a function that only exists in interaction, but it is defined.

Snowden [56] considers that each possibility that can be encountered and experienced cannot be described by only order and disorder as complexity is required as well. A variety of epistemological approaches are needed for these different ontologies (such as to react, interpret, make sense of, and the way to understand what is needed by varying business environments). There is the adoption of only one ontology in a number of managerial approaches. Cause-and-effect relationships have produced the ideology of order, which can contribute much to re-engineer and structure companies. For organizations, it is mostly suggested to aim to avoid the state of disorder and confusion [56]. The following are the four Cynefin

domains [34, 56, 57]:

- ✓ Simple or known, involves a clear connection between cause and effect. For this domain, it is appropriate to Sense—Categorize—Respond (SCR) before applying a best practice. Weak links in companies should be worked with in a centralized bureaucratic manner in this domain.
- ✓ Complicated or knowable, involves the analysis or some other type of investigation and the use of expert knowledge to see how cause is related to effect. For this domain, it is appropriate to Sense—Analyze—Respond (SAR) before applying good practice. A great percentage of scientific researches and metric organizational structures take place in this area.
- ✓ Complex involves a retrospective view and discards an advance view of how cause is related to effect. For this context, it is appropriate to Probe—Sense—Respond (PSR) before allowing the emerging practice. This is also concerned with the aspects of complexity theory of biological disciplines.
- ✓ Chaotic does not correlate cause to effect at the systems level. For this domain, it is appropriate to Act—Sense—Respond (ASR) for discovering new practices. It is also concerned with the Aspects of Chaos Theory belonging to mathematical disciplines. Individuals and organizations do not have a strong relationship if they work in this area (Fig. 18-1).



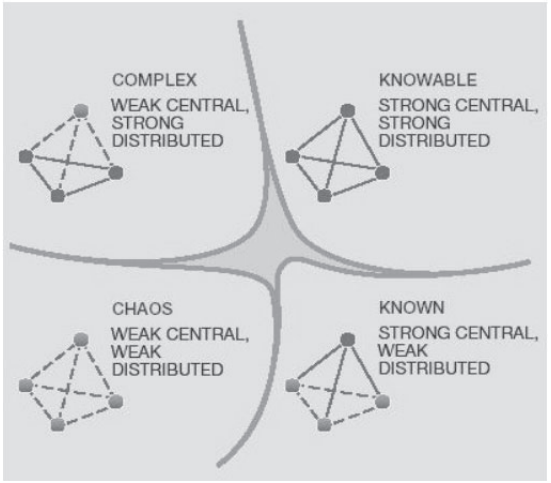


Figure 18-1 The Cynefin framework
Source: Snowden, D. (2005). Multi-ontology sensemaking: a new simplicity in decision making. Informatics in Primary Care, 13(1), 45–54. Kurtz, C., Snowden, & D.J. (2003). The new dynamics of sense-making in a complex and complicated world. IBM Systems Journal, 42(3), 462–483. [56, 57].

For many years, there has been a development of the Cynefin framework that works on knowledge management. It mainly aims to enable leaders to make better decisions [34, 56, 57]. With the Cynefin framework, disturbed and uncertain business environments can have more sense-making and understanding. Hasan and Kazlauskas [55] consider the framework to provide a way to understand historical change, which IS requires for establishing credentials as a domain. Through the Cynefin framework, it is also possible to determine the appropriate solutions for problems and appropriate methodologies for issues considering their place and time. The framework takes into consideration best practice guidelines and the significance of the order in scientific techniques of research so that we can put more stress on incorporating chaos and complexity theories into the more ordered set of tools that help to understand the world. This can have significance in cases where information systems are subjected to ongoing change and diversity by the differing social, economic and environmental problems of the world. As per the Cynefic framework, it is important to look differently at uncertain and environmental issues and organizations can also learn to appreciate changes. In addition, there are more chances of the emergence of creativity and innovation in complex

environments [56, 34, 20]. It is not necessary that organizations develop different, ontologically diverse domains separately. Various domains could be adopted by some systems in organizations through cycles. Catastrophic failures are less likely to result if organizations shift from a state of order to the complexity that safeguards from complacency [34].

Conclusion

Organizations trying to adapt to current complex systems are in need of new leadership approaches. There is not much significance in conventional leadership approaches as information societies are too complex. In comparison to conventional approaches, the complexity leadership approach is considered to be more beneficial for organizations coping with the information society issues. In terms of conventional leadership perspectives, organizations are considered to be hierarchical systems related to routine, stability and order. Such organizations have leadership that is more likely to ensure stability for stabilizing the chaos during a crisis.

In summary, complex systems of heterogeneous elements (members of a company) that can partake in numerous interactions and are tough to predict are considered to be organizations as per the complex systems theory. Self-organizing systems can also be considered as complex systems if the useful acts of individual elements are ignored. Observable group properties which cannot be noticed at the individual element level could result due to the interactions of individual elements. When taking proactive actions against events in an environment, the elements show more adaptation than passiveness. Complex leadership approaches consider leadership to be a complex and emergent dynamic among different organizations. Although a number of different leadership approaches can get a new and unique perspective with the help of complex leadership, there is an establishment of various approaches internally. The leadership understanding that considers sequencing and control within the conventional hierarchical and bureaucratic structure is known as the administrative leadership role. This is the managerial type of leadership focusing on the work environment of a company while not affecting complex dynamics that can create an adaptive change. When there is an interaction of interdependent human elements (individual or collective) that contribute to the production and development of unique solutions that help with satisfying the organizational needs, there is an emergence of an information leadership process known as adaptive leadership that constitutes change, harmony, innovation, and fresh ideas. Enabling

leadership depends on the two other leadership types. Circumstances of complex integration systems that help with adaptability, learning and creative problem-solving are provided and configured through this leadership. With this leadership, innovations are provided to an organization. Administrative leadership and adaptive leadership are able to have sustained relations; it is ensured that the circumstances satisfy the complex interactive dynamics of adaptive leadership.

