LEADERS' BEHAVIOR AND WORKERS' SOCIAL IDENTITY:

"ALTERNATIVE WAYS OF LEADING AND BEING IN

ORGANIZATIONS"

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Author's acknowledgments

Dedication

This last phase of my dissertation journey has taught me many great lessons about myself, my family, others and about leadership-followership relationships. However, what was most profound about this journey is that it compelled me to reflect on those who have been pivotal in shaping my thoughts about leadership-followership relationships by their own modeling of what it means to be a leader. It is through this journey that I realized that my thoughts, reactions and commitment to studying and understanding leaders' behavior have been influenced by those who have led me by the way they live their lives, support those they lead and the transparent manner in which they interacted with those they lead.

Through my interaction with these persons, I have seen these leaders modeled a caring heart with kind words as well as offered many suggestions to others about academic, vocational and other developmental possibilities. In other instances, my recollection led me to some leaders who lead with a strong hand, a meddling posture, inauthenticity and were very partial. Sometime punishing those who were far more productive than those they favored. However, the pages following are too few to mention the many persons who have played the role of showing me how to lead and in some situations how not to lead and how not to follow.

Because of the impact these individuals have had on my approach of examining leadership-followership, I will forever be indebted to them for helping to shape my life philosophy, leadership-followership perspectives and my behavior towards others by being my most vocal cheerleaders and sometimes my most critical of critics. They have engaged me in conversations (debates) of life, life challenges and about how to live with a caring heart and with an eye on the future and with a clear sense of myself and an understanding of others. Most of all, these leaders have taught me how to live in the present with a futuristic mindset and to be a creator of innovative and pragmatic ideas, culture and change. Because of these lessons I am moving towards the future better equipped, focused and endowed with greater foresight and determination knowing that I

can do anything and do it well despite the obstacles life presents and the complexities of the changing world.

Therefore, I dedicate this dissertation to Mary Celess Graves-Harewood, my sons Bradmond-Lee Earl and Branston Jeremiah, my mentors, my coaches and my vocal cheerleaders and my most persistent critics. Most of all, this dissertation is dedicated to those who have allowed me to observe them in their leadership-followership interactions and the many who will read this document, whether they are friends or a foe, teacher or boss, classmate or professor, aspiring leader or follower, relative or stranger, mature or less mature, able or less able, gifted or less gifted, rich, in the middle or poor, Christian or none Christian, the individualist or the collectivist, Trinibigonians or someone belonging to another nationality, the decision-makers or those who follow their directives and even those not mentioned.

For they have all taught me many great lessons about what it means to engage others constructively, to be authentic and to stand strong, but be flexible despite differences in ideology, culture, ethnicity, language, life content, ability or strategy. They have also taught me what it means to show compassionate for the least among us even when it is the most unpopular position and the least supported. Their examples, tell me that it flawlessly prudent to chart a new course whenever the old course no longer fits the circumstances and the path ahead seems uncertain. Even when the chosen position in life or on the issues is the least popular, still it is important to take a stance and lead with heart, mind and character those who follow forward.

Finally, it is my hope that the intended purpose of this dissertation will be fulfilled by creating dialogue, pathways for meaningful engagement and to improve the thoughts and ideas on leadership and workplace issues that matter to humanity especially in this changing world where people seem more focused on themselves and less on others and on the issues that matters to improving the human condition. It is also my hope that through my words that the people who read this document that their live roles will be enhanced by becoming more socially conscious leaders and followers. And that there will be more socially conscious transformational leaders leading the way in this global economy, where the ways of doing business has changed and will be forever

be changing; where people are more informed; and where people are changing and will be forever be confronted with new and sometimes difficult issues but they must adapt to survive and fit their new life roles or circumstances being respectful of themselves and each other while growing and caring more for each other and from each interaction.

Abstract

Abstract Manuscript Type **--** This study used an inter-method mixing approach with one-group categorized as the research population (subdivided into team leaders, coordinators and team members) from financial service entity in Trinidad and Tobago. A correlational design was used using four instruments and interviews

Problem -- Followers behave like outer-group members and estrange from the leader and the organization when they perceive their leaders as out-group members. Therefore, understanding the philosophical underpinnings of leadership and followship is imperative in developing suitable criteria for selecting, developing and retaining suitable leaders and for understanding the outcomes of leaders' behavior.

Purpose -- The purpose of this study is 1) to investigate the relatedness of leaders' behavior with followers' social identity and 2) to describe how participants feel about the way leading and following are being experienced by financial service employees working in a private sector (business) environment in Trinidad and Tobago.

Design/Methodology – the study used an intermixing survey research design to examine the relationship between leaders' behavior and followers' social identity using quantitative and qualitative measures. The Multifactor Leadership Questionnaire, the General Leadership Questionnaire (sub-scale: II-A, II-B, IM, IS, IC, CR, ME-A, ME-P and LF). Interviews were used to measure leaders' behavior and the Individualism-Collectivism Scale (subscale: VC, VI, HC, HI) was used to evaluate followers' social identity and test six hypotheses derived from the hypothesized relationship between leaders' behavior and followers social identity.

Findings – Found was a positive relationship with leaders' laissez-faire leadership behavior and followers' tendencies to engage in collectivism behavior but no relationship with individualism was observed. A weak negative relationship was noted with leaders' transformational behavior and followers' collectivistic orientation. No statistical significant relationship was seen with leaders' transactional leadership behaviors and followers individualistic and collectivistic propensities. These results were confirmed through Pearson Correlation. The paired-sample t-test indicated variations in the way leaders (self) and followers (other) though of leaders' behavior. Both these sets of results were corroborated but the qualitative feedback received from interviews, MLQ and I-C Scale comments and General Leadership Questionnaire (GLQ).

Research Limitations/implications – Excluded from the study were senior leaders of the company and would have add another level of analysis. Future studies should be expanded to include comparison groups from similar industries as well as different sectors in Trinidad and Tobago of comparable size and then to expand these studies cross-culturally to better understand leadership-followership behaviors in a changing globalized environment. As well, this study should be repeated as a national study to get a better sampling of leaders' behavior in difference industries, organization and persons with different leadership-followership experiences.

Practical Implication – Leaders' success centers on how well they understand the cultural implications of the global environment in which they lead, the people they lead and the complex nature of the environment within which they function. Hence, this study provide some baseline confirmatory information to identify areas of leadership inconsistencies and for conducting future leadership- followership enquiries to evaluate leadership models associated with some of the failed organizations and countries to see where the gaps exist.

Policy Implication: The findings from this study can be used to develop focused leadership academic programs, leadership development programs and to formulate clear policies for wholesome leader-follower interaction.

Social implications – Leaders' behavior identified and how these relate to followers' social identity have potent implications for selecting, developing and retaining leaders capable of cultivating a work climate that enhances followers' social identity where identities are in a constant state of undulation and change from globalization.

Originality/value –The findings in this study may provide an added resource for understanding, selecting, developing and retaining leaders who acknowledge followers' needs, are able to align with the organizational values, goals and objectives, and can operate in the ever changing operational environment with a commitment to self-improvement.

Keywords: leadership, followership; culture; James McGregor Burns; social identity; Harry Triandis; individualism-collectivism; transformational leadership; transactional leadership; laissez-faire leadership; leaders behavior, and group behavior; leadership succession and planning; self; other; Trinidad and Tobago; Maritime Financial Group, Ltd.; organizational development; diversity; United Nations.

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Preface

During the course of completing this dissertation, the researcher has I traveled many miles, observed many social situations, asked many questions and have seen many examples of leadership-followership dynamics and social interaction that make finishing this doctoral studies worthwhile given the awareness factor the journey provided and the potential benefits the results of this study offer.

Through my many journeys I have witnessed many leadership situations - good, bad and indifferent. In some situations I have seen persons interacted with their leaders in ways that make them want to follow; interacted in ways that make them fearful of making simple decisions to assist customers because they were afraid of losing their jobs or being humiliated in front of their peers and customers and in some situations I have seen leadership-followership situations where the leaders or the follower's behaviors were totally abrasive and downright dysfunctional. These diverse experiences are fixed in my mind about leadership-followership, not only in a Trinidad and Tobago context, but in other social contexts, as well because of the presumed relationship with social identity.

Owing to my travels, I have observed the command-control type leader, the expert leader, the caring leader, the motivational leader, the unaware leaders, the power hungry leader and the leader who simply doesn't care about anything and anyone in action in multiple social interactions. These experiences, in some ways, have influenced my thoughts and the way I response in diverse situations, especially the way I evaluate what it means to be an effective leader in a Trinidad and Tobago operational context. Because of these experiences, I have grown in ways that have sharpened my lenses which allowed me to understand, not only myself, but to better understand 1) what it means to lead another? 2) What it means to follow another? 3) What should be expected in both roles and? 4) What should leaders and followers expect as possible interactional outcomes? These experiences have empowered me in many ways; no measure greater but all unique in the way in which they unfolded and the structure they provided for me to embrace the opportunities and deal with challenges this study presented.

CHAPTER 1 – Introduction

Leaders and followers regardless of our socio-economic status, political affiliate, cultural background, biological definers, ethnic history, life content or educational attainment has a need for structure to manage our responses and to succeed in our day-to-day affairs. We learn to rely on this structure as children on the playground, in the classroom and at home (Northouse, 2007). At that time, our parents, teachers and other caregivers led the way by providing the structure needed for the little followers in their care. These leaders, not only, taught their little followers how to explore and navigate their world with some kind of order and physical and psychological safety, but taught them what it means to follow the lead of another as they model their own leadership approaches – good, bad or indifferent.

Depending on how these interactions occurred or were perceived determined how these little followers follow and/or lead, today. Hence, it is safe to say that the idea of structure in leadership was first modeled by our parents, teachers, other care givers, and the media and influence both leaders and followers in their respective roles, today. That is why it is proper to say that leadership is akin to providing structure in a group, whether in private organizations, governmental agencies, political parties, military, hospitals, law enforcement, airports, sports clubs, communities, classrooms or in informal group settings by defining the direction the group should be heading in and by providing the vehicle or mechanism that will take the group to its destination or goal with some measure of success.

Bass (1960) said that "when the structure or pattern of interactions is inadequate and the[followers] are unable rather than unmotivated to select and have reinforce new mode of interaction, changes in the [followers'] behavior result as a consequence of initiation of structure by the leader" (p. 101). Thus, without the required structure everyone in the organization initiates their own structure thus becoming their own

leader and following their own lead on some individually defined path in order to cope with the situation (Bass, 1960). This form of self-structuring may or may not produce results that are sustainable both in the short or long-run periods given the potential abstractness of the leadership approach, incomplete information, individual focus decisions, the lack of multiple perspectives and diminished capacity for innovation, creativity and engaged scholarship structure offers.

Hollander (2009) said that "a leader therefore, sets the basis for relationships within the group, and thereby can affect outcomes" (p. 59). That is why it is so important for leaders to fully understand their role in providing structure in the leadership-followership dyad. Without this understanding, behaviors will be incongruent with expectations and chaos is bound to ensue and that can be painful for followers, leaders, customers as well as for the organization because there is no guiding structure for followers to organize their activities, engage constructively, and perform the task before them ethically and responsibility (Korman, 1966).

For those reasons, it is important to recognize that even grown-ups rely on structure to navigate their personal and professional worlds and those in leadership roles have a responsibility to provide that structure because structure offers a pathway for followers to accomplish the goals that are before them (Korman, 1966). To do differently, erodes followers' responsiveness to the leader who they look to provide direction and the maintenance of collective activity (Hollander & Offermann, 1990). After all, leaders are the architects of identity and are important catalyst that coordinate and focus attention toward collective effort. In other words, shared social identity is a precondition for the emergence of leadership as persons will not follow a leader they perceived as an out-group member. "There must be a sense of "us" before we can decide on who represent "us."" (Haslam, Reicher & Platow, 2011, p. 189). Therefore, leaders need to be the initiator of structure as structure is a the precursor for group functioning.

Evidence of structure at work and in our society is everywhere, even in leadership-followership interaction. For instance, traffic lights provide the rules for using the road; the trash collection company or the City Council sets the date for when the trash is to be placed on the curb for disposal; the mortgage company or the landlord

sets the date for when mortgage or rent is due, politicians decide what practices, procedures and interventions are appropriate for a community or nations, respectively. These are all elements of structure along with other mechanisms of structure which help provide order in the routines of life, business and governance and these decisions are formulated and implemented by leaders. Hence, it is important for leaders to understand the link between followership and their role in providing structure because a lack of structure can diminish followers' capacity to follow and to function in their respective roles with social acumen, excellence and the least amount of stress and confusion possible. So what leaders do "can have multiple effects on other people, not only in the success of the enterprise, but also in the "social health" of a group, organization, or larger entity, including a nation" (Hollander, 2009, p.81).

Carsten, Uhl-Bien, West, Patera & McGregor (2010) posited that "followership schemas are generalized knowledge structures that develop over time through socialization and interaction with stimuli relative to leadership and followership" (p. 546). Therefore, each of us chooses the structures that work best for our unique circumstances in life, business, military, education, law enforcement, national and local governance because it provides instructions for work and life situations given the congruency between the environmental stimuli and meeting of a particular needs. However, some of these structural elements are set by laws, culture, religious and other customs, monarchies and authority figures that are expected to be followed, but that does not negate the need for personal preference for certain types of leadership structures. In fact, leadership research has documented instances where followers' responsiveness and job satisfaction hinged on unique situation factors and matching leadership style (Singer and Singer, 2001). Hollander (2009) found among 81 respondents that those "in good leadership reported increased participation/productivity, satisfaction, and a sense of being valued. This effect has been confirmed now with 120 more respondents" (p. 83). So, leadership is about mutuality as both followers and leaders have expectations that must match for healthy engagement to happen. Still, what leaders present to the dyad is held at a much higher standard as leaders are the ones expected to initiate the structure for engagement and depending on the structure constructed the appropriate outcomes will be produced.