Complexity science considers leadership to be a complex dynamic process occurring when the interaction is lacking between individuals and ideas. This implies that the abilities and aspects of people are insufficient to generate leadership. Instead, interpersonal interactions are producers of this dynamic process. It is based on the rules of interaction, tension and change regulating the differences in understanding and perception [52]. From this new viewpoint, interventions take place in leadership processes that initiate, manage and facilitate the adaptation ability of an organization. If complex interactions instead of linear and formal influences are producing the ideas of innovation, there is a relationship between innovation and complexity leadership in the management research on innovation [35]. The detailed evaluation and recent research trends on leadership can be summarized by the concepts of leadership and network science and by using network approaches in the research. Researchers have recently started focusing on network relations in social networking analysis. There are great chances of the social networking approach to be implemented in companies. The multiple relationships between interpersonal units [58, 47, 59, 60], departments and working groups [61–64] and with other organizations [65–67] have been highlighted in different researches involving the social network approach that focuses on examining the levels of relationship in companies. Network relations and the social network analysis also assume that leadership is concerned with other roles. Furthermore, research methods that follow the non-linear complexity sciences approaches emerged; organizations were able to research leadership in various approaches, owing to the network-based approaches [47]. According to Hazy [69], leadership in organizations can be researched as complex systems by taking into consideration the factors as below (Table 18-3).

Table 18-3 Where to look for metrics of leadership in complex systems

Complex System Element	Observable Metrics
How much resource flows through the system; levels of resources within the system.	Intangible assets (or knowledge over time); human resources, fiscal assets and capital; income, cost of goods sold (COGS), expenditure.
How much slack is aggregated or extra resources are present; the level of slack as an index of negative entropy.	Expenses in comparison to benchmarks, balance sheet items; revenue, cash flow, margins, benchmarks concerning efficiency.
Capabilities concerning the acquisition and usage of resources at appropriate rates; the creation and decline rates of capabilities.	Net present value (NPV), real option value, return on invested capital (ROIC); return on assets (ROA) or equity (ROE), inventory, human and intangible assets (with respect to their rent production rates).
Self-organizing/leadership activity and its significance; allocating resources for exploiting present capabilities and exploring.	Leadership activity acceleration with time; leadership quality factors related to best practices; (new) leadership activity of exploiting present capabilities.
To explore for and reach performance peaks on the performance landscape so as to match intrinsic capabilities to the environment.	Boundary permeability (information flow across the boundary); internal resources in accordance with market resources; (new) leadership activity of matching capabilities to market demand (Hazy et al., 2004).

Source: Hazy, J. (2006). Measuring leadership effectiveness in complex sociotechnical systems. Emergence: Complexity and Organization. Emergence: Complexity and Organization.
doi: 10.emerg/10.17357.35c842ca4c07405f1dd3545d3321f38f. [69]

Hoppe and Reinelt's [70] framework helps in identifying outcomes normally related to all types of networks through the conceptualization of a variety of leadership networks and cases. Leadership development faces issues with the evaluation of leadership networks. Through the social network analysis (SNA), the relation between people, interests, goals, organizations, and other entities within a larger system can be structurally represented by using visualization and mathematics. Innovation can be supported by re-transforming administrative leadership, adaptive leadership and enabling leadership [23] aforementioned in the role of a leader in the complex leadership. In addition, Uhl-Bien and Arena [53] suggested three leadership types in their new research relating to complexity leadership (i.e. operational leadership, entrepreneurial leadership and enabling leadership). Operational leadership is concerned with formally designing and aligning the systems and processes that help with the effective implementation of ideas and yielding productivity from

them. On the other hand, entrepreneurial leadership provides organizations with progress, learning, innovation, and new ideas. And lastly, enabling leadership provides the conditions that assist and maintain the adaptive space; this unique leadership type is based on the concept of complexity. Companies can become agile despite complexity by properly adopting operational and entrepreneurial leadership (Fig. 18-2).

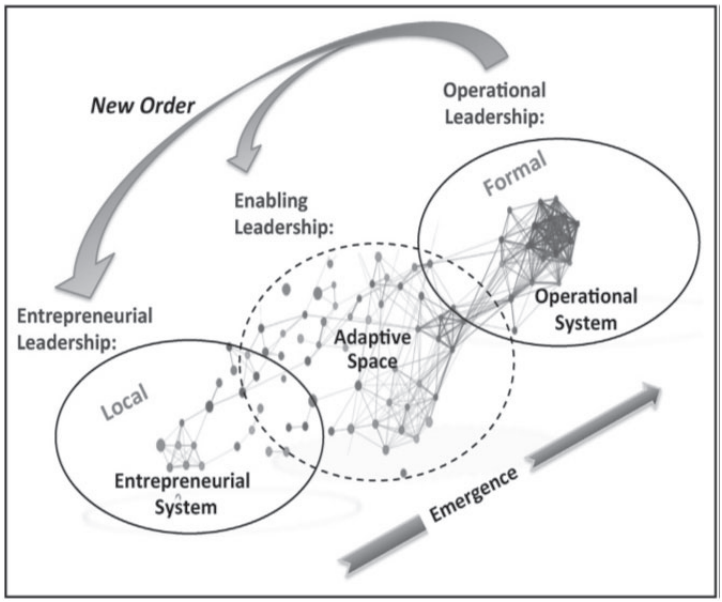


Figure 18-2 The Complexity Leadership Model
Source: Uhl-Bien, M. and Arena, M. (2017). Complexity leadership: Enabling people and organisations for adaptability. *Organizational Dynamics*, 46, 9-20., Figure, 4. pp. 15. [53].

According to the bibliometric study on leadership research by Tali and Gordon [17], there were many publications related to transformational leadership in the leadership discipline. With that being said, there was a greater increment in collective leadership articles in periodic terms. The report states that there is a slower advancement in the development of newer publications (psychodynamic, distributor, etc.). It was found how leadership types are connected to each other. The shared and collective leadership types demonstrate such conditions even more. As per the research findings, most of the recent books and articles focus more on transformational leadership than any other leadership form. The leadership

studies of this discipline are mostly inclined towards transformational leadership. The studies conducted until 2007 were shown to be based on the feature approach. Moreover, collective leadership was increasingly seen to demonstrate this pattern in 2014.

Complexity leadership is also concerned with the fact that the popularity of transformational leadership has been increasing lately. According to Bass, an area that deals with the incorporation of a catalyzing organization from the bottom-up by encouraging micro-dynamics of interaction among ensembles in transformational leadership is known as complexity leadership. Henceforth, a single leader is not enough to work from the perspective of complexity leadership; there is a possible requirement for other leadership styles and theories for practically accomplishing goals [19] [36]. It is vital to know that complexity leadership is related to other leadership practices. Marion and Uhl-Bien [23] suggested that transformational leadership shows an active relationship with the complexity leadership discipline; this relationship can also be seen by the perspective of complex leadership of leader and leadership corroborate the transformational leadership viewpoint especially that lead to an organization's adoption in the management of innovation processes as depicted in complexity leadership studies conducted lately.

Similarly, it is considered that it is not possible to evaluate the ideas of transformational leadership, complex leadership, and innovation on an individual level taking into consideration the transformational leadership approaches for improving such processes and developing organizational conditions. According to researchers [39], complex leadership requires further research. It has been determined that innovation is encouraged by complexity and contradictions, which can be exploited under the direction of experts. The current information era suggests leadership should be thought of as a complex interactive factor that produces adaptive results such as learning and innovation. The recent leadership researches have been based on the concepts of leadership networks; networking and social network analysis, complexity leadership and network relationships, adaptation, innovation, and change and transformational leadership that also produce new leadership types. According to Hazy [68], effective leaders have made it easier to escape traditional practices.

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CHAPTER NINETEEN

COACHING LEADERSHIP

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Abstract

In today's exceedingly changing environment, knowledge has become much more significant. In order to ensure the sustainable development of skill sets, employees and managers have to discover new paths to establish or improve their human resources. Coaching is about focusing on leadership practice as a chance for learning. The new education context entails a lifetime of learning as we attempt to stay updated with new technologies, new systems, new concepts, and new working methods. Coaching models challenge leaders to think about the concept of learning in unique ways, and in order to initiate new leadership learning, leaders must go beyond the boundaries of their comfort zones and become familiarized with the outcomes of a coaching process. Organizations today give high significance to coaching in order to improve the efficiency of their employees and, by extension, to advance the productivity of organizations. Coaching leadership is a comparatively new field. Some academicians suggest that its grounds have been weakly stated and that coaching leadership is deprived of a consistent conceptual explanation and a solid study base to practically implement it. Thus, with the purpose of this division, we wanted to develop the current coaching leadership literature by outlining or inspecting the relationships between coaching leadership behaviors and some other individual and organizational consequences.

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Introduction

There are plenty of innovation and development opportunities in today's economic environment but it also brings along considerable challenges for organizations and systems to continuously adjust themselves in order to meet ever growing demands. In terms of policy, major concerns about networks and the involvement and collaboration of the community have been raised, thus emphasizing the importance of the concept of partnership. According to research, knowledge about having an effective relationship between partners can positively affect leaders' approach to relationships with [1], the allocation of a leader among coworkers [2], and how to express their opinions in the learning relationship, consultation and decision-making procedures [3–5]. Underlying issues about coaching leadership have been debated strongly. For instance, there were arguments that coaching is beneficial, effective and founded on the concepts of relationship, comprehension, and critical consideration [6]. An educated leader, for example, should be able to reshape a purely professional relationship into one of profound support and discussion [7].

Both coaching psychology and positive psychology share a partly similar background, in the sense that they have both reached a status quo concerning leadership. Because of a divergence between the importance of coaching psychology and positive psychology, it is now assumed that they are practiced in different ways using local methods of leadership and organizational potential development [8, 9].

An essential role of leaders is to strengthen the culture in their organizations, and most coaching practices were examined in this light. Moreover, leaders usually have a binary focus that characterizes the strength of coaching. Firstly, strengths coaching focuses on supporting people to acknowledge, detect and boost their strengths and others'. Secondly, it focuses on allowing people to develop organizational potential by detecting strength within teams and throughout the reporting line, and finally assigning people and allocating resources on the basis of both individual and common strengths, which will eventually lead to the spread of well-established strengths-based organizations.

The lack of technical, cognitive, and strategic expertise are symptoms of poor leadership. Further, a malfunctioned know-how can worsen whatever skills and abilities a leader possesses. As a result, such leaders are considered as "destructive" [10, 11] or "toxic" [12] to organizations. Most organizations somewhat exercise poor management in all dimensions: Hogan, [13] estimated the average rate for bad management was between 65 percent and 75 percent. Thus, the behaviors of coaching

and coaching leadership are regarded as significant factors to reinforce and improve individual skills and abilities.

In the twenty first century, it is essential that leaders work closely with their employees or followers. The essence of coaching urges leaders to work side by side with their employees or followers and follow-up on the issues and daily concerns if necessary, thereby stimulating both employees' and organizational improvement. There are many reasons for an organization to be in need of coaching [14, 15]. Some organizations might recognize the risk of an employee making a mistake, so the organization may offer an opportunity for coaching. Likewise, other organizations may form a program for all their leaders ("high potential" middle managers, or others to enhance their personal development as leaders) to attain diverse sets of skills and abilities.

Moreover, CEOs and senior executives can also acknowledge the need for coaching to guide them on how to overcome the drastic changes in this agitated world of rapid globalization. After going through coaching, these top managers are generally overwhelmed by its benefits and thereby, eager to make other managers and leaders in the organization go through the rich process as well. Unfortunately, in spite of all these evident benefits, coaching is not really given enough attention and its importance in the organizational context is underestimated. However, it is an opportunity that many executives are persuaded to take as a leadership enriched with emotional intelligence and fullness are crucial for both change and the increase of business outcomes [16]. Indeed, senior leaders are determined to boost the transformation of their personnel's leadership practices by focusing on coaching and engaging in communication.

2. What is Coaching and Why Coaching?

Coaching is a practice that has become widely adopted, diversely applied and commonly accepted in the management community. It is an acceptable assumption; accordingly, it meets some needs and has some benefits and realistic justification. The coachee needs to be sure that the service will produce the kind of changes that they are looking for before investing in it. With a continuous increase in the variety of management development tools, why select coaching? What outcomes does it achieve?