Leaders' preference for instituting a certain kind of structure sometimes does not lend itself to negotiation, but must be adhere to because of the nature of the relationship and the needs of the situation. A case in point is the military which is mission driven and may require followers to respond to a command-control typed of leadership with very little room for dissent give the nature of the job, mission and relationship. Although this is true, leadership-followership depends on mutuality, in that "effective leadership depends on reciprocity and the potential for two-way influence and power sharing" (Hollander & Offermann, 1990, p. 180). Therefore, if there are incongruent expectations or personality differences between a leader and his or her follower, the leader is still expected to lead and the follower is still expected to follow. Since the leader and follow's roles are highly differentiated, they require a certain level of mutuality, two-ways influence and power sharing for the relationship to produce effectiveness results (Hollander & Offermann, 1990). To behave differently, may create some resistance between leaders and followers and sometimes dysfunctional behaviors will evolve.

However, the fact that there is friction between the leader and followers does not counteract the role or position of the leader to provide the necessary structure for their respective organizations to flourish and venture unchartered territories because it is the structure that helps both groups work better and be respectful of each other in their leadership-followship roles despite differences in ideology, personality, culture, educational levels, gender orientation, religious affiliation, socio-economic background, ethnicity, political affiliation, geographical dissimilarity or ability which are all subjected to cultural differences.

Leadership, identity and cultural intersect

Pittinsky (2010) believed that "leaders seeking to create a collective from diverse subgroups must therefore (a) reduce negative intergroup attitudes and (b) increase positive intergroup attitudes" (p. 194). Despite this, leadership is a universal construct in that it can be found everywhere but has different meaning since its manifested and interpreted is very different from culture to culture and from leader to leaders and from follower to follower. As well, the way leaders lead in their unique

cultural context has its own historical links and affects followers' outcomes differently; the meaning ascribe will also be dissimilar. In spite of this, a study by Testa (2009) "determined that cultural similarity impacted employee perceptions of LMX (leaders' exchange) relations and organization citizenship behaviors, but not leadership style" (p. 78). Therefore, it is safe to say that culture and the dynamics of culture in a given organization combine with leaders' behavior shape followers' outcomes, including their social identity (Brown & Conrad, 2007).

Herbert A Thelen (1970) took that position that "the quality of leadership decides whether the group culture will be discriminatory, whether the rules will determined by the needs for limitations in the situation or by needs to suppress individuals" (p. 299). Therefore, the choices leaders make whether to be transformation, transactional or laissez-faire leadership style has enormous consequences on the outcomes of each type of leadership posture.

Huang (2013) surveyed 1,501 employees of Taiwanese IT and R&D departments twice within a 10 month period. What was found at Time 1 transformational leadership behavior were more likely to show increases in social identification development behaviors over time. Also discovered were that as social identification development behaviors increased, so too did task performance and organizational citizenship development behaviors.

The fact that no two cultures are the similar in the absolute sense should be an indication that behaviors, the interpretation of those behaviors and the derivatives of those behaviors will also be different. As a matter of fact, Hall (2011) found that by "asking managers to make sense of the cultural context in which they practice leadership reveals connections between culture, leadership, and communication" (p. 612). In reality, leaders are the architects of identity in that they work against followers will to get them to want to do something. However, how identity is shaped will vary by cultural context. Therefore, when "leaders can establish consonance between themselves, their proposals and group identity, there will be a qualitative shift in their ability to control mass action" (p. 165).

A person has several self-identities grounded in social processes and these can be manifested on the individual, interpersonal or collective. Therefore, different

relationship will be shown with these identities and the leaders' behavior at different levels of the organization (Lord, Brown & Freiberg, 1999). However, both the quality of the leadership and the organizational culture can positively and significantly affect followers' outcomes (Chang & Lee, 2007). So in situations like Maritime Financial Group where behaviors seem less allocentric and more idiocentric given the competitive nature of the company's business, it will easy to see variations in the way transformation, transactional and laissez-faire leaders' manifest (Walumbwa, Lawler & Avolio, 2007).

Statement of the Problem

Leadership is about groups and group relationships. Hogg (2001) confirmed that "groups only exist in relation to other groups they derive their descriptive and evaluative properties, and thus their social meaning, in relation to these other groups" (Hogg, 2001, p. 185). Tajfel et al (1971) attempted to identify the minimal conditions that would lead members of one group to discriminate in favor of the in-group to which they belonged and against another out-group. That is why social identity as conceptualized by Tajfel (1972) is a suitable measure for exploration the relatedness of leaders' behavior and followers' social identity. This is especially true because "how people conceptualize themselves in intergroup contexts, how a system of social categorizations "creates and defines an individual's own place in society" (p. 293) can be investigated through various interaction in the leadership-followership dyad.

From my research and conversations with leadership experts and social scientists about leadership and social identity, there appears to be a gap in the literature with regards to the relationship between leaders' behavior and followers' social identity, and an intermixing survey research design will help to narrow the gap in the literature and heighten the awareness of the presumed relationship.

Moreover, Tajfel (1982) pointed out that social identity "as that part of the individuals' self-concept which is derives from their knowledge of their membership of a social group (or group) together with their value and emotional significance of that membership" (p. 24). Therefore, when followers are treated as outer-group members,

they are estranged from the leader and the organization because they perceive their leaders as out-group members (Hogg, 2008).

Therefore, transformational leadership approaches provide ample evidence to illuminate how leaders' behaviors can enhance followers' social identity. Kark, Shamir & Chen (2003) held that "transformational leadership was found to be positively related to both personal identification with the leader and social identification with the work unit" (, p. 253). In this case, positive relatedness is particularly true since transformational leaders' are concerned with values, ethics, motives, standards and long-term goals, and includes assessing followers' motives, satisfying their needs, and treating followers' as full human beings (Northouse, 2007).

Northouse (2007) established that transforming leaders are social architects for their organizations who create a shape or form for the shared meaning individuals maintained within an organization. Hogg (2008) shared similar sentiments by asserting that leaders occupying the most prototypical position may acquire, in new groups, or possess, in established groups, the ability to actively influence others because of the leaders' socially attractiveness to group members; thus leaders are able to secure compliance with suggestions and recommendations. For that reason, self-confident leaders tend to influence others because they feel assured that their attempts to influence followers are appropriate and right. The same holds true for leaders who are seen as determined, proactive, and assert themselves where appropriate, and have the capacity to persevere in the face of obstacles and show dominance in situations where followers need to be directed (Northouse, 2007).

Hogg (2008) surmised that leaders who act as a member of the in-group by showing favoritism and intra-group fairness is not only more socially attractive but is also provided with legitimacy. However, the ever changing sociopolitical and economic environments tend to influence the prevailing leadership style that will produce positive results or reflects the leadership attributes leaders are willing to gravitate towards. Despite this, leaders with integrity tend to be viewed as trustworthy and honest and are able to secure followers' trust (Northouse, 2001; House & Howell, 1992).

Burns (1978) conjectured that leaders are those who are able to tap the motives of followers in order to better reach the goals of leaders and followers. These leaders

usually possess the capacity to: a) influence; b) inspires and motivates workers; c) stimulate workers intellectually; d) and provide a supportive environment for followers (Northouse, 2007). Therefore, central to transformational leadership is followers' performance and fostering a developmental environment for actualization (Avolio, 1999; Bass & Avolio, 1990a; & Northouse, 2007). Transformation leadership is concern with engaging with others and creating connections that raises the level of motivation and morality in both leaders and followers (Northouse, 2007).

Hogg (2008) argued that prototypical leaders are able to influence followers because of their position and the deeper depersonalized process that assimilate followers' behavior to the prototype. Therefore, when leaders are able to inspire followers to set aside their own self-interest, those leaders are said to have influence and are occupying the most prototypical position in the group (Hogg, 2008). Besides, the process of self-categorizing and depersonalizing is believed to be responsible for social identity process, group behavior and inter-group relationship. For that reason, because transformational leaders focus is on the wellbeing of the followers, these leaders will tend to have a positive influence on followers' social identity.

Transactional approaches to leadership tend not to focus on followers needs, but exchange things of value with followers to advance both the leaders' and their followers' agenda. Followers are cajoled into doing what the leaders' want (Northouse, 2007). Similarly, leaders who espouse a laissez-faire leadership approach behave in a non-transactional manner and tend to have little or no contact with followers, delay decisions, provide no feedback, call no meetings and have no long-range plan for the organization (Northouse, 2007).

Conversely, leaders who lead from a transactional perspective, tend to focus on contingent exchanges between the leader and the follower in which the efforts of followers are exchanged for a specified incentive and leading on management-by-exception (Northouse, 2007). Leaders who focus on contingent exchanges tend to solicit agreements from followers of what needs to complete and what is the expected reward for followers' effort. However, leaders operating from management-by-exception philosophical stance tend to give negative feedback, corrective feedback, and provide negative reinforcement.

Moreover, Hogg (2008) surmised that leaders with less consensual practices will have less power and may occupy a less stable position. Additionally, sometimes these leaders accentuate or create in-group conflict to achieve their own ends (Hogg, 2008). Both active and passive management-by-exception leaders use more negative reinforcement methods

Moreover, leaders who ascribe to laissez-faire leadership behaviors can create confusion within organizations and over time lead to discouragement, lackluster performance and negative impact on followers' social identity. These leadership approaches vary in the way they elucidate the circumstances under which leaders' can promote followers' development and how some behavior relates to followers' social identity. Equally, the laissez-faire/hand off type leaders tend to abdicate their responsibilities, delay decisions, give no feedback and make little effort to help followers satisfy their needs; there is no exchange with followers and no attempt to help them grow (Northouse, 2007). Therefore, laissez-faire/hand off leadership approaches will tend to negatively impact followers' social identity because of the uncertainty posed by these leaders.

Significant of the study

It is expected that from this study adds to the understanding of leaders' behavior (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and laissez-faire) and followers' social identity (vertical collectivism, vertical individualism, horizontal collectivism and horizontal individualism), thus making leading and following in these groups more intentional, authentic, constructive and evaluative given the answers this study provides.

The results from this study can provide an added resource for understanding, selecting, developing and retaining leaders who acknowledge followers' needs, are able to align with the organizational values, goals and objectives, and can operate in the ever changing operational environment with a commitment to lifelong learning, self-development and followers' development. This is especially true today since values have changed; the sociopolitical, legal, economical, and technological environments are

forever changing; there are multi-generational and multi-national workforces; more mature workers, women and minorities groups make up the workforce.

Still, Cregan, Bartram & Stanton (2009) supported works of (Fullagar, et al, 1992; Kelloway & Barling, 1993; Twigg et al 2008) all of whom acknowledged that there are few studies investigating leadership on group behavior, in particular, of transformation leadership. In particular, Cregan, Bartram and Stanton (2009) held that "very little is known about the impact of transformational leadership on collective…although virtually every transformational leadership model presumes such effects" (p. 762).

Brown & Conrad (2007) argued that "to be successful, leaders must understand the people they lead and the complex nature of the environment within which they function" (p. 181). Correspondingly, it is of great consequence for organizations to understand what kind of leaders they need for their specific operational context and to deal with an evolving and ill-defined global economic environment. Most importantly, followers' psychosocial behavior appeared to be studied in far greater depth than leaders' behavior leading one to ignore the subtleties of leaders' psychosocial behavior and the impact these behaviors have in multiple areas of organizational life, mainly productivity, organizational commitment, attrition, social identity, self-esteem, self-concept, followers' wellbeing, and much more (e.g. Hollander ,1992a; 1992b; van Knippenberg, van Knippenberg, De Cremer & Hogg, 2004; Felfe & Schyns, 2010). Therefore, deeper understanding and assessment of these and other constructs can be pivotal in improving leaders-followers relationships in meaningful ways. Moreover, the way work is performed, measured, and rewarded has become indistinct, therefore knowing who leads, how they lead and the context in which they lead best would provide a basic for better understanding leaders and the relationship of their behavior on followers' social identity.

In the same vein, the workplace is made up of people with differing personality, roles or functions in varied organizational structures. Regardless of where followers fit within the respective organizational structure, they are entitled to feel that they are connected with the organization and with others within the organization as these are fundamental human attributes that help to bring out the best in followers and are

prerequisites for decent wholesome interaction. Consequently, "if leaders can change the way in which followers perceive themselves, leadership may have great consequences for organizational, workgroup, and individual functioning" (van Knippenberg, van Knippenberg, De Cremer & Hogg, 2004, p. 827).

Cregan, Bartram & Stanton (2009) wrote that there is no known "work that has empirically investigated both social identification and transformational leadership in relation to the collective" (p. 702). Thus, this study has social, theoretical and practical implications for leadership, management and human resource development research, practice and educational preparedness of leaders.

In terms of research, this study will contribute to the leadership, human resource development and organizational development literature by providing a deeper understanding of leaders' behavior and the relatedness to followers' social identity in organizations like Maritime Financial Group and other financial service organizations and be the impetus for further research in this area.

In practice, the understanding of leaders' behavior and followers' social identity will offer leadership, human resource development or organizational development professionals with an alternative way of thinking about leaders' behavior, how it relates to followers' connectedness to others in the organization and how to enhance followers' connectedness through targeted leadership training and development and organizational development interventions.

This study was conducted at a financial services corporation in Trinidad and will provide some benchmarks for leadership in similar type of financial service organizations in Trinidad and Tobago as well as other similar types of organizations elsewhere.

As well, the result will provided useful information for leadership teaching and learning in cross-cultural context. Thus, these results are of great consequence to leaders and followers as well as practitioners and leadership educators regardless of the operational context. Hence, this study is of significance, thus it will contribute meaningfully to the creation of new knowledge in the areas of leadership, social identity and individualism-collectivism.