The new organizational context requires constant learning as we struggle to keep up with new technology, new ideas, new programs, and new ways of working. According to the Center for Creative Leadership (CCL), coaching is a formal one-on-one relationship, "in which the coachee and coach collaborate to assess and understand the coachee and

his or her leadership developmental tasks, to challenge current constraints while exploring new possibilities, and to ensure accountability and support for reaching goals and sustaining development" [17]. Coaching reminds leaders to oversee their action plans and associated time frames. Coaches also keep their companions thoroughly fixed on the bigger picture of education and leadership, rather than on the management responsibilities that take up much of their days. This model also assists employees to progress in new opportunities that conform to the aim of their leaders. This system does not only focus on providing leadership development programs to leaders and coaches, but it also highlights the relationship between the leader and the employees, which is that of coaching and learning. Thus, we can say that coaching leaders have a different position on the organizational level (top management, middle management or first line management levels) or they can be termed as professional consultant coaches. This is the reason why every leadership behavior that shows a coaching relationship between a coach and another coach is assessed as a coaching leadership behavior. Furthermore, another aspect is the coach hired into the organizations. Organizations can obtain coaches internally or from the external environment. Thach [18] stated that there are some benefits and drawbacks to both kinds of coaches. For example, hiring an external coach is relatively higher in cost, but is perceived as more impartial. In contrast, an internal coach is less costly and has a greater understanding of organizational culture but are thought to be risky for confidentiality. In this process, the crucial factor is to choose the best option depending on the organization's aim and the qualities of the coaches.

Coaching is all about counseling an individual or a group through the process of action-focused discussion and active listening to improve and change their ways of thinking, behaving, learning, as well as their sentiments. Berg and Karlsen [19] stated that "Coaching is a relationship that involves helping between the coach and the coachee, where the coach, with the use of active listening and challenging, helps the coachee to develop and change his/her cognitive, behavioral, emotional and learning patterns, in order to achieve important personal and organizational goals."

Coaching is also defined as a relation between two (or more) people dedicated to forming and executing goals and working together to attain them while concentrating on leadership training in the process. Dialogue is very significant to coaching and the enhancement of its implementation. Leaders opt for coaching because they aspire to further develop their practical skills on a continual basis [1]. As a matter of fact, coaching creates an outline for the development of combined action research

processes that lead to individual, professional, and organizational development. The depth of these transformations was one of the most apparent leadership developments in the data collected from the research studies. The continual relationship with a colleague achieved through coaching helps leaders adjust the process to accomplish their goals. This is because the colleague-as-coach keeps leaders engrossed in their leadership activities and inspires them to oversee how these progress in the direction of their goals [1].

The dynamism of a coaching relationship makes it possible to always adapt to the changing needs of the people involved. Despite the fact that a coaching relationship might not always be reciprocal, it can sometimes go in two different directions, in the sense that the parties involved advance in dissimilar ways, especially in roles such as leadership coach, education consultant, facilitator or advisor, or principal. In addition, the difference between coaching and mentoring is clear: Mentoring is all about giving wise answers while coaching is asking the correct questions. According to Berg and Karlsen [20], the role of a coach is extremely challenging and exigent. A coach must possess effective communication, observation and listening skills, he/she must also have an excellent knowledge of when to give feedback. Further, a coach must be knowledgeable about and experienced in coaching, inspire confidence and show respect, he/she should also be reliable, trustworthy and honest. The greatest challenge for a coach is to create an atmosphere that endorses change; this can be best achieved by rounding positive and negative emotions to the minimum ratio of 3:1 [21].

In recent years, the executive coaching literature grew exponentially. The literature shows that executives can become more effective leaders with some help [22, 23] and can give a considerable return on an organization's share of the coaching effort [24]. Kemp [25] remarks that very little attention is paid to the coaching relationship even though it is very important for success. A "real relationship" exists between the coach and the employee; it is, therefore, essential to consider the quality of the communication between them because the effectiveness of coaching is directly influenced by the quality of the relationship. For leaders and followers, coaching through partnerships has both in the short and long term, some impacts on:

i. A persuasive development,
ii. Gaining an outside viewpoint and feedback on practice,
iii. The outstanding role model for leadership development in an organization,
iv. The effective model for formatting evaluation,

v. How the various tasks and interactions performed by the leader connect together to form the "big picture",
vi. The context for all leaders' and their followers' growth activities because

The coaching study illustrates that, with the correct opportunities, leaders can get past the mask of consensus to disclose their own professional requirements, attain a deeper understanding of themselves and one another, and form their work in the direction of the development of quality leadership advancement. Coaching gives a "pause for thought"; it interferes with the accepted ways of working together with coworkers and liberates the contributors to get involved in new and more productive interactions.

Different coaching models are offered in the literature. So, it is essential to repeat that the principles and the model in this book are applied while designing coaching relationships. The work of Cochran-Smith and Lytle (1993) [1] is portrayed in many of the principles below, which focus on:

- emphasis on "leaders as knowers" and not "coaches as knowers" suggesting that leaders are theory creators
- advising and altering of the leaders' practices
- the significance of operating at the crossing point between the theory and its implementation
- the necessity to deliver support to the development of leadership and to challenge it
- the need to set up a structure that will help leaders to move on with their development, even unassisted
- developing a model that any leader can use at any place, regardless of the context
- confidence that leaders are lifelong learners
- the zeal to remodel the traditional relationships between professionals and organizations.

Additionally, some main ideas linked to the concept of coaching are given below [1]:

- The process is dynamic, meeting the altering and consequential learning needs of each person. Thus, making the process mutual,
- The organizer of the learning procedure is the coach, not the "teacher." The procedure should not include teaching how something should or could be done unless requested,

- The coachee has the accountability of his or her own learning, plans the process and calls for the coaching conferences,
- The partners have a good awareness of each other's role and the social and political setting within which they work,
- The coaching relationship requires time to develop efficiently and sustainably, with education, innovation and development,
- The parties involved need interpersonal communication and coaching skills to be able to work together even in dissimilar ways.

The coaching model is essential because it offers a structure that can help leaders deal with pressures. This model permits them to think critically and frequently about the concerns as they are familiarized with them, and then they can adapt their systems accordingly. It helps them decide if their management strategy is little more than an appearance, and if it barely covers activities or communication between associates, which gives the impression of an effective and well managed organization.

The coaching approach was founded to maximize experiential learning and requires a lifetime learning system. This model is based on a social constructivist theory of professional learning, and it improves with the affirmation and validation of practice. Coaching, as professional development, acknowledges the reality of leaders' work and can be a reciprocal practice between peers and/or involve a learning organization.

Coaching helps leaders or followers improve unique relationships with their professional colleagues, which significantly develops professional communication within and between organizations. Central imposition, confined autonomy and the market-driven essentials of competition and choice can result in many clashes. In case of conflicts, such discussion and partnership between leaders of different organizations can only be beneficial in the case of a collaboration renewal or in order to fully benefit from the strengths of each society's organization [1].