Purpose of Study

The purpose of this study is to 1) investigated the relatedness of leaders' behavior (sub-scale: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and laissez-faire) as defined by Bernard Bass' transformational leadership and the Generalized Leadership Questionnaire (what is leadership? How do you measure effectiveness in a leader? What qualities make you leader effective? What qualities make you leader ineffective?)

Followers' social identity will be measured by the Individualism-Collectivism Scale (sub-scale: horizontal collectivism, vertical collectivism, horizontal individualism and vertical individualism) as conceptualized by Henri Tajfel & John Turner (1979); 2) describe how participants feel about the way leading and following are being experienced. This purpose will be examined using the same measures used for the first purpose.

This study was carried out in a financial services organization in Trinidad and Tobago using a multilevel data collection strategy. More precisely, the study will investigate team leaders and coordinators leadership behavior as defined and measured by the transformational leadership construct and team members social identity as defined by Henri Tajfel & John Turner (1979) and measured by Triandis & Gelfand (1989) Individualism-Collectivism Scale.

Bandura (2001) embraced the idea that "human behavior was shaped and controlled automatically and mechanically by environmental stimuli" (p. 2)…however, "it is not just exposure to stimulation, but agentic action in exploring, manipulating and influencing the environment that counts" (p. 4). The interplay among these factors may have influenced the way leadership behavior is displayed and interpreted by raters.

Deguchi (1984) held that "according to learning theory new behavior can be acquired symbolically at a cognitive level simple through perception of a model behavior" which may had many implications for how leaders' behavior were interpreted (p. 83). Weick (1985) argued that since culture is made up of consistent patterns that affirms, restricts, and give permissions that guides leaders' behavior in sanctioned ways,

culture serves as the basis for raters to judge the leadership behaviors of their assigned ratees and justify their decision, as well.

Raters may perceive leadership behavior, the context in which these behaviors evolve and the associated consequences differently depending on connectives involved, the perceived quality previous leadership-followership environment, experiences and overall life content (Chiesa, 1992). Also, combination qualitative ratings like those obtained from the Multifactor Leadership Questionnaire "containing generic role behavior information can raise some very serious problems with regard to fairness and accuracy" (Ghorpade, 2000, p. 149). Because of the possible variation in the way study participants tended to view leadership, an added measure is needed to reconcile or correct perceptions is suitable in this study.

Deguchi (1984) argued that "conflicts unveiled through this behavioral interpretation can then be analyzed at methodological and philosophical levels to resolve or clarify the conflict between" between team leaders, coordinators and team members (p. 84). Given this, an added purpose for this study is to see if leaders and followers have the same perceptions of leaders' behavior.

By exploring the noted relationship and to see if there are differences in the way raters and ratees perceive leaders' behavior, the idea is to influence organizational policy development, leadership development and other workplace interventions, educational preparation of leaders, development of leaders, influence the criteria for selecting, developing and retaining leaders and well as considering the explicate the implicit and explicit cost associated with leaders' behavior – good, bad or indifferent. Hence, this proposal focuses on the investigation of the relationship between leaders' behavior and followers' social identity and to see if there are differences in the way leaders and followers view leaders' behavior.

Biemann, Cole &Voelpel (2011) support the inclusion of multiple levels of analysis in the study of leadership following in the traditions of Yammarino & Dansereau (2008); Yammarino, Dionne, Chun & Dansereau (2005). What's more, "the majority of studies relied on surveys data gathered from individuals and then aggregate to the leader or group-level of analysis" (Biemann, Cole & Voelpel, 2011, p. 1).

Accordingly, this study used a multi-method approach which included both quantitative and qualitative approaches. Hence, a correlational methodology was employed to collect different types of data from team leaders, coordinator and team members to determine if a relationship exists between leaders' behavior and followers' social identity and whether leadership might be perceived differently among these groups.

Also correlation was used with the demographic variables to see if any of them might be providing an alternative explanation for the results. More specifically, this correlation approach provided the platform for identifying which specific leadership variable predicted or explained followers' social identity outcomes. A paired-sample t-test was used to examine the specific leader-follower relationships that might elucidate the connection between leaders' behavior and followers' social identity.

Foss & Ellefsen (2002) argued that trying to "relate different kinds of data through triangulation of different methods is a challenging task as data derived through different methodologies are viewed as incommensurable" (p. 242). Camfield, Crivello & Woodhead (2009); Johnson & Turner (2003) showed how both qualitative methods can be used both alongside and as part of the development of sensitive and relevant quantitative measures...as these "approaches are essential in understanding people's experiences of wellbeing, both now and in the future" (p.5).

Campbell & Fiske (1959) supported the use of triangulation "in the validation process to ensure that variance reflected that of the trait and not of the method" (Jick, 1979, p. 602). Given these assertions, interviews were conducted and a generalized leadership questionnaire and Multifactor Leadership and Individualism-Collectivism Scale comments were used to highlight the strengths of the study through triangulation.

The aim is to relate different kinds of data through triangulation of two closed-ended questionnaires and interview and an opened-ended generalized leadership questionnaire (Foss & Ellefsen, 2002; Downward & Mearman, 2006). Measor (1985) triangulation is suited strategy for validating data given the fact that it is one of the most frequent tactics cited in research to corroborate research participants' responses.

Thus, if similar conclusion are attained from using multiple and independent measures, a more curtained portrayal of the relationship between leaders' behavior and

followers' social identity can be more accurately ascertained (Jick, 1979). By using this multi-prong data collection approach Bazeley (2008) believed that the researcher was able "to offset or counteract biases from each method, in order to confirm, validate or corroborate the results and conclusions of the study" (p. 134).

Research Questions

This study has two research questions and was investigated at Maritime Financial Group, Ltd located in Barataria, Trinidad. The research questions being probed in this study are: 1) *"What is the relationship between leaders' behavior and followers' social identity?"* 2) *"Do leaders and followers have the same perceptions of leaders' behavior?"* Felfe & Schyns (2010) stated that "within leadership research, behavior of leaders and managers is usually considered as the independent variable whilst followers' reactions are considered the dependent variable" (p. 393). In view of this assertion, in this study, leaders' behavior was used as the independent variable and followers' social identity was treated as the dependent variable.

Kark & Shamir (2002) proposed that different leadership behaviors can account for priming distinctive aspects of followers' self-concept and followers' identification; however, causation has not been established.

Kenny (1979) is quoted as saying that in order to claim causation "three classic conditions that must exist so as to measure this effect: 1) x must precede y temporally; 2) x must be reliably correlated with y (beyond chance); 3) the relation between x and y must not explained by other causes" (Antonakis, Bendahan, Jacquart, & Lalive, 2010, p. 1087).

Antonakis, Bendahan, Jacquart, & Lalive (2010) pointed out that "to measure causal effects, we need an effect (y) and a presumed cause (x)" (p. 1087). Since these conditions have not been met in this study, there is no established basis for claiming that leaders' behavior/style caused followers' social identity, nonetheless there is a prediction that some kind of relationship does exist and as such the hypothesized relationship was investigated.

For the purposes of the study, leaders' behavior was defined in terms of the transformational leadership theory which proposes three different types of leadership

behaviors: transactional leadership (contingent reward, management-by-exception), transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration) and lassie-faire or no leadership.

The question and hypotheses were investigated using the Leadership Multifactor Questionnaire developed by Bernard Bass (1985). The transformational leadership construct is based on James MacGregor Burns (1978) work on transformational leadership, which is grounded in Abraham Maslow's (1960s) self-actualization concept and James Victor Downton (1973) transformational theory.

Additionally, the Multifactor Leadership Questionnaire (MLQ) has seven subscales which can be seen in the chart below:

Table 1: Transformational leadership sub-scale

Subscale	What's Assess	Items
Transformational Leadership		
Attributed Charisma (AC)	Subordinates' perceptions of how the leader makes personal sacrifice, deal with crises and obstacles and exhibit self-confidence.	8
Idealized Influence (II)	The degree to which the supervisor is perceived as espousing important values, beliefs, and a sense of mission.	10
Inspirational Leadership (ISP)	The leaders setting of high standards and orientation toward the future.	10
Subscale	**What's Assess**	**Items**
	The extent to which subordinates perceive the supervisor as treating them as individuals, rather than as part of a group and invest in their learning process.	9

Subscale	What's Assess	Items
Transactional Leadership		
Contingent Reward (CR)	The supervisors' exchange-related behavior, in which rewards are contingent upon the subordinates, in which rewards are contingent upon the subordinates' agreement to task performance.	9
Management-by-Exceptions (Active (MBEA)	The degree to which the leader actively searches for subordinate mistakes.	7
Management-by-exception - passive (MBEP)	Followers' perceptions that the leader does not get involved in their work, unless problems attract the leader's attention.	7
Laissez-faire (LF)	To measure non-leadership or the perception of leadership inaction.	8

Adapted from: Jejeda, Scandura and Pillai (2001). The Leadership Quarterly, p. 38-39., 41

Furthermore, the rationale for using the Multifactor Leadership Questionnaire (MLQ) to measure leaders' behavior is well established and supported in literature (Porter (2011); Schriesheim , Wu & Scandura (2009); Bass (1999). The Multifactor Leadership Questionnaire (MLQ-5X-Form) is a self-report instrument and measures leadership behavior that represents avoidance of responsibility and action has been extensively tested for more than 20 years and has been the basis of a large number of doctoral dissertations and theses within the last five years (Avolio & Bass, Walumbwa & Zhu, 2004). Avolio & Bass (2004) conjectured that "the MLQ has been used extensively in field and laboratory research to study transformational, transactional, and passive/avoidance leadership styles […] and that the MLQ has been used for selection,

transfer, and promotion activities, as well as individual and group, or organizational development and counseling" (p. 7).

Judge & Piccolo (2004) reported that "since their introduction and delineation, transformational and transactional leadership have been investigated in scores of research studies. Transformational leadership has proven to be particularly popular" in many areas of leadership research across cultures, levels and cultures (p. 755). Because of popularization of transformational leadership, there is amply support for choosing the Multifactor Leadership Questionnaire for this study.

Tajfel & Turners (1986) who maintained that "social identity theory proposes that identity salience leads to behaviors consistent with that identity and the appropriate norms" (Jetten, Postmes & Mcauliffe, 2002, p. 192). Therefore, the structures created by organizations provide the context to encourage certain behaviors that facilitate social identity formation or identities form through relationship within and without the organization and with the organization itself.

However, when persons are faced with discrimination of some kind or social exclusion they must negotiate their identity. If identity negotiation is unsuccessful, it becomes "a mechanism through which psychopathology can result as defined within the rubric of psychiatry" (Hickling & Hutchinson, 2000, p. 94).

Oyserman, Coon & Kemmelmeier (2002) said that since "individualism describes a worldview antagonistic to community and collective social structure"…"researchers conceptualize individualism as the opposite of collectivism" (p. 3). Jetten, Postmes & Mcauliffe (2002) offered support for this idea by saying that "conformity to group norms of collectivism or individualism varies as a function of group members' commitment to the group. That is why, the stronger the individual is attached to the group, the more likely it is that the person will turn to in-group norms as a guide for behavior" (p. 190). So since Hui (1988) accepted that "collectivism was defined as a set of feelings, beliefs, behavioral intentions, and behaviors related to solidarity and concern for others" (p. 17), it is fitting to examine followers' social identity using Triandis & Gelfand (1998) Individualism-Collectivism Scale because it has been used in numerous cross-cultural contexts and has been validated (Chen & West, 2008).

Kim & Cho (2011) acknowledged that "individualism and collectivism are among the most frequently used construct in cross-cultural research, from individual-level (self-concept; Triandis, 1989; Markus & Kitayama, 1991) to societal-level studies (Inkeles & Smith, 1974; Hofstede, 1980)" (p. 393). Shulruf, Hittie & Dixon (2003) indicated that reviews and meta-analysis show that Singelis, Triandis, Bhawuk & Gelfand (1995) Horizontal-Vertical Individualism-Collectivism scale has been used in 16 United States and international studies.

The Individualism-Collectivism Scale developed by Triandis & Gelfand (1998) is a recapitulation of Singelis, Triandis, Bhawuk & Gelfand (1995) to measure Individualism-Collectivism behavior. The I-C Scale uses 4 items each labeled horizontal individualism, vertical individualism, horizontal collectivism and vertical collectivism with sixteen attitudinal items instead of the original 32-items ([see Triandis & Gelfand (1998)], [Soh & Leong (2002)], [Judge & Piccolo (2004)], [Fischer, Ferreira, Assmar, Redford, Harb, Glazer, Cheng, Jiang, Wong, Kumar, Kartner, Hofer & Achoui (2009)]).

Hambrick & Mason (1984) argued that "theory states that organizational outcomes can be partially predicted from managerial background," (p. 197). Hence, the kind of work environment and relationship leaders creates hinges on what they bring to that environment, which affects how followers acclimate, feel about themselves and others, how they function in that space, and the outcomes that result.

Followers' social identity needs can be attained through interpersonal relations or through submergence into a social group (Schachter, 1959) as well as the individual's perception which forms the basis of their social identity (Cregan, Bartram & Stanton, 2009, p. 703). In fact, "social identity theory proposes that people wish to belong to a group that they perceive to be distinct from other groups in order to raise their self-esteem" (Cregan, Bartram & Stanton, 2009, p. 703). Therefore, the quality of leader-follower interaction might influence the extent to which followers' social identity relates.

Cregan, Bartram & Stanton (2009) insisted that in some situations, "when the identification with the group is weak, people view themselves as unique individuals

(van Vugt & Hart, 2004), but as social identification develops, belongingness to the collective is strengthened" (p. 703-704).

Spector (2006) pointed out that "statistical control can be used to rule out plausible biases as long as those biases can be assessed" (p. 230). Since studies have shown that age, gender, educational level, ethnicity, income, marital status and job tenure can influence the way one sees and respond to events, people and situational outcomes within organizations, these variables was examined to see the effects these variable had on the study ([see: Avolio, Zhu, Koh & Bhatia (2004)], [Becker, 2005)], [Long & Henderson (1970)],]Jackson, Joshi & Erhardt (2003)], [Barbuto, Fritz, Matkin & Marx (2007)], Li & Wu (2005)]).

The noted relationship will be probed to see whether there is a positive relationship between transformational leadership and transactional leadership and followers' social identity. Furthermore, laissez-faire leadership approaches will be probed to see whether there is a negative relationship between this particular type of leaders' behavior and followers' social identity.

The quality of leaders-follower interaction will determine the extent to which followers' social identity relates. For this reason, the study is designed to examine if there is a direct relationship between leadership behaviors as elucidated by the Multifactor Leadership Questionnaire (MLQ) and followers' social identity as measured by the Individual-Collectivism Scale (I-C Scale) accounting for the effects of age, gender, educational level, and length of tenure within the specific leadership-followship relationship.

Mummendey, Kessler, Klink & Mielke (1999) stated that "negative social identity" is defined as the result of an in-group comparison with a negative outcome for one's own group…. the perception or negative discrepancy between one's own and another group's share or positive resources or positive outcome, as well as evaluation of this discrepancy with its affective consequences" (p. 231).

Being able to discriminate provides the impetus for helping person's develop positive social identity (Sachdev & Bourhis (1985). Maass, Cadinu, Guarnieri, & Grasselli (2003) stated that "out-group derogation often derives from the desire to enhance or protect the status of one's own group with respect to a relevant out-group"

(p. 854). As a matter of fact, Haslam & Platowit (2001) said that is the capacity of leaders to affirm a distinct social identity that emerges as the key predictor of followership.

The proposed relationship will be probed to see whether followers are behavior more collectivistic when exposed to transformational leadership and transactional leadership behaviors, thus boosting followers' social identity. Furthermore, laissez-faire leadership approaches will be probed to see whether these behaviors discourage collectivistic type mannerisms among followers, thus inhibiting social identity enhancement.

In other words, it is deduced that followers exposed to leaders using a transformational leadership style will be encouraged to engage in more collectivistic type behaviors while leaders using a more laissez-faire or transactional leadership style will be more apt to promote more individualistic type behaviors among followers. Depending on the chosen leadership behaviors, followers' social identity could be positively or negatively enhanced.

The investigation of leaders' behavior and followers' social identity was designed to use a web-based solution to collect data from respondents. The use of this modality is supported by Sills & Song (2002) who held that "the rapid expansion of Internet users has given web-based surveys the potential to become a powerful tool in survey research" thus making it a potential tool for scientific research among polling organizations, governmental agencies and social scientist, (p. 22).

The United Nations (2011) reported that there were 1.4 billion people using the Internet in 2009 which has increased to 1.6 billion in 2010 Internet individual users worldwide with over two hundred thousand (approximately 9%) in Trinidad and Tobago (Trading Economics, 2011). Since some participants have access Maritime Financial Group's Internet resources, together with the access to Internet through public libraries and Internet Cafes, this level of access justifies the use a web-based solution as a valuable data collection tool in this study.

Data were collected primarily through interviews and self-report questionnaires. Self-reported data by its very nature presents many challenges. It seems that organizational researchers don't like self-reports, but neither can they do without them"

(Podsakoff & Organ, 1986, p. 531). In spite of this, Podsakoff & Organ (1986) recognized self-report as suitable data collection method for 1) obtaining demographic or otherwise factual information; 2) soliciting respondents' prospective about their own propensities and that of others; 3) obtaining descriptions of leaders and coordinators past, current, and hypothesized characteristic behavior; 4) scaling psychological behavior of team leaders, coordinators and team members.

Spector (1994) argued that "there are good reasons to be cautious in the use of self-report, but reason for caution are every bit as important for other methodologies as well" (p. 385). Also, managers rely heavily on their own self-report research in employee opinion surveys, program evaluation, and human resources planning" (Podsakoff & Organ, 1986, p. 531).

Equally, questionnaires have been proven to be successful in reporting demographic data, gathering personality data, obtaining descriptions or overall respondents' life content and behaviors, scaling psychological state of respondents, such as job attitudes, tension, or motivation and much more (Podsakoff & Organ, 1986; Podsakoff, MacKenzie, Jeong-Yeon, & Podsakoff, 2003; Spector, 1994; Donaldson & Grant-Vallone, 2002; Oh &Berry, 2009) reported that "single source rating are the most common sources of performance measurement…but they do not likely adequately capture all the relevant variance in true levels of manager ratees' job performance" (p. 1499).

Ghorpade (2000) reported that 360 degree feedback has gained wide popularity in the corporate world evident by the widespread use among Fortune 500 companies given the ability to capture performance information of about from superiors, peers, subordinates, customers, and suppliers. Thus, both researchers and practitioners have recommended the use of 360 degree performance rating" in multiple studies (Oh & Berry, 2009, p. 1499).

Results from a 360^0 allowed the *"self [to learn] values, norms, and customs from others to become a proper member of the community. Self contributes to the continuity of [the Maritime Financial Group's community] as well. In this give-and-take process, self is invariably bound with others with in a cultural group. Consequently, self-become mirrored in other, and other become an extension of self"*

(Chang, 2008, p. 27). In other words, the feedback received deepens ratees' impressions about how they are seen by others and might be more willing to change their behavior for more prototypical group membership.

CHAPTER 2 -- Review of Literature

Culture is a complex an elusive term, given the diverse ways in which it is defined, investigated, and measured by the different academic disciplines (Recardo & Jolly, 1997). Organizations have culture, so it is in understanding the dimensions or characteristics of an organization's culture that makes it possible to understand the relationships that exist within them (Norhouse, 2007; Chatman, Jehn, 1994; Fortado & Fadil, 2012; Kirsh & Gewurtz, 2011). Therefore, given the variation in cultural, it is important to understand some of the cultural nuances associated with this study (Jackson, 2011; Tsai & Chi, 2011).

Chatora (2010) did a study on online behavior and found "that participants primarily communicate with their friends, families, relatives and acquaintances - people they know personally offline, in line with the theoretical position which argues that online relationships are primarily shaped by offline relationships" (p. ii). The same is also true in organizations, in that relationships tend to facilitate connectedness and engagement. The more connected people feel in their organization, the greater will be their inclination to connect with others and be more productive in group activities.

Although there are differently structured organizations, organizations are defined as social instruments that exist primarily to produce goods and services through the efforts of those who are employed by the organization, whether individually, as part of a collective, or on contractual basis or singly organized (Szell, Lambiotte & Thurner, 2010). Morse, Reimer, & Tannenbaum, (1951) indicated that "these relationships are functional, that is, they result in the production or exchange of some object or behavior required or desired by at least some of the individuals involved" (p. 41). These are elements of exchange are a by-product of the organizations' engagement with employees. Together, they produce distinctive cultural artifacts such as rituals, legends, and ceremonies (Smircich, 1983; Hill, 2011; Plakhotnik, 2010). However, Heine, Buchtel, and Norenzayan (2008) acknowledged that "past research has shown that agreement on cultural differences becomes stronger with increased cultural contact (Triandis & Vassiliou, 1967), and that perceptions of group differences are often, although not always, quite accurate" (p. 309).

Organizational culture varies in the ways it is interpreted and defined, but many organizational scholars and practitioners tend to think of organizational culture as critical elements that give organizations their identity and place them in an operational environment. Organizational culture is evident in the organizational values, belief systems, employee dress codes, signages, publications, interior architectures, furniture, layouts, commitments, behaviors, financial reporting, hiring/termination practices, employee training, relationships, recycling programs, thresholds for tolerance, and other shared practices and ways of being (Tharp, 2009; Recardo & Jolly, 1997). These attributes are part of the company's environment created by its people and become part of the everyday value systems, norms, roles, and dominant groupings which are so engrained in the ethos of an organization such as that distinguishes the company from other organizations.

Trinidad and Tobago has its own unique culture, which has allowed those who live and work there to engage others and do things in their own unique ways. Therefore, since the proposed study will be conducted with a financial services company in Trinidad and Tobago, references will be made to proximate cultural behaviors that will help provide a richer understanding of workplace behaviors.

Trinidad and Tobago is a twin-island state just off the coast of Venezuela. It is considered one of the wealthiest nations in the Caribbean Region because of oil, natural gas asphalt, and other natural resources (Economic Commission for Latin American and the Caribbean, 2010). Reddock (1999) pointed out that the twin island state "became independent from Great Britain in 1962, after centuries of Spanish, French, and British colonialism and settlement" (p. 571).

The country has a population of 1, 317,714 million people as of 2010. (656,892 women; 660,822 males) who live and work in the countries' nine (9) administrative divisions, nine (9) regional corporations, two (2) city corporations, three (3) borough corporations and one (1) ward.

Trinidad and Tobago Culture

Maritime Financial Group, Ltd operates in an environment where the national culture has enormous influence on the way companies do business and the culture that

evolve within the organization (Schein, 2001; Kreiser, Marino, Dickson & Weaver, 2010). Therefore, understanding the local cultural framework is important and will help to elucidate some of the findings of this study and provide the basis for making inferences (Naor, Linderman & Schroeder, 2010).

Trinidad and Tobago is the Caribbean region's most ethnically diverse society with a significant segment of the population grouped as people of African and Indian decent, along with smaller segments of Caribe, European, Middle Eastern, Chinese, Portuguese, migrant Lebanese and Syrians and mixed and other ethnicities (Etienne-Manley, 2011; Reddock, 1999). Trinidad and Tobago is a melting pot of ethnicities resulting from a number of migrations, forced and otherwise.

The three primary ethnic groups in Trinidad and Tobago are Indo-Trinibigonians (40%), Afro-Trinibigonians (37.5%) and Mixed (20.5%). There are also persons who are Chinese Trinibigonians and White Trinibigonians (1.2%) and those who belong to an unspecified group (.8%) who are also present but less pronounced (Trinidad and Tobago 2000 census and the Central Intelligence Agency World Factbook).

In addition, Trinidad and Tobago has a rich culture which has festivals and ceremonies with trimmings of its indigenous, Indian, African, Spanish, French and British influences. For instance, Trinidad and Tobago is the birthplace on the calypso and steel pan which is considered the only acoustic musical instrument invented in the 20th century. This instrument is used to play many genres of music and can be found accompanying classical, gospel, calypsonians and other vocalist in many musical activities and forums.

The country is known for its pre-Lenten Carnival festivities which attract over 40,000 visitors to the country, annually. Furthermore, Trinidad and Tobago is known for "other forms of indigenous music like soca (a modern from of calypso), Parang (Venezuelan-influenced Christmas music), chutney, and pichakaree (music form which blend the music of the Caribbean and India) and famous Limbo dance." The country is also associated with Nobel Laureates, V.S, Naipaul and Derrick Walcott and mas designer, Peter Minshall (Evolving Technologies and Enterprise Development Company Limited (e-Tech), 2010). The official language written and spoken is English. In addition, Caribbean Hindustan (a dialect of Hindi), French, Spanish and

Chinese are spoken, as well as variation of these languages (Reddock, 1999). In some context coded words, dialects or some other foreign language are used to communicate with others in situations where the message is for limited audiences. In some other situations words of endearment, like "darling", "honey," "DoDo," "DoDo Darling" are used to greet friends, family, acquaintance or even to address strangers in multiple contexts. It should be no surprise to hear such words or endearments being used in the street, a store or other place of business. It is not uncommon to hear good morning or afternoon uttered on a crowded maxi taxi, bus or in a public space.

The major religious groups tend to be Roman Catholic (26%), Hindu (22.5%), Anglican (7.8%), Muslin (5.8%), Baptist (7.2%), Pentecostal (6.8%), Other Christian (5.8), other (10.8%) and unspecified (1.4%). Religion plays an important of the Trinidad and Tobago culture, as evidenced by the many religious holidays and religious festivals celebrated, the pervasiveness of religious symbols, the many houses of worship around the country and religious television and radio programs and religious radio stations that exist in Trinidad and Tobago. Also, religion provides important markers for how persons behave, bond, feel about of belongingness, interconnectedness, what they believe and how they will respond to life events (Saroglou 2011). Religious harmony is an important makers of the people of Trinidad and Tobago so it is not uncommon to find a Mosque and church operating side by side.

Education in Trinidad and Tobago is modeled after the British system of education and the country is considered one of the most educated countries in the world. It is the highest system of education in the Caribbean with a recorded literacy rate of 98%, though this has been disputed by some educational experts (British Council, 2011). Except for a few private schools, primary and secondary school education is free and attendance is mandatory from between five and sixteen years of age.

Trinidad and Tobago is a strong culture of education and learning and a great number of adults take distance learning courses offered mainly by British institutions, often while working fulltime. The county is ranked among the top ten distance learning market in the world for UK qualifications with the University of London leading with approximately 3,500 students per year (British Education Council, 2011).

There is knowledge transfer problem because teachers, lectures and students place more emphasis on passing an examination and/or receiving certification or a degree and less importance on developing the critical thinking knowledge, skills and abilities that will equip their students to think in creative ways beyond the classroom and for the boardroom. This is serious challenge for the people of Trinidad and Tobago because the inability of students to think in critical and creative ways hinders personal growth and development and leadership possibilities. It obstructs the creation of new industries, and leaves valuable human resources out of the mainstream employment system and nation building activities.

Kalichraran (2011) stated that getting a certificate could only take students so far until they are required to demonstrate what they know in the work context. He stated that he "can state without fear of contradiction that there are many teachers in the secondary school system who are classified as Teacher II and III with almost worthless "degree" from some external university" (p. 13).

Receiving a degree is a main status booster in Trinidad and Tobago, but if there are no avenues for workers to use the knowledge, skills and abilities amassed from their training, there will be perpetual incidence of brain drain, dissatisfaction and in some instances work obstruction and dysfunction.