Coaching can re-devise experiences that offer people a chance to detect their attachment patterns themselves, help them discover their roots, and pursue new safer options. Additionally, coaching conforms to the principle of endurance learning, building capacity, and frequent development. Besides, it equips leaders and followers with new specialized ways to work with others [1]. One of the chief features of coaching is the coach leader's analysis of the ethics and beliefs about learning, on which their leadership practice and judgment-making rest. These values and beliefs reinforce the choices that leaders make within their organizations and are also denoted within the context of the model as the learning platform. The main role for trainers is to be responsible for a secure environment where

employees (coachees) can be observed, to understand who they are, if they give the best of themselves, whether they see themselves differently and if they are now able to better connect with others.

2. Coaching Leadership Literature

Leaders have an exclusive role in organizations. Like employees, leaders not only have requirements that are operational to provide, they also require strategic methods to manage people (among numerous different things!). Notwithstanding, the leader's behavior is one of the functions and requirements of leadership that is regularly not acknowledged, less comprehended or improved. This is also known as "coaching behaviors." Simply consider, how do leaders behave, what are the things they focus on, how do they respond to tasks and opportunities—to put it plainly, their frames of mind and their behaviors—integrate to influence the institutional psychological environment.

During the 1990s, coaching moved into the contemporary business environments on an individual level, specialization, and business advancements as well [26]. Organizations make use of many tools in order to attempt to progress the leadership abilities of their managers and employees. The notion of managerial coaching is mentioned among these tools.

The concept of theoretical framework of coaching leadership is often an overlap between leadership and coaching and is unquestionably old. Authors such as Burdett confirm this last statement [27]. Burdett affirmed it through numerous theoretical and viable connections between the two arenas of practice, initially in the literature. Coaching leadership was first explained by Paul Hersey and Kenneth Blanchard [28] in the late 1960s. They elaborated coaching leadership as one of the four leadership styles that a leader may possibly adopt in certain conditions, such as the maturity and attitude of the employees. The coaching leadership method is the opposite of many current leadership development trends, which Gronn [29] defines as the "production of leaders by design or the idea of designer-leadership." Here, sets of principles or capabilities, which are often culture, context, and gender-neutral, define the quality or willingness of the practitioner for management roles. These categories of leaders who retain learning events at the center of their occupations by unbiasedly reflecting on their training are conscious of the impact of managerialism on their work. They do not become mere managers but are subsequently able to hold fast to their educational leadership part.

Despite the fact that various models have been investigated and

analyzed, coaching is an esteemed model for developmental assessment, because it emphasizes developing opportunities with time and practices for learning. Effective leadership is therefore learned through experience, by those with the inborn potentials that permit them to learn competently from that experience. For this reason, coaching with a companion is critical to make certain effective leadership practices are learned ongoing. Learning leadership is then built on genuine encounters such as real experiences and activities in leaders' everyday work. It is also built on reflective observation of those experiences, opportunities to inquire, pose and resolve problems, to evaluate and develop cutting-edge mindsets (up to date ways of thinking) and leading, and to experiment with new thoughts. It is a vital part of the ideal professionalism [1].

Coaching leaders are leaders who improve coaching and learning opportunities as their essential function. Due to the highly fluctuating environment, this type of leader is required all the more so in organizations today. This is because organizations have to set their principles, cultures, personnel and also their leaders according to the needs of the market. So, they have to learn every time and become a learning organization. Today, we need leaders who are attentive to the social and political impacts on their work, and who can make use of this knowledge when working with others to generate the required changes to systems and practices.

Leaders motivate followers and concentrate on relationships because they are well informed that their work is with other people. The learning relationship is one of the most significant within an organization, and leaders who are well trained in coaching practices generally have had head-on experience of developing effective learning relationships. Effective coaching leadership entails more than any single leader can pursue alone and hence has the potential to be greater than the sum of the individual leaders in an organization. Coaching practices drive the development of a leadership culture that results in educational leaders able to play a role in the continuing improvement of their particular institutions collectively [30].

Coaching leadership is an essential tool to acquire creative people in an organization. Coaching leadership emphasizes the individual development of those who have early motivation to improve themselves. The coaching leaders help employees or other coachee leaders to recognize their flaws and strengths and form their long-term goals and design plans to attain them. They provide followers with instructions, knowledge and opportunities to accomplish challenging projects, although the short-term errors cannot be escaped. This means they are prepared to have short-term failures for long-term learning. Essentially, coaching leadership can have

positive outcomes on coaches. It helps them improve their performance by focusing on personal development instead of organization goals [31]. When employees learn that their leaders are devoted to achieving their career promotion, they will make more effort to give a higher performance or a larger obligation. Leaders hand over their trust through assigning a suitable coach to the team members. However, leaders may notice that the coaching style is not suited to the employees and they are not eager to learn more. Such leadership may bring too much weight on them. In the meantime, the leaders should be cautious about micromanaging during the coaching course, as it will damage the readiness of coachees to advance [31]. The delegation could be used to escape such circumstances and inspire the employees to improve themselves and take more responsibility. When the tasks are suitable for a specialist subordinate and are not vital to the leader's role or have an appropriate difficulty level for them to overcome, are not a high priority but urgent and relevant to subordinate's career, it becomes appropriate for the subordinate to complete them [32]. Of course, the task should be explained well to the employees and the leaders could provide essential instruction and position assistants within the organization. All the errors that may occur in the empowerment process would be considered a learning experience for the employees. It should be the duty of leaders to protect the employees from outside opponents.

If leaders make use of the coaching model, they can improve their coaching practices in a way that demonstrates the principles of lifetime learning. By adjusting the model to their setting, experience, culture, and condition, leaders assume liability for their learning and ownership of the procedure. Kilburg [33] proposed that coaching is a serving relationship between a coachee, who has expertise in relating to management or managers and obligation in an organization, and a consultant who utilizes a differing assortment of conduct/behavioral practices and strategies to assist the coachee to accomplish an equally known arrangement of goals. This helps them improve their expert proficiency and individual fulfillment and, subsequently, to improve the viability of the coachee's institution inside a formally characterized coaching contract.