Another possible human resource problem is that people are placed in position, where the extent of their functioning is limited to what they learn for the test in college, what they learned from the incumbent if such opportunities are provided, or what they learn from the job. This model of knowledge, skills and abilities transfer makes it difficult for persons to grow departments, organizations, develop others and engaging in innovation for effectiveness and nation building if what they bring to their positions marginally primed them to function effectively.

Maritime Financial Group's Organizational Culture

Maritime Life Insurance's genesis began in 1961 when Maritime Life Insurance of Halifax, Canada established operations in Trinidad through a branch operation in a 1,000 square feet room with eight employees. This was one year before Trinidad and Tobago achieved its independence from the British. Ten years following

later, Maritime Life (Caribbean) was incorporated and six years thereafter 73.2% was owned by Trinibigonians. This made Maritime Life (Caribbean) the first foreign insurance company to be locally controlled. By 1983 Maritime Life Assurance Company sold the balance of its holding to Trinibigonians. In 1988 the Maritime Groups was established, followed by the opening of the Chaguanas, Marabella, Tobago and San Fernando Financial Services offices opened. A San Fernando Regional Center was opened (www.maritimefinancial.com).

This understanding is significant because elements the company's history guide it's in staffing, customers care, and other stakeholder interactions given by providing the assurance of continuity and strength embodied in its longevity. The evidence of this is seen in the recent celebration of its fiftieth anniversary which, included a lavish birthday get-together for staff and well-wishers. There is evidence of the company's milestones all around the country, including on billboards, website, highway signage, newspapers, phone books, correspondence with it customers and giveaways to customers.

The company has 400 highly qualified and trained employees operating out the company's offices in Barataria, Chaguanas, Marabella, Tobago and San Fernando. The corporate office is in Barataria and is the main operating center of the organization. It serves as a recognizable symbol in the San Juan -Barataria-Morvant-Laventille area. Barataria is a central location, providing easy access to Port of Spain, South, East and Central Trinidad, the Piaco Airport and the National Ports. The main office is at a major intersection, which makes it visible from the a busy Priority Bus Route, the Highway, the Eastern Main Road near the Morvant Junction and from the major service roads in Barataria. The company's locations allow for easy access to different part of Trinidad and Tobago and elsewhere, especially when the company must investigate major disasters or attend major events of concern to the organization.

The building in which Maritime Financial Group head office is housed was once owned and operated by Mr. Ram Kirpalani, an established and very influential businessman in Trinidad and Tobago and the Caribbean. Mr. Kirpalani, operated a shopping mall in that building until his death in 1986. Maritime Financial Group acquired the building in 1998 for its head office which was relocated from Chancery

Lane in Port of Spain. The company also operates a mini mall and rent office space to diverse businesses interest in the same building that houses its corporate offices and service arms of the organization. Branch offices are located in areas where they are visible from multiple locations in commercial areas or on the periphery of these locales.

In every location in the company's buildings are very distinctive. They all have trimmings of the famous aqua blue trademark color and displays the company's flag along with the national flag and the Maritime Financial Group logo displayed on the building as well on the highway in route to the chosen location. More specifically, the company's headquarter in Barataria is painted in aqua blue and shaped like a fish tank or boat with glass and metal infrastructure that could make one mistakenly take it for a shark or whale tank or ship. There are also palm trees circumspectly placed to illuminate the marine theme Maritime Financial Group champions.

Persons entering an organization bring everything about them to that organization. However, the organization's policies, procedures, guiding principles and the acceptable way of being in the organization serve as a filter for the kind of behavior that is acceptable within the organization and what behaviors are not acceptable. Similarly, the organization's policies, procedures, guiding principles also serve as a filters as to what can be brought into the organization and what must be excluded, including how people are to dress and communicate within the organization.

Maritime Financial Group is no different, in that the way the organization interacts with its customers, business partners, teams members, the community, oversight agencies and other constitute members is scripted in its corporate charter, mission, vision, corporate guiding principles, operating policies, procedures, government pronouncement , governance structure, communiqué and the actual way in which the organization operate. These are all elements that form Maritime Financial Group's corporate culture and serve to provide the structure that allow the organization to flourish and endure during varying socio-economic and political undulations. As well, the company's policies have guided the entity in challenging and unpredictable legal environments for the past fifty years while serving the business community, government, the people of Trinidad and Tobago and other Caribbean countries.

Swindler (1986) argued that "culture influences action not by providing the ultimate values toward which action is oriented, but by shaping a repertoire or "tool kit" of habits, skills, and styles from which people construct 'strategies of action.'" (p. 273). Hence, the organization's culture is reflected in the way in which Maritime Financial Group's office and location, governance structure, recruitment strategy, company logo, team philosophy, dress code, history, fixture and fittings, communication, reward and recognitions programs, attitude to time, focus on training and cross-training and it embracing of nation cultural influences.

The governance structure is made up of 87% men and 13% women. A photo on the Maritime Financial Group's website (www.maritimefinancial.com) shows the seven men in dark colored suits and mostly white shirts which is a reflection of strength and of unity. The woman is shown wearing a soft colored pants suit, reflecting some balance to the group but also making her presence on the team very pronounced. There is some diversity in the composition of the team in that there are three men on the front row who appear to be white-Trinibigonians, two Afro-Trinidadians, one person of Indian decent standing to the back, and two mixed Trinibigonians occupying the front row. One of member on the team looks like he is in his seventies while the others look like they are in their mid-forties to mid-sixties. This structuring suggests that there was some discussion and action with regard to succession planning, given the age diversity of the team. The backdrop for the photo is several pieces of paintings with sail boats theme reflecting the adopted stances the company made to associate itself with marine artifacts.

The company is heavily influenced by the national culture, which still has trimmings of the British influence. The evidence of this is clearly seen in the type of professional certifying exams employees subscribe to establish themselves in the insurance industry. Most of these certifying bodies are British entities, thus providing continuity to the British cultural influence. The organization has been influenced, not only by British culture, but also by Canadian cultural nuances, including the manner in which the organization was structured, the manner of dress and placement of people within the organization. This assertion is supported in the current structure of the organization as well, as the fact that elements of Weber bureaucratic and Fayol

administrative structuring is still very prevalent in organizations in Trinidad and Tobago and is part of the British influence. Bureaucratic and administrative organizational structuring is prevalent in educational establishments, businesses, law enforcement, NGOs, Government and any kind of organization you can think about operating in Trinidad and Tobago uses an administrative-bureaucratic business model. This is also reflective of Maritime Financial Group's governance structure.

Maritime Financial Group's logo is a powerful symbol for the company and it represents strength, solidarity, power, forward movement, growth, unity, increasing amount of services to clients, permanence, growth, progression, dynamism, prosperity and success. This symbol is very prominent in every area of the organization - its correspondence and all its promotional activities and materials. The company displays a certain pride about this symbol and went through the meticulous task of elucidating what every line and arrow means on the company's website. For instance, the elongated band stretches from left to right ending in an arrow symbolizing movement, progression and dynamism. The increasing width of the band as it extends to the right demonstrates growth, prosperity, and success. The company's website is located at (www.maritimefinancialgroup.com) and has a thorough explanation of the entire logo and its meaning to the company and its workers.

Business in Trinidad Tobago

In many situations, workers are likely to conduct business in a very casual manner and engage others with some degree of familiarity. Relationships play an important role in doing business as a person will not want to upset others in order to push through a deal (Kwint Essential, 2011). Trinidad and Tobago is a fluid time culture, in that if someone tells you that he or she will do something by noon, it will be advisable to treat the stated time casually or as an estimate and add at least six to eight hours of a workday to that estimate. Although this is not a universal pattern, it is pervasiveness to warrant being mentioned.

Although workers are placed in leadership roles, there is no real emphasis on leaders' development and training, nor is leadership a major or academic program of study at Trinidad and Tobago universities. However, there are some new initiatives

coming on stream at University of the West Indies, Arthur Lok Jack Business School and the Faculty of Management exploring leadership development program for law enforcement personnel. A few independent leadership distance courses are offered by Herriot-Watt University and Henley University as part of an existing degree program.

A Chief Learning Officer Special Report on Leadership Development (2011) reported that "traditional models of leadership tend to emphasize individualism and top-down command," but today's current business environment demands something new. Although Lord and Hall (2005) considered trait (genetically linked) and to be a stable construct rather than a skill that needs to be developed, still "leadership involves more complex mix of behavioral, cognitive and social skills that may develop at different rates and require different learning experiences" (p. 2). Because of the scarcity of formal leadership training and development programs, apprenticeship or on-the-job training models are used in Trinidad and Tobago. A Taleo Research White Paper (2011) provides support for this kind of leadership model by reporting that "homegrown leaders are held in greater regard within their organization than talent drafted in from outside: 54 percent of all respondents have more respect for leaders who have worked their way up through the organization" (p. 3).

Rauseo (2012) pointed out that "those in power get treated very differently from the "average Joe" in the working class of [Trinidad and Tobago]" (p. A57) and tend to influence other aspects of life. Some of the existing selection criteria leaders are trait-based and laden with preferential treatment built on class, race, affiliation, gender and the like. This is a spillover from the plantation society which created "one class of people to the field, another to be in the office and another to be in club reaping the profits" (Nero, 2011, p. 4).

Leadership selection processes based on favoritism may result in the wrong person being selected for a leadership role, and if that person is not adequately trained for that role, many inconsistent behaviors may ensue and stagnate any meaningful organization progress. This is especially so since over time faulty leadership skills and knowledge become inextricably integrated with the development of that leader's self-concept as a leader and can be passed on to others who themselves may become ill-suited leaders, creating dysfunctions in organizations. Hence, there are strong feelings,

such as mistrust, resentments, and hostility in the workplace. This creates a very hostile industrial relations climate, especially among public sector workers (Nero, 2011), These selection strategies pose many problems in every level of organizational life, as incongruent behaviors create antagonistic behaviors among management, workers and unions, something that has been recognized by Dr. Anthony Sabga, Chairman emeritus of the ANSA McAL Group, a diversified conglomerate in Trinidad and Tobago, as a major problem to the country's competitiveness and innovation efforts.

Sabga does believe that the most pressing problem lies in people, but not with workers alone. In fact, workers rely on "managers to provide leadership and their environment. The labor unions help to create the environments." (Nero 2011, p. 4). It follows that if managers and union leaders are not adequately trained and workers are not empowered to do their jobs and enjoy it, a less than harmonious work environment will persist (Nero, 2011). A different stance is necessary because in times of increased uncertainty, "humility, shared decision making and flexibility are even more crucial than the ability to rally the troops" (Chief Learning Officer, 2011, p. 5). To bring about any level of change require a greater emphasis on leadership development for which the higher learning institutions must take the lead in developing leaders for the country's strategic positioning in this global economy.

Leadership construct

The universality of leadership requires constant evaluation for congruency of situation, people and effectiveness. McCarthy (1997) argued that "leadership, or more specifically, quality of leadership, affect nearly all individuals at some point or another; be it as a leader or as a follower" (p. 117). Therefore, in an attempt to understand this phenomenon, especially as it unfolds in a global context, leadership has been constructed, reconstructed, probed in many contexts and levels and analyzed using tools and methods of every kind.

For instance: the impact of social identity and transformational leadership on the collective of union members (Cregan, Bartram & Stanton, 2009); ambiguity (Pfeffer, 1977); social relations (Livi, Kenny, Albright, & Pierro, 2008); transformational leadership, justice perceptions, and organizational citizenship behaviors (Cho &

Dansereau, 2010); transformational leadership, identification, and follower outcomes, Wang & Howell, 2012); the impact of transformational leaders (Boerner, Eisenbeiss & Griesser, 2007); social construction of followership (Hollander & Offermann, 1990; Carsten, Uhl-Bien, West, Patera & McGregor, 2010; Lievens, Van Geit, & Coetsier, 1997); leader capabilities, succession, and competitive context (Cannella &Rowe, 1995); cross-cultural leadership challenges when identity groups collide (Chrobot-Mason, Ruderman, Weber, Ohlott & Dalton, 2007); the moderating role of leader prototypicality (van Knippenberg, & van Knippenberg, (2005); leadership, self, and identity (van Knippenberg, van Knippenberg, De Cremer,& Hogg, 2004); leadership development (Day, 2001); leadership in nonprofit organizations of Nicaragua and El Salvador (León, Cantisano, & Mangin, 2009); and many more.

Most organizational research relevant to this study exists in the academic disciplines of sociology, leadership, social psychology, industrial psychology, management, cross-cultural studies, business and education. In some cases the ideas sought can be found in older classical management and psychological literature, which elucidates human relations in leader-follower dynamics. Yulk (1989) confirmed these sentiments by stating the field of leadership study is an interdisciplinary one and it has been examined generously, thus emphasizing its importance in understanding management and organizational behavior.

Other areas studied include leadership philosophy (Korac-Kakabadse, Korac-Kakabadse & Myers, 1998); followership philosophy (Yuan & Ling, 2010); leaders' behavior (Ashok Kumar, Rao and Janardhanreddy, 2012); leading diversely (Moodie, 2012); leading work (Manz & Sim, 1987); leading social justice justly (Fitzgerald, 2009); measuring leadership behavior (Sosik, & Cameron, 2010); measuring social identity (Benjamin, Choi & Strickland, 2010); a social identity perspective on leadership and employee creativity (Hirst, van Dick, & van Knippenberg, 2009); leadership skills (Cheng, 2011; Hallinan, Macintyre & Stalica, 2011); leadership qualifications (Carter, 1954; Harper, Brown & Irvine, 2005), leadership capacity and succession (Byrne-Jiménez and Orr, 2012; McMurray, Henly, Chaboyer, Clapton, Lizzio & Teml, 2012); leadership trait (Colbert, Judge, Choi & Wang, 2012); authentic leadership and personality (Leroy, Anseel, Gardner & Sels, 2012); servant leadership

(Hale & Fields, 2012); leading women (Durante, Griskevicius, Simpson, Cantú, & Tybur (2012); leading dysfunctionally (Dandira, 2012); leadership and culture (Liang, Meng, Li & Yuan, 2012), leadership and group behavior (Varella, Javidan & Waldman, 2012); the self in leadership-followership relationship (Srinivasan & Holsinger, 2012). Embodied in all these studies are elements of leadership that can provide some important insights into how leaders behave, the influences of those behaviors and the outcomes that ensue, especially followers' social identities.