While coaching requires leaders who are involved in learning partnerships with one another, the partners need to have different principles, beliefs, and ways of functioning. Coaching develops learning societies of leaders whose varied viewpoints on issues challenge leaders to move to a greater, increasingly critical and explicit point of view on their own practice and leadership that is informative in general [34]. Fullan [35] believes that leaders have limited learning because of the ceiling effect if

they keep to themselves, highlighting the value of dialogic encounters brought about by coaching.

Since many organizations are attempting to increase productivity and beat the major competition, one trend is to encourage a learning culture within their organization. In order to achieve this, the manager's role has to be altered to a biological process manager or leader, as a coach that pays a lot of attention to supporting staff in order to accumulate and boost their capabilities (hands) and inspiration (heart). To be more practical in leading various clusters of individuals, the situational leadership foundation applies during this development combined with the coaching model as well as effective dialogue and learning designs. Managers should not solely be aware of their leading designs and consequently regulate them to the employee's temperament. Additionally, they have to be aware of their own individual characteristics in regards to communication with others, which is able to severely affect their kind of leading or coaching. There are four communication designs for coaches [36] Intuitor (persuader), Thinker (analyzer), Feeler (supporter) and Senser (controller).

- Intuitor: The intuitor's communication strategy tends to steer individuals consistently with situational leadership (telling/selling/participating/empowering) by sharing ideas, theories or concepts, seeing all conceivable outcomes, motivating, inspiring, and concentrating on associates' future.
- Thinker: The thinker communication strategy tends to steer individuals consistently with situational leadership (telling/selling/participating/empowering) by staying centered on facts, data, rules, and established procedures.
- Feeler: The feeler communication strategy tends to steer individuals consistently with situational leadership (telling/selling/participating/empowering) via thinking about others, offering help, and discussions concerning the past.
- Senser: The senser communication strategy has an inclination to steer individuals consistently with situational leadership (telling/selling/participating/empowering) by specializing in action, heading straight to the point, and not desperate to wait.

Besides these descriptions, there are four main parts that the coaching leadership puts weight on; necessities of the individual coachee also the coachee's organization, leadership coaching needs coaches to possess distinctive talent sets, the employee coach relationship, and process elasticity to achieve favorable results. These components are mentioned as follows [37].

a. Coachee (leader or follower) needs:

The coachee needs to carry out numerous inputs to the coaching process, for example, motives contributing to the coaching, individualities of the coachee and their organization. These needs have a single and basic objective to concentrate on and develop leadership competencies, attitudes, behaviors, strategies and perspectives that remodel into effective job performance and fruitful results. Furthermore, all coachees bring individual features, for example, their personality, principles, experiences, views, including eagerness to be coached and pledge to the coaching program. The inspiration levels and attitudes differ between coachees and within the establishments throughout the experience of changing. Moreover, the coachees participating in the program belong to different professional stages, and this is often the explanation of why leaders' career stages now do not reflect their organizational duties. Coachees taking part in coaching that comprises leadership have links to levels of the organization from direct shop floor leadership to strategic leadership (corporate executives).

Coaching leadership puts weight on four main parts besides these descriptions, namely: necessities of the individual coachee just as the coachee's association, leadership coaching requires coaches to have particular ranges of abilities, the employee—coach relationship, and procedure versatility to accomplish favorable results. These parts are discussed as follows (Ely et al.) [37].

b. Coach characteristics:

Leadership coaches require an enormous and versatile range of skills to proficiently meet the diverse needs of coachees and their establishment. Further, mandatory coaching competencies include analytical skills, communication skills, feedback and assessment skills, goal setting skills, organization skills, planning skills, flexibility and creativity, empowering, and reliability among others. However, there are no formal certification, training or qualification conditions to be a coach of leadership. Many coachees or their organizations may choose internal coaching (the term that describes a coach employed by an organization), which is often less expensive but carries a dual responsibility for the coach.

c. Employee and coach relationship

The vital characteristic of coachee and coach relationships are bonding, collaboration, commitment, trust and confidentiality. According to Ting

and Hart [17], bonding contains the mutual understanding and pact between the coachee and coach that allows them to adapt and respect each other as individuals. Collaboration is the teamwork between the coachee and coach that permits and requires them both to contribute to the development experience. Commitment reflects the passion of both the coachee and coach to complete the developmental process. Trust and confidentiality offer the mutual safety needed to manage prospects, form boundaries, and open truthful dialogue between the coachee and coach.

d. Coaching process

The coaching process includes three to seven phases, which contain valuation techniques and instruments. One example is the ACS (assessment, challenge and support) model, its elements are collaborative and dynamic with the coachee and coach, these elements help them define the proper balance of energy and time expended on each and every phase. Through assessment, the coachee has a vision of the present and future development needs. Challenge generates the imbalance between demand and the current skills to improve these competences [38]. Furthermore, the coach and coachee describe the most appropriate data to gather from several forms of assessments, from whom and how (e.g. work chronicles or a multi-rater biographical, shadowing, interviews).

Coaching leaders continuously attempt to reach the ideal democratic communities, where all community members undertake accountability to learn. This process is notable, in part, by leaders critically reflecting on the role and effect of their coaching leadership, principally in terms of constructing learning communities for themselves, their coworkers, students, and local business and parent communities. They give importance to diversity yet have a sense of shared purpose. While an institution's learning curriculum can be used for developing critical reflection and thinking to some extent, these practices need to be modeled in the institution's culture [1].

Coaching leadership behavior specifies increased exchanges between the leader and the followers. Moreover, the numerous ways in which interactions can be improved by the use of coaching rest on how the practice of coaching is established in an institution or between groups of leaders. These interactions can be between fellow coachees, between institutions and alternative employees within the institutions, between the group participants, network, or community of leaders, and between an outside organizer, researcher, mentor, or consultant, and the leaders themselves. The Situational Leadership Model created by Paul Hersey and Ken Blanchard states that there is no single "best" style of leadership and

coaching techniques and the keenness levels are based on this model. So as to be more organized in coaching or leading people, the "GRROWS" notion is described and the coaching process of the abbreviation stands for [36]:

- G = Goal ought to be clear in leading or coaching state of affairs
- R = What is the reality on the ground as the coach sees it?
- R = Wait for employee's reaction to the situation
- O = What is the most appropriate choice to solve the matter or issue?
- W = What is the coachee going to do or has an action plan?
- S = What support will the coachee have to perform the action?