However, the focus of this study is on individualism-collectivism as conceptualized by Triandis and Gelfand (1989) transformational and transactional leadership (Burns, 1978; Bass, 1998). Hogg (2001) has proposed a social identity theory of leadership; however research exploring social identity and its relatedness to transformational leadership has been sparse. This dissertation will attempt to provide a framework for exploring a presumed relationship between the two constructs of transformational leadership and social identity.

Despite the many areas of leadership that have been studied or written about there are still some under researched areas. For instance, many in the field felt that leadership research has focused more on the leader traits and behavior than on the psychological effects on followers, thereby creating a literature gap in the understanding the effects of leaders' behavior on follower psychological well-being (Bennis, 2010); van Knippenberg, , van Knippenberg, , De Cremer, & Hogg 2004); Lipman-Blumen, 2005); Yukl, 1998); Bass, 1990). This under-explored area of leadership suggests that deeper probes paying attention to this aspect will provide a richer understanding of leaders' behavior in social identity, leadership derailment, social justice leadership, cross-cultural leadership, civil leadership, leadership-followership philosophy, creativity-innovation leadership, dysfunction leadership and social identity, authentic leadership and personality and other micro-behavioral aspects of followership interaction. For these reasons, this investigation focuses on the idea that followers' social identity "need" increases with interpersonal relations and immersion into a social group (Schachter, 1959) and leaders can be important catalysts in creating such situations where followers' social identity needs can be attained (Hoffman, Bynum, Piccolo & Sutton, 2011).

Consequently, the literature review covers studies involving transformational leadership theory as enhanced by Bass (1985) and social identity theory which was conceptualized by Henri Tajfel & John Turner (1979) and the social identity theory of leadership by Hogg (2001). This will include literature on the relationship between leaders' behavior as defined by the Multifactor Leadership Questionnaire by Avolio & Bass (1995) and followers' social identity as measured by the Individualism-collectivism Scale (I-C Scale) conceptualized by Singalis, Triandis, Bhawuk, & Gelfand (1995) and recapitulated by Triandis & Gelfand (1998).

There is no evidence of a study that have examined transformational leadership behavior and followers' social identity in Trinidad and Tobago, nor in the United States for that matter. However, there are many studies involving leadership and other social science constructs that can serve as benchmarks for this study.

Burns' transformational leadership

Bass and his colleagues (Bass, 1985, 1996) "defined transformational leadership primarily in terms of the leader's effect on followers and the behavior used to achieve this effect" (Yukl, 1999, p. 286). Lowe, Kroeck & Sivasubramaniam (1996) stated that in developing the transformational and transactional leadership style construct, Burns (1978) drew on literature on traits, leadership style, leader-member exchange, as well as his own observations. Burns (1978) theorized that "the relations of most leaders and followers are transactional – leaders approach followers with the eye to exchanging one thing for another: jobs, votes, or subsidies for campaign contributions" (p. 4). Transactional leadership represents the bulk of relationships among leaders and followers. Despite this truism, Burn (1978) surmised that transformational leadership is more potent, despite its complexity.

The potency of transformational leadership has made it a major focus of leadership research in the 1980s because it motivates followers to do more than they originally intended and often more than they thought possible (Bass, 1998; Northouse, 2007). Kouzes & Posner (1987) suggested that transformational "leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 118). Such behaviors

have transforming effects because it raises the level of human conduct and mutual ethical aspirations for both leaders and followers (Kouzes & Posner, 1987).

The term "transformational leadership" was first introduced by Sociologist James Victor Downton in 1973 to account for the differences in leadership behaviors among revolutionary, rebellious, reform and ordinary leaders (Avolio and Bass, 2004; Northouse, 2007). Downton's work on leadership introduced transformational leadership as a concept, but it was Burn's work on political leadership that clarified some of the elements of transformational leadership. Burns (1978), in his analysis of political leadership, elucidated the term transformational leadership by saying that "a person who deals with analytical ideas and data alone is a theorist; the one who works only with normative ideas is a moralist; the person who deals with both unites them through disciplined imagination and is considered an intellectual" (p. 141). For many reasons, the idea of the intellectual leadership failed. This is particularly true because Burns (1978) takes the position that leaders are neither "born" nor "made", instead it is the patterns in the origins and socialization of persons that accounts for leadership.

Burns (1978) contended that transforming leaders engage in behaviors that are grounded in their values and use both analytical and normative ideas to help them understand and respond to their environment. The transformational leaders, according to Harms & Credé (2010), "act as mentors to their followers by encouraging learning, achievement, and individual development" (2010, p. 6). Therefore, it is fitting to say that transforming leaders are interconnected with the social milieu and are persistently trying to transform social relationships. Far greater, "the transforming leader looks for potential motive in followers, seeks to satisfy higher needs, and engages the full person of the follower" (Burns, 1978, p. 4).

Ultimately, the goal of transforming leaders is "to help release human potentials now locked in ungratified needs and crushed expectations" (Burns, 1978, p.5). However, Den Hortog, Van Muij & Koopman (1997) argued that "a better understanding of transformation leadership can follow from contrasting it with transactional leadership" (p. 20). This is especially true given Yulk's (1999) assertions that issues surrounding the over emphasis of dyadic process, ambiguity about the underlying influence processes, ambiguity about transformational behaviors and

transactional leadership, omission of important behaviors, insufficient specification of situational variables, insufficient identification of negative effects, and heroic leadership bias, among other concerns.

Wendt, Euwema, Hetty & van Emmerik, (2009) considered leaders who behave in ways that response to followers' needs and preferences, such as displaying concern for followers' welfare and creating a friendly and psychologically supportive work environment to be supportive leaders. Transformational leadership behaviors fit the characterization, and therefore transformational leader are considered supportive leaders.

Bass and Riggio (2006) maintained that "in the past decades, transformational leadership has been hailed as an important means whereby organizational leaders can induce followers to perform beyond expectation" (cited in Kearney, 2008). Bernard Bass is credited for "broadening the definition of charismatic or transformational leadership, making it more appropriate to the settings of complex, formal organizations and answering the call to develop quantitative tools to study it" (Chemers, 1997, p. 86-87).

Bass' work with conceptualizing transformational leadership theory and its measurement started with a set of open-ended discussion presented to 70 executives attending a leadership workshop. Participants for Bass' research came mostly from military, business and educational establishments (see Chemers, 1997; Bass, 1998; Avolio and Bass, 2004; Stewart, 2006). The feedback Bass received from his exploratory research became the framework for developing the Multifactor Leadership Questionnaire (MLQ) which became the measure of transformational and transactional leadership behaviors (Chemers, 1997).

Bass' earlier research work on transformational leadership was sparked by the perceived inadequacies and deficiencies associated with Burn's earlier conceptualization of transformational and transactional leadership work (Stewart, 2006). For instance, Burns' earlier treatment of transactional and transitional leadership as two independent concepts was one of the noted areas needing some attention. It was then that Bass (1985) re-conceptualized Burns' transformational and transactional leadership and focused more attention on followers' responsiveness to leaders and their

needs rather than on leaders' needs (Northouse, 2007). Bass (1985) took the position that transformational leadership could be applied to situations in which outcomes were not positive. Conversely, Avolio and Bass (2004) argued that the typical transactional leader was likely to work within the organizational culture while the transformational leader was more likely to change it. Accordingly, transformational leadership was more apt to flourish in less mechanistic and bureaucratic organizations and is more likely to emerge in an unstructured team, when assignments are risky, in times of growth, in times of change and in times of crisis (Avolio and Bass, 2004). Bass (1985) is cited in Northouse (2007) as saying that transactional and transformational leadership attributes were suited to be treated on a continuum rather than as two mutually exclusive set of variables. The diagram shows this:

Table 2: Transformational leadership factors

Transformational Leadership	Transactional Leadership	Laissez-Faire Leadership
Transformational Leadership	**Transactional Leadership**	**Laissez Leadership**
Factor 1 Idealized Influence Charisma	**Factor 5** Contingent Reward Constructive Transactions	**Factor 7** Laissez-Faire Non-transactional
Factor 2 Inspirational Motivation	**Factor 6** Management-by-Exception Active and Passive Corrective Transaction	
Factor 3 Intellectual Stimulation		
Factor 4 Individualized Consideration	Adapted from Northouse (2007, p. 181)	

Chart taken from Northouse, 2007, p. 181.

Furthermore, transformational leadership is on the same continuum as transactional leadership behavior in which leaders motivate followers and others to do more than they believe was possible. These leaders display behaviors that attract others to adopt their vision and to do more than expected (Bass, 1998; Chemers, 1997; Northouse, 2007; Avolio & Bass, 2004).

Transformational leader behave in ways that are measured as idealized influence, individualized consideration, inspirational motivation and intellectual stimulation (Yukl, 1998). Leaders exhibiting transformation behavior are considered role models and are capable of: "a) raising followers' level of consciousness about the importance and value of specified and idealized goals; b) getting followers to transcend their own self-interest for the sake of the team or organization, and; c) moving followers to address higher level needs" (Northouse, 2007, p. 180). Leaders with transformation qualities tend to have strong internal values and ideals and are capable of getting followers to forgo their own self-interest for that of the entity or the group (Northouse, 2007).

Wendt, Euwema, Hetty & van Emmerik (2009) argued that because transformational leaders are "sensitive to team members' needs, expressed in a focus on harmony relations, sensitive to individual and group needs, care for the group tensions and provide positive feedback, they are able to create a friendly work environment. Thus, through transformational leadership approaches, leaders are able to positively influence organizational outcome, including perceived extra effort, organizational citizenship behaviors, and job satisfaction (Bryman, 1992; Avolio & Bass, 2004).

From his earlier research Bass (1985; 1988); Avolio & Bass, (2004) and their colleagues identified four components of transformational leadership that can be measured by the Multifactor Leadership Questionnaire (MLQ). These four components are classified as:

1) Charismatic Leadership or Idealized Influence

Charismatic leadership or an idealized influence tend to have a clear vision, have a sense of purpose and tend not to be risk adverse. These leaders are considered

role models, are respected and are admired by followers. Flowerers tend to identify with charismatic leaders and want to emulate them because they provide vision, a sense of mission, instill pride, gain respect and trust, excite, arouse, and inspire their followers and increase optimism about the future.

2) Inspirational motivation

This dimension of transformational leadership is concern with the capacity of the leader to act as a model for followers, communicate clearly and succinctly of a vision and expectations and use symbol to focus effort (Dan Hartog, Van Muijen & Koopman, 1997). With inspirational motivation, leaders behave in ways that motivate followers, generate enthusiasm and challenge people while demonstrating a commitment to goals and a shared vision (Stewart, 2006).

3) Intellectual stimulation

Transformation leaders actively solicit new ideas and new ways of doing things" (Stewart, 2006, p. 6). By providing intellectual encouragement they are able to inspire followers to rethink old challenges in new and exciting ways and never administer public correction or criticism (Dan Hartog, Van Muijen & Koopman, 1997).

4) Individualized consideration

Transformational leaders use individualized consideration to help followers actualize to their fullest potential through coaching, mentoring, providing timely and pointed feedback and link followers needs to the organization's mission (Dan Hartog, Van Muijen & Koopman, 1997; Bass, 1998; Avolio & Bass, 2004). Leaders provide a supportive environment where individual differences are respected and leader-followers interaction is encouraged (Steward, 2006).

Transactional leadership

Hater and Bass (1988) pointed out that "contracting transactional and transformational leadership does not imply that the models are unrelated" (cited in Den Hartog, Van Muijen & Koopman, 1997, p. 20). Transactional leadership is based on the premise that when the job or the environment fail to meet the necessary motivation, direction and satisfaction needs, the leader, through his or her behavior, will compensate for the deficiencies (Den Hartog, Van Muijen & Koopman, 1997). Bass (1998) recognized that although both transactional and transformation are a mutually exclusive set of leadership behaviors, the same leader may use both transactional and transformational behaviors at different times and in different situations (Yukl, 1998; Bass, 1998; Northouse, 2007; Chemers, 1997). Hence, both transactional and transformational leadership behavior may be pervasive at all levels of organization, not just at the highest level, and across cultures (Chemers, 1997; Avolio & Bass, 2004). Avolio & Bass (2004) confirmed that transactional leaders approach followers with the intent of exchanging one thing for another.

Yukl (1998) described transactional behavior as having a contingent reward and passive and active management-by-exception and laissez-faire components. Transactional leaders tend to focus mainly on the roles and tasks required for the followers to reach the desired outcome. In such circumstances, the transactional leader rewards or disciplines the follower depending on the adequacy of the followers' performance (Bass, 1998). For that reason, "subordinates apparently are less united around common goals during task completion, have weaker self-perception of themselves as a group, and weaker mutual positive group members attitudes (Wendt, Euwenma & van Emmeric, 2009, p. 359). However, directive leadership behavior may be most appropriate "when employees and teams are less mature in terms of motivation and performance, when the team is not cohesive and not productive" (Wendt, Euwema, Hetty, & van Emmerik, 2009, p. 359).

Avolio & Bass (2004) noted that in "its more constructive from, transactional leadership is concerned with setting up and defining agreements or contracts to achieve specific work objectives, discovering individuals' capabilities and specifying the

compensation and reward that can be expected up successfully completing the tasks" (p. 3). Conversely, in its corrective form, transactional leaders focus mainly on setting standards; however, in its passive form, leaders wait for followers to make mistakes before intervening. In contrast, in the active form, transactional leaders closely monitor the activities of followers for the occurrence of mistakes (Avolio & Bass, 2004). Accordingly, "consultants using the Multifactor Leadership Questionnaire (MLQ) have found it useful to label Contingent Reward (CR) and Management-by-Exception: Active (MBEA) as transactional leadership and Management-by-Exception: Passive (MBEP) and Laissez Faire as Passive/Avoidance leadership" (Avolio and Bass, 2004, p. 3).

Transactional Leadership components are:

1) Contingent Reward

Contingent reward has its root in Burn's earlier work on transactional leadership. Leaders' use of contingent reward is evident when leaders assign task and then reward the follower for completing the task. Bass (1998) pointed out that "construction transaction has been found to be relatively effective, although not as effective as any of the transformational components in motivating others to achieve higher levels of development and performance" (p. 6).

2) Management-by-exception (MBE-Passive)

In MBE-P, leaders only intervene when something goes wrong and may include active monitoring followers' performance or just waiting for trouble to indicate the need for contingent punishment (Chemers, 1997).

3) Management-by-exception (MBE-Active)

With MBE-A, leaders only intervene when safety is a concern. This approach of leadership may also be useful when the leaders have a large number of followers reporting directly to him or her (Bass, 1998).

 4) Laissez-faire leadership

Den Hartog, Van Muijen & Koopman (1997) said that both transformational and transactional leadership proactively intervene in an attempt to try to allay or solve problems. In leadership research, these two leadership approaches were usually contrasted with laissez-fair leadership which is viewed as an extreme form of passive leadership. The laissez-fair leaders are known for avoiding decision making and abdicating supervisory responsibility; they are said to be inactive rather than reactive or proactive, which is indicative of absence of leadership. In studies laissez leadership have been found to correlate negative (-.3 to -.6) with transformational and transactional leadership. Bass (1990a) noted that there is a negative association with laissez-faire leadership and followers' performance, effort and attitudinal measures, indicating that laissez-faire leadership is always an inappropriate way to lead. Hence, when laissez-faire type leaders are ill-equipped, lack motivation or are not sufficiently skilled to lead, then Bass (1990) conclude that they are unfit for their leadership role.

Leadership and group behavior

Globalization has created many pathways for an interconnected world and the evidence of this can be seen in the proliferation of social media tools. This interconnectivity has been observed by (Stupefied (1974; Blumberg, Kent, Hare & Davies, 2012; Lan, Tsai, Yang & Hung, 2012) who referenced increasingly interdependent of the world where adults needed to learn groups, to solve through group cooperation problems that were corporate in nature, therefore, ability to work with democratically with others [has] to be learned. Leaders must take the lead if leadership-followship relationships are to be meaningful. More so because an individual has little meaning as a concept, except with others (Rice, 1969; Berthon, Pitt and Campbell, 2009; Kugler, Kausel & Kocher, 2012) and through various social interaction identity is

affirmed and evolved (Ntseane, 2011). Therefore, "leadership behaviors can be directed to specific followers or they can be directed toward an entire group of followers" (Avolio, 2007, p. 29). Ntseane (2011) took the position that "there is no self without the collective…and that leadership is a group process because leadership in this context is concerned with fostering change" (p. 310).

Tannenbaum (1966) deemed Hawthorne study to be groundbreaking works that is instrumental in clarifying the significance of social groups in organization. This is especially true since the Hawthorne study on human relations revealed how groups develop norms or standards of comportment to which members conform and the comfort or aid members receive from each other, especially when in frustrating or threatening environments (Ntseane, 2011). So, "being taught to think of oneself as interdependent with others and to recognize and respond to their needs are cornerstones in developing an inclination to care for others" (Taber, 2011, p. 378). Social caring according to Taber (2011) serves as the basis for interacting with others and "entails a focus on learning about the interconnectedness of life and the importance of building relationships" (p. 378).

Accordingly, (Haire, 1956; Goleman, MacCoby, Davenport, & Dan, 2001) asserted that one of the goals of a leader is seldom to keep a group of followers doing exactly as they are doing; but rather the intent of the leader is usually to have the group to start doing something that they aren't doing now, or to stop doing something that they are doing. This kind of transformational learning according to Swartz & Triscari (2011) requires "individuals to take responsibility for their own learning, creating emancipatory knowledge that is free from external forces, such as institutional, that can limit options" (p. 326). Consistently, democratic leaders invoke more friendliness, group mindedness, more mutual praise, and more spontaneous subgroups among followers than those leaders who led with an autocratic or laissez leadership style (Lott & Lott, 1965; Haslam, Reicher & Platow, 2011; Hogg, 2010; Rast III, Gaffney, & Hogg, 2012).

Therefore, leadership connotes congruency between the objectives of the leader and the led. The influence rights embodied in leadership are voluntarily conferred and leaders' behaviors are constrained by the demands of the role-set (Pfeffer, 1977).

Moreover, the concept of "individual" has little meaning, except in relationship to the group (Ntseane, 2011). The individual is interconnected, the individual is a subset of the group, the group is a subset of the individual and the way in which group members behave is a reflection of their entire life content, personality, cultural setting and cultural exposures. Perlmutter (1954); Dagnini (2010) found that followers are fond of those who have influenced them, therefore, the greater the perceived influence of a group member, the more desirable traits were assigned.

Haslam, Reicher & Platow (2011) believed that leaders' effectiveness, hinges on leaders and followers being bound together by common "we" feeling that serves as the glue and is a key ingredient for social interaction. Interaction between leaders-followers or followers-followers has the capacity to foster friendship and influence how group members relate within and outside the group (Mazlish, 1990). For instance, as the group grows, the psychological mechanism from which support is derived is gradually diluted (Russell, 1951). Accordingly, "leadership perceptions and endorsements are increasingly influenced by how well individuals match the group prototype" (Hogg, 2001, p.196). In other words, "leaders gain their status and their influence over others by being able to represent what this "we-ness consist of, and they are also constrained in what they can do by the meaning of this "we-ness."" (Haslam, Reicher & Platow, 2011, p. 45).

Mazlish (1990) concluded that leaders do not exist fully formed before they encounter the group they are to lead. More accurately, they must discover the self and forms and take on the identity of a particular kind of leader given their uniqueness, the situation and their personality in the course of interacting with the group they are to lead. Thus, like followers, leaders bring their personal qualities, values, and life content or experiences to their respective group, therefore, to facilitate growth in followers, leaders need to live a growth-oriented life themselves (Capuzzi, Gross and Stauffer, 2006). Hence, individuals in these groups will have fundamental needs for belonging and identification, along with a warrant of their common humanity; they will all need and deserve respect despite their diverse habits and customs.

Anthony Kenneth Rice (1969) posited that ""individual" has little meaning as a concept except in relationship with others. The individual is a creature of the group and

the group of the individual" (p. 275). Emile Durkheim theorized "that to be moral is to be social and vice-versa; social contact should reveal our interdependence with others and our dependence on others, and so should assist us to behave in a moral way" (cited in Bruce, 2006, p. 183). Therefore, "a leader may acquire followers or a group of people may create a leader, but significant aspects of the process can only be understood in dynamic relationship terms" (Bennis, 1959, p. 271). Subsequently, "leadership perceptions and endorsement are increasingly influenced by how well individuals match the group prototype (Hogg, 2001, 196).

Elton Mayo contended that the individuals who make up an organization are not merely individuals; they constitute a group within which individual have developed routes of varied relationships -- to their superiors, to their work, to the organizational culture, and to the policies of the company (cited in Bruce, 2006, p. 187).

For those reasons, people at work can be viewed as complex psychosocial beings who are at once individuals with diverse needs, desires, and goals and who, at the same time, are member of social groups, which includes, fellow workers, professional groups, wider society, and so on, where such associations modify their individualistic impulses. Fittingly, "social groups develop within the interests of individuals and they are subordinate to the interests of the group to which they belong in order to promote solidarity" (Bruce, 2006, p. 187).

Hawthorne workplace studies established that collaboration rather than competition was important to workers, that individual placed the interest of the group over their own, and that their thinking in regards to the group was guided more by cultural sentiments than logic (Bruce, 2006). Therefore, if leaders' behavior promote the exclusion of the leaders as a prototypical member of the group or encourage more individualized behavior among group members, then more competition will take place over collaboration as well as unhealthy groups may be formed as a way of coping with unfair treatment or unhealthy competition.

The individual is interconnected, the individual is a subset of the group, the group is a subset of the individual and the way in which group members behave is a reflection of the entire life content, personality, cultural setting and cultural exposures. Perlmutter (1954) found that followers are fond of those who have influenced them,

therefore, the greater the perceived influence of a group member, the more desirable traits were assigned (cited in Lott & Lott, 1965).

Frequent interaction between leaders-followers or followers-followers have the potential to develop sentiments of friendship (Lott& Lott, 1965; Gallahone, 1952; Ilies, Morgeson & Nahrgang, 2005). Since human beings are creatures of habit, the norms established by the group are seldom deviated from, although some members conform against their better judgment (Tannenbaum, 1966). All these factors influence how group members relate within and outside the group (Mazlish, 1990). For instance, as the group grows, the psychological mechanism from which support is derived is gradually diluted (Russell, 1951). Accordingly, "leadership perceptions and endorsements are increasingly influenced by how well individuals match the group prototype" (Hogg, 2001, p.196).

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Social identity theory

Tajfel (1972) considered the social identity to an embodiment of the social self that is part of the individuals' self-concept associated with membership in a group. Thus, social identification implies that an individual's belief about a group or organization is self-referential, in that individuals identify with the group based on their self-esteem and self-concept partly on belonging to the group (Kark, Shamir & Chen, 2003). Fairhurst (2007) asserted that social identity is "the means by which individuals transform (self and others) social identities by adopting the categories of the group as membership becomes more salient" (p. 49). By adopting the identity of the group, individuals own identity is enhanced by their feelings of connectedness with others in the group. The attractiveness of the group members, the task or activities of the group and a perceived greater benefit relative to the cost of being in the group (Haslam, Reicher & Platow, 2011).

Benjamin, Choi & Strickland (2010) confirmed that "social identities prescribe behaviors for people…. when an aspect of social identity is made salient" (p. 1913). Rast III, Gaffney & Hogg (2012) emphasized that "social identity provides the methodological approach to help understand group process and intergroup phenomenon" (p. 219). Penelope Oakes "points out that social identity theory has been applied to several areas of social psychology with relevance for political psychology, including leadership, nationalism, consensus formation, group motivation, education, social protest, stereotyping,…." (Huddy, 2002, p. 825).

As well, social identity is a suitable methodology for examining "conformity, normative deviance, stereotype, prejudice, discrimination, intergroup conflict, group decision making, minority influence by those occupying positions that are prototyped, member close to the prototype are typically are cast into leadership position" (Rast III, Gaffney & Hogg, 2012, p. 219-220).

Social identity as theory has also been probed in several areas: in sport sponsorship (Hickman, Lawrence, & Ward, 2005); the effects of leader in-group prototypicality and distributive intergroup fairness (Platow & van Knippenberg, 2001); social identity model of prosocial behaviors within nonprofit organizations (Tindwell, 2005); perceived organizational support and organizational commitment (Fuller, Barnett, Hester, & Relyea, 2002) and many more different context. Therefore, social identity as a concept has provided many pieces of relevant information relative to group behavior and organizational life.

Social identity as defined by Tajfel and Turner (1979) emphasizes the collective self rather than on individual who focuses on self-interest and completion (cited in Brewer & Chen, 2007). A collective self provide meaning and standing and a basis to make comparison with out-group members and provide a basis for enhanced self-definition (Haslam, Reicher & Plotow, 2011).

Smith and Henry (1996) confirmed that "social identity holds that social group memberships become part of the psychological self, affecting thoughts, feelings, and behavior "(p. 635). Hence, individuals' identification with an organization or group is a form social identification and can be enhanced by transformation leadership which underscores collective identity (Liu, Zhu & Yang, 2010).

Lewis (2011) contended that "social groups become able to provide identification to their members, these identifications being comparative, classifying individuals as different from or better than counterparts in other groups" (p. 966). Furthermore, Deaux, Reid, Mizrahi & Ethier (1995) argued that "membership in social groups or collectives provides an important basis for self-definition" (p. 280). Therefore, it could " be said that the psychological self-extend beyond the skin to include other people and social groups – that is, that group memberships become part of the self . . . and forms the basis of social identity theory" (Smith and Henry, 1996, p. 635). Lewis (2011) held that "group identification can in some situations become the sole basis of one's self-image" (p. 966).

Gordon Allport (1958) pointed out that "in every society on earth the child is regarded as a member of his parents' groups" (p. 30). Equally, in-group membership signals to the child the basis for his or her existence. It is these relationships with the parents that affirm the child's existence and primes him or her for future relationships as the self cannot be itself without social relationships. That is why "when a person is asked: "who are you?" The person is as likely to answer group memberships and other attributes they share with other people as to mention their unique personal identities" (Smith and Henry, 1996, p. 635).

A similar relationship exists between leaders and followers, in that, "leaders exist because of followers and followers exist because of leaders" (Hogg, 2001, p. 185). Although group membership may not mean the same thing to all people, "only by understanding the basis of differentiation can we begin to think about what the consequences of different identity categories might be" (Deaux, Reid, Mizrahi & Ethier, 1995). Miller, Brewer, and Arbuckle (2009) held that:

> *Members of any large and complex society are differentiated or subdivided along many meaningful social dimensions, including gender and sexual orientation, life stage (e.g. student, worker, retiree), economic sector (e.g. technology, service, academics, professional), religion, political ideology, and recreational preference. Each of these divisions provides a basis and may become an important source of social identification (p. 79).*

Nario-Redmond, Biernat, Eidelman, and Palenske (2004) observed that despite the fact that social identities may be ascribed from birth – such as race or gender, membership alone does not qualify a category as identifying. Although "people have multiple social group memberships, the majority of research on social identity and in-group relationships has been conducted in the context of a single ingroup-outgroup categorization" (Miller, Brewer, and Arbuckle, 2009, p. 79). Hence, social identity theory is adequate in providing the framework for understanding followers' needs for belonging and taking on a social identity as part of a group within an organization, since social identity is concern with one's identification with a social group (Hogg, 2001).