The GRROWS coaching method helps the leader aid employees for higher productivity and performance. In addition, the coach also needs to identify the approach of communication used by coachees, how they desire to communicate, i.e. with the perception of the big picture (intuitive), rational (thinker), action-oriented (perceptive) or thoughtful (sensitive). Coaches should also comprehend how the coachees learn best: do they include themselves fully and without bias in new experiences (activist); stand back and think about their experiences and witness them from many different standpoints (reflectors); adjust and integrate observation into complex but rational sound theories (theorist); and determine to try out ideas, theories and methods to see if they work in a run-through (pragmatist). This model assists managers to be more cautious about the human side and to develop people incrementally with the GRROWS model. Indeed, managers should consider eagerness or development levels and relate them to a suitable coaching style and adjust it to the way they desire to be treated.

To conclude for the coaching leadership characteristics, it can be said that the coaching leaders *i.* always explore more effective ways of assisting learning, *ii.* are not content with the status quo and will act as often as they can within the system to remodel an organizational learning system, *iii.* see the significance of being transformative and innovative and encourage considered risk-taking from their associates, *iv.* have a solid set of principles and views that pays attention to social justice, to facilitate their evaluation of policies and practices within their educational communities, *v.* are eager and energetic and believe that improving the learning occasions of others is crucial to their work and that of others, *vi.* lead by illustration and model, these types of practices they have faith in are chief in the education community; and *vii.* develop the skills to critically reflect and to seek opportunities.

Coaching leadership literature particularly has a strong relationship with educational leadership, since the coaching process typically discusses the problems related to education. Effective leadership development is highlighted to be a factor of entire life education. This is because professional development depends on a lifetime process. Although leaders may not be at the same phase of their careers, they all require continuous opportunities to reintroduce, refresh and redirect their leadership practices. Also, people who are dominant in education should focus, as their main concern, on leadership education that develops learning and improving the organization and the employees as a whole. Grossman, Wineberg, and Woolworth [39] stressed that there are some variances within different leadership styles. They assume that coaching leaders differ from other types of leaders regarding three factors. They stressed these factors as *i.* assurance to colleagues' growth, *ii.* acknowledging that participation is expected and *iii.* recognition that colleagues are assets for one's own learning. The attitude that backs these factors positions leaders at the center of their own learning and the responsibility for learning absolutely in their courts. Coaching leadership demonstrates this position in the area of learning responsibility.

2.1. Leaders Coaching Leaders

At the point when leaders are offered chances to watch the administration routine with regards to other people, they are tested by what they see. They create questions and inquiries concerning their own work to test themselves. They start planning out the problems and their varied reasons, in this manner they develop better approaches for "knowing" and "being." Learning through training does not generally lead leaders to change their own training, however frequently thought of another person's work training can help in affirming them in the manner in which they are working. The styles of leaders are diverse in various settings, and training is efficient here in light of the fact that it does not revolve around one person telling another person how they should lead, however around helping each other in contemplating their training [1]. Additionally, leaders are sometimes challenged by their explanations of the practice of others, because it gives them diverse viewpoints on how leadership activities are and might be carried out.

Different perspectives help leaders become more attentive to their own leadership practice and more knowledgeable about the beliefs and philosophies that support their practice. They are also vital for double-loop learning, where likeness and response on past actions inform and perhaps

change upcoming practice, thereby creating knowledge for action [40].

Different roles are taken by the leaders who assist in building coaching relationships between colleagues. Coaching leaders focus on improving coaching and learning opportunities as their main function and work to develop their own leadership capacity and that of their organization regardless of their level in the organization. Coaching builds well thought out opportunities for discussion around common issues; after the leaders have experienced coaching for themselves, they then move easily into developing coaching practices with their coworkers. For these leaders, coaching has progressed them to a new level, that of a coaching facilitator who helps others to make use of coaching skills. This advancement creates effective leadership capacity throughout an organization. As a facilitator of the development of leadership skills, it is essential to take on numerous roles, like those suggested by Robertson [41] and to have the capability to move in and out of them. These roles comprised relationship maker, motivator, planner, pace setter, encourager, advocate, goal setter, task facilitator, scribe, conscience, observer, confidant, and dialogue initiator.

The goal of the facilitation of a coaching partnership is to provide both sides of the partnership with skills, attitudes, and behaviors to become more thoughtful about their practice and, in doing so, they will develop their leadership skills and focus more on the value of the organization, it also helps individuals to appreciate discussion and trust their partners. The process also refocused participants on the positive attitudes necessary for effective leadership.

These leadership facilitation abilities through a peer coaching model occur in a time interval, depending on the coaching leader and the other leader. The role of the facilitator involves careful definition and is significant in providing structure and skills for the partnership. Developing professional associates should be calculated in an effective way to support professional development while lessening a feeling of professional isolation. It challenges leaders to transfer behaviors of active attending and reflective interviewing into the context of their everyday roles, thus developing behaviors designed to improve shared ability to adjust, solve issues, and advance performance.

Discussion

Coaching is a groundbreaking system that uses powerful learning methodology. It promotes the development of an organizational culture that promotes authentic modes of learning and leadership that are the two integral components for all participants. According to West-Burnham [42],

"The most powerful means of developing leadership is to create an organizational culture, which values the sorts of learning that are most likely to enhance the capacity of individuals to lead," referring to intense and profound learning. This learning is the kind that can be easily applied "where knowledge is converted into wisdom and where understanding becomes intuition." West-Burnham insists also that these types of learning depend on two strategies to make any sort of a difference: the chance to reflect, and coaching, which he insists is the "essential learning relationship."

Professional feedback is provided to the shareholders by the coaching leaders which provide a learning opportunity that is essential for leadership development. The coaching partners are provided with challenges, skills and theories by the academic leader. These theories challenge and develop their coaching practice [1]. Furthermore, assessment of previous coaching techniques is essential for an effective coaching leadership, a solid understanding of current affairs is also necessary because although most organizations employ a professional in the coaching field, it is not successful due to its detachment from the organization's talent development practices [43]. In addition to that, in the case that a positive result is achieved it can only be witnessed in the long term.

Recently, leadership and coaching practices have been rapidly converging. Promoting the understanding of the self within the people is widely becoming accepted as an effective form of leadership development, therefore, we advise practitioners to understand coaching leadership and its individual and organizational effect in various cultures

Robertson [1] stated that although the coaching leaders understand that they have their individual professional goals, they have an equal advantage in working together. These goals can prove to be transformative for them and their organization. Thus, coaching leadership is an important tool for organizational and individual outcomes because it improves factors of effectiveness and therefore it is advised to use it as a way of enhancing leaders', followers' and the organizational development process.

For the success of the whole coaching process, it is necessary to focus on the relationship between the coaching leader and the employee. It is crucial for the employee to be able to trust the coaching leader so that he/she can be honest with others and motivated to autonomously coach himself/herself without any fear of repercussions. In addition to that, it is necessary that the coach should be viewed as a professional who can bring about any necessary changes in the executive's organization. Also, the coaches must treat the employees respectfully so that they can easily

develop new self-perceptions and leadership skills.

Self-awareness has proved to be the foundation in most coaching sessions. Nelson and Hogan [44] argue that in order to understand one's strengths, limits and personal standing compared to others, one should primarily be self-aware, yet that introspection alone is not enough, performance-based feedback from assessment is required as well. In other words, executives need feedback on how they normally deal with people, using this information, leaders can work on enhancing their capabilities and improve existing skills.

Both the coach and the coachee should know how the process works which makes implementing it easier for both parties. Previously, organizations have been known to only work on the coaches. Coaches should not tell the leaders how to lead, rather they must help them in critically thinking about their leadership and how to make adequate decisions in order to improve it, which leaves the leader with the obligation to self-coach and self-learn himself/herself. Well coached leaders who understand how to work with their coaches are as a result successful in their professional development and are thus able to offer insight.

Even though researching coaching is time consuming, it is beneficial for the literature knowledge base. Coaching will lead to less stress and conflicts while resulting in better relationships, confidence, and also time efficiency.

A less time-consuming approach can also be applied depending on the coaching leadership style. The manager focuses on giving feedback and recognition while also challenging the employees by not giving them absolute answers.

A performance evaluation depicts the strengths and weaknesses of employees, this performance evaluation is based on ratings from superior executives. The importance of coaching leadership increases in this scenario. Since the coach has multi-tier personalities assessment data, he can assist the whole organization in understanding the shareholders. Riggo and Lee [45] provide ample feedback on various techniques to assist executives in developing the proficiencies necessary for effective leadership—however, the question is how to apply these techniques and where to start?

The context of coaching and the agreements reached between the coachee, the organization and coach usually determine the answer to all these. However, in other cases, the coach has more authority in identifying both the target of coaching and the strategies applied, this assessment provides how employees will develop, and what they will achieve after

going through this development. Hence it is recommended to design a program of role playing, behavioral rehearsal and practice to help employees become better in their organizations.

Leaders have monumental power and a fundamental responsibility to set the rhythm and improve the learning culture of the corporation. The main role of the coaching leader is to strengthen others using his/her strength in the organization, thus we assert to strengthen the leader and hence the organization as a whole. By helping leaders to realize their strength in themselves and others, coaches can help leaders to unlock the best of what people have to offer and thus guide the organization to the height of success. Moreover, one crucial aspect of the manager is to be supportive, including in skills and knowledge and motivational support. The coachees and the coach need to work together to identify the clues by asking questions such as "What were the obstacles?" "What were the competencies?" "What are the symptoms of the obstacles?" and "What opportunities do they give for development?"

In today's highly competitive environment, companies need leaders who manage their short-term plans, who do not lose their focus on medium- and long-term strategies and can manage all of them effectively. In recent years, the global political and economic crises have driven leaders and this puts the future of companies in a risky position and damages the values of companies.

For this reason, the most important leaders are the leaders who can be coaches. Therefore, leaders should develop their managerial aspects well, discover the potential of their employees, evaluate them effectively, and develop a culture by training their employees. Nowadays, leaders who can provide these, listen to their employees more and advise them more. While ensuring their employees keep up with the change, they measure the performance of their employees through their targets and work on their continuous improvement. While coaching leaders provide these to the employees, they continue their own development and learning. In this context, coaching training, which provides personalized, continuous learning by asking specific questions of interest, has been developed in recent years. In addition, some companies create their own training plans and run coaching leadership training for each position that manages a team. In this training, firstly basic coaching training is given and next how the learning can be applied in different fields in daily life and in their own fields. In some companies, this training is obligatory for every manager who works in a certain position. Unlike in the past, these companies put their training under the leadership and coaching leadership and this training is personalized. In this way, leaders are not restricted, not directly

guided, judged, or criticized, but rather they answer questions to think and maximize their potential.

Leaders who have acquired coaching knowledge are expected to be willing to coach and to be open to learning and communication. In other words, a person should not be directed to coaching leadership by someone else's request and pressure. Because of the continuous development and learning process, the dynamism of coaching leadership must be continuous. On the other hand, in practice, leaders face too many problems with other leaders who do not listen to them, do not observe enough, are not able to communicate and who do not provide feedback. Therefore, leaders who can manage the coaching process effectively are more successful in business life. Additionally, we contend that the investment in coaching also helps in personal development, creates loyalty to the organization, improves communication and improves the ability to solve conflicts. For an organization to be successful they need to find talent and utilize it at every level. Today, leadership matters more than ever. It is integral to developing effective employees.

In conclusion, in order to have an upper hand in the market, organizations need to create a learning culture and support leadership behaviors that can be strengthened via the role of coaching behaviors. To achieve this, it is recommended to build stronger relationships, build commitment, focus on learning and changing processes.

We suggest further research to extend the literature by investigating the relationships between coaching leadership and some other forms of institutional and personal results. As an example, research should be made about the relationships between coaching leaders and the 360-degree feedback performance outcomes of the leaders or followers. They can practice voice behavior, organizational identification, commitment, work engagement, or other prosocial actions as a variable in their model. Besides, it can be said that empowerment and reliance are crucial in leadership behaviors. Similarly, they are also usable for coaching leadership literature. Additionally, future research should use some additional variables that are also vital for coaching leadership behaviors. For example, emotional intelligence, visualization, and feedback performance. We also propose other research to explore the number of coaching meetings which enhances the consequences of the relationships.

It can be said that various leadership styles can be effective, so long as the team environment or culture of the organization created is reflective of the coach's leadership style. The leadership approach needs to be affiliated, in a collaborative manner, with the principles, beliefs and attitudes of coaching leaders. All of the above descriptions highlight the

significance of coaching leadership behavior. That is the reason that using this kind of leadership as a managerial input to the management system will generate valuable solutions for the sustainability of the organization.

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