Hogg (2001) claimed that "leadership dynamics may be significantly affected by the social cognitive processes associated with group membership and group behaviors" (p. 186). Therefore, leadership can also be an important causal factor influencing subordinates' identities in the short-run as leaders influence the content of followers' working self-concept, and in the long-run by causing more permanent changes in followers' prototypes and schemes (Lord and Hall, 2003). However, leaders in a prototypical relationship may less of a leader in such relationship because someone else may have greater influences in the group. Haslam, Reicher & Platow (2011) believed that "leaders need to have qualities, attributes, and behaviors that emphasize what make them the same as their followers, while differentiating them from other groups that are salient in a particular context" (p. 83). Differently, "[followers] are likely to see themselves as members of a collective identity and to connect their self-concept with the group or organization identity" (Liu, Zhu and Yang, 2010, p. 192).

Levinson (1964) conjectured that "in the process of growing up, a boy or a girl identifies himself or herself in varying degrees with many different people – the parents, grandparents, teachers, friends, older brothers and older sisters, ministers and so on" (p. 147). Furthermore, "identification is a major mechanism in growth" (Levinson, 1964, p.147) which "helps to define personality within a social reality which one understands" (Erikson, 1980, p. 95). For these reasons, followers identify themselves with their leaders when they dress, speak or adopt some mannerisms similar to their leaders. Although this may be a temporary state, identification with others can change behavior

and provided a subjective awareness of being in close relationship with the social world - family, friends, peers, acquaintances, strangers, community, leaders, organization and society (Levinson, 1964; Lee & Robins, 1998; Riesenmy, 2008). Whether real or imagined, as the person matures, the identifications are organized and consolidated into something more than all of them added together: a unique well-integrated self

Shaw (1981) said "that membership in a group per se may be rewarding to an individual, quite apart from the particular individuals who are members of the group, the group activities, or the purpose of the group" (p. 95). Accordingly, "people who identify with a group take pride in being part of it and regard membership as one of their most important social identities" (Yukl, 1998).

Yukl's social identification involved defining oneself in terms of membership in a group or organization, which (Ashforth and Mael, 1989; Christian, Bagozzi, Abramsc, & Rosenthal, 2012; Van Zomeren, Postmes & Spears, 2008; Bergh, Akrami & Ekehammar, 2012; Johnson, Morgeson & Hekman, 2012) maintained is more important than personal identification. Above all, human beings are social in nature and develop their multiple identities through multiple social interactions. As such followers seek out affiliation as a way of reducing stress and allaying the effects of threatening situations since perceived threats tend make the group seems more attractive (Shaw, 1981; Mead & Maner, 2012; Wegge, Schuh and van Dick, 2012; Van Dick & Haslam, 2012).

Additionally, social identification is confirmatory of one's sense of belonging, which is grounded in social identity theory. Lee and Robins (1998) said that "among the most common psychological symptom presented by individuals seeking counseling are feeling of loneliness, isolation, and alienation. These feelings are usually long standing and persist in most social situations" (p. 338). Hence, followers' knowledge that they belong to a certain social group, together with some emotional and value significance to the group membership, establishes a kind of belongingness and sense of social connectedness (Hogg, 2001; Hogg, 2008; Lee & Robins, 1998).

The enduring sense of connectedness followers feel in organizations provide an array of social lenses from which they perceive and respond to their world. Therefore, followers "with high levels of connectedness are better able to manage their own needs and emotions through cognitive processes" (Lee & Robins, 1998).

Followers with high levels of connectedness were also found to have high levels of interpersonal trust that enable them to enter social situations and readily identify with and participate with others, unlike those with low levels of connectedness. Conversely, followers with low levels of connectedness are unable to manage their needs and feelings and are more prone to low self-esteem, anxiety, and depression (Lee & Robins, 1998). Therefore, by empowering followers to attained shared goals, followers will begin to identify with the organization and others, thus allaying feelings of disconnected and alienation (Riesenmy, 2008).

Several studies have shown that social deprivation was found to enhance the effectiveness of social reinforcers, thus supporting the supposition that there exist a need for affiliation (Gewirtz & Baer, 1958a; Ray, 1960; Shaw, 1981; Walker & Pettigrew, 1984; Bolino & Turnley, 2009), although there were some variations in these findings in other studies. Likewise, the desired positive social identity through positive distinctiveness is brought to bear by a basic human need for positive self-esteem. Therefore, "self-esteem motivates social identification and group behavior, and social identification satisfies the need for self-esteem" (Hogg, 2001, p. 187).

The self in leadership-followship relationships

Day and Sin (2011) asserted that "identity is relevant to leader development in that it represents the integration of various aspects of one's self-concept" (p. 547). In their examination of research on leadership of self and identity, van Knippenberg, van Knippenberg, , Cremer, and Hogg (2005) found that the way leaders and followers perceived themselves, their self-concept or identity strongly informs their feelings, beliefs, attitudes, goals and behavior. Therefore, the self is a construction of features, characteristics and human experiences; that is why, it is important for leaders to understand the schemas that support describing the self and fostering interconnectedness between leaders and followers (Lührmann and Eberl, 2007).

As a consequence, leaders' ability to influence followers' self-conception will influence followers' attitudes and behavior. At the same time, followers' self-conception may mediate the relationship between leadership-followship behaviors and can be an important regulator of social interaction that may inform leadership-

followship responses (van Knippenberg , van Knippenberg, De Cremer, & Hogg, 2005).

Rice (1969) conjectured that "an individual may be seen as an open system, existing and capable only through processes of exchange with the environment" (p. 272). Angyal (1956) agreed with Rice's (1969) assertion by pointing out that "the human being is an autonomous unity that, acting upon the surround world, molds and modifies it" which reflects "the person's striving from a state of lesser self-determination to a state of greater self-determination" (pp. 45).

Moustakas (1956) held that the "true being is self and others, individual, universal, personal and cultural;" the individual want to feel that their "who-ness" is respected and their individuality is treasured because true growth, actualization or one's potential happens in environments where the individual is felt and experienced as sheer personal being (pp. 4). Consistently, "the self is not its symbol or external behavior;" rather, "the self is itself alone existing as a totality and constantly emerging…in time and space" (Moustakas 1954, pp. 3). It can only be understood as a unique experience that is represented and symbolized through communication (Moustakas, 1954; Riley, 2011; Koskinen & Pihlanto, 2011).

Basically, the self, or "me," has three components, mainly the attributes that constitutes the self, the feelings and the emotions it arouses – self-appreciation, and the acts they prompt – self-seeking and self-perseveration (James, 1968). More specifically, the elements that make-up the empirical self or me has three classes, mainly the material self, or me which compose of the body, soul and outer garments, the social self and the spiritual self. The material self or me include extensions of the self or me such as immediate family members, mother and father, or wife and children, property, and other things to which we become intimately entangled. These all forms part of the individual's lives; its aspects awaken the tenderest feelings of affection. Equally, individual have innate propensities to get noticed, and to be noticed favorable by others. They are motivated to identify with others in social interactions which in turn enhance their self-esteem and their cohesiveness with characteristically similar individuals.

Accurately speaking, an individual has social selves and there are others who recognize and carry image of the individual in their mind. Wounding any of these

images, wounds the individual (James, 1968). The individual has many different social selves or personas as there are many distinct groups of persons whose opinions the individual's cares; the individual reveals different aspects of self to different groups in diverse context (James, 1968).

For instance, the individual may behave differently in public, private and intimate settings. For that reason, James (1968) inferred that an individual has countless social selves as there are groups. As such, the individual move in and out of these identities as the need arises or sometimes without knowing that they are doing so. The actions are unconditional reaction to some stimulus in the environment or some reflective behavior.

As a matter of speaking, human beings are both unifiers, and organizers of their immediate personal world, and participants in what they consider to be the super-ordinate whole to which they belong (Angyal, 1956). On the other hand, the spiritual self or spiritual me is the entire collection of one state of consciousness, psychic faculties and disposition taken concretely. The more active the feeling states of consciousness, the more significant is the spiritual me will be revealed (James, 1968). For these reasons, the individual must know for himself or herself the totality that he or she is, since only the individual had touch with these experiences and know what the feelings, thoughts and experiences mean, which depend on the values in the context, and the events or experiences (Moustakas, 1956).

Social identity theory of leadership

Hogg and van Knippenberg (2003) acknowledged that "leadership is quite clearly a social psychology phenomenon that is inextricably grounded in social relations, group life and the psychology of group life" (p. 1). Therefore, since Hogg (2001) social identity of leadership theory there have been several attempts to further develop this area of leadership has been made. For instance van Knippenberg & Hogg, 2003: social identity model of leadership effectiveness in organizations; Hogg and van Knippenberg (2003): social identity and leadership processes in groups; Morton, Wright, Peters, Reynolds, & Haslam (2012): social Identity and the dynamics of organizational communication;

Haslam & Platow (2001) did one study and replicated that study and found that "although participants indicated that they supported a leader who behaved evenhandedly toward all in-group members as much as one whose behavior was identity-affirming, they were unwilling to back up the evenhanded leader with written comments and arguments" (p. 1469). Another study done by Zhu, Riggio, Avolio & Sosik (2011) found that "transformational leadership and transactional leadership (including contingent reward and active management-by-exception) have a positive effect on priming follower moral identity…. transformational leadership behavior has a larger positive effect on follower moral identity than transactional leadership " (p. 150).

Kark, Shamir and Chen (2003) concluded that both personal and social identification are proximal individual-level outcomes through which transformational leadership (a group-level construct) influence more distal individual-level outcomes such as dependence and empowerment. Fittingly, "leaders, in effect, emerge as the quintessential group members" because they exhibited prototypical behaviors that are salient to the group such as greater influence, trust, fairness, charisma and so on (Fairhurst, 2007, p. 49).

Hirst, van Dick, & van Knippenberg (2009) confirmed the dynamic of group membership for leadership effectiveness in a study in which they found that "…. leader inspirational motivation enhanced the positive association between identification and creative effort, especially when leader prototypicality was high" (p. 963). As well, "social identification and transformational leadership were associated with members' union loyalty and willingness to work for the union" (Cregan, Bartram, & Stanton, 2009, p. 701). Therefore, how a leader is seen by group members determine their influence with them.

Haslam and Platow (2001) theorized that a healthy leadership-followership dyad emerges from a system of interpersonal relations between leaders and followers. Again, Fielding and Hogg (1997) held that "the leadership effectiveness or a behavioral style is contingent on the favorability of the situation to the behavioral style" (p. 39). Hence, identification with the leader and the group is important because it has perceptual, motivation and behavioral consequences.

However, personal and social identification may yield divergent results (Kark, Shamir and Chen, 2003). As a matter of fact, Van Knippenberg and Hogg (2003) maintained that "effective leadership-followership relationships are crucial to the survival and success of groups and organizations" (p. 215). Still, cultivating and maintaining healthy relationships lead to effective leadership which *"results from a happy marriage between the leader's style (relationship-oriented or task-oriented) and the constellation of (a) good or bad leader-member relations, (b) high or low task structure and (c) the leader's strong or weak position of power (Haslam & Platow, 2001, p. 1470).

Fielding & Hogg (1997) pointed out that "people identify more strongly with a group; they increasingly confer leadership on fellow members who are group prototypical" (p. 39). Hogg (2001) contended that "if leadership is indeed a structural feature of in-groups, then leaders and followers are interdependent roles embedded within a social system bounded by common group or category membership" (p. 186). This is especially true because group behavior is not grounded in personality or sense of uniqueness (personality), but rather, it is the leaders-followers' shared identity as ascribed by their group membership (Haslam & Platow, 2001).

Since groups exist in relations to other groups, leaders and followers derive their descriptive and evaluative properties and social meaning from their relatedness to other social groups (Hogg, 2001). Consequently, van Knippenberg., van Knippenberg, De Cremer & Hogg (2005) maintained that leadership has been shown to be more effective if it engenders identification with the leader as well as build identification with the collective (p. 496).

Hogg (2008) conceptualized social identity as the representation and evaluation of leaders with the group they are leading in terms of shared attributes they have with the definers the group. Haslam, Reicher and Platow (2011) stated that "leadership is not just a relationship between leaders and followers. It is a relationship between leaders and followers within a social group" (p. 45). Therefore, the social identity of leadership espouses the idea leaders identity is comingled with that of those they leader, therefore, how leaders are viewed by with members are going to be dependent on how closely

connected they are seen by group members and how connected they are perceived will determine their influence on the group members and their engagement capital.

Van Knipperberg, B., van Knippenberg, D., De Cremer and Hogg (2005) upheld that social identity processes influence leadership and elucidate how leaders in their roles are able to exercise power over the attitudes, behaviors and destiny of group members and how leaders' influence can impact followers' attitude and behavior.

Since leadership is a group process, "the social categorization perceptually segments the social world into in-groups and out-groups that are cognitively represented as prototypes" (Hogg, 2001, p. 187). Social categorization is contextually driven and transforms the self-conception and assimilating aspect of the individual's attitudes, feelings, and behaviors to the in-group prototype. The contextual nature of the prototype allows new prototypes to form and existing ones to be modified, thus accentuating similarities within categories and differences between categories (Hogg, 2001).

Fairhurst (2007) "suggested that the decision to label someone a leader involves matching another's observed behavior to the prototypes that define our 'leader' category, such as 'influential,' 'visionary,' 'change agent,' and so on" (p. 49). Ashford and Mael (1989) were the first to suggest that transformational leadership might influence followers' social identification and that followers' identification with the group lead them to experience the success and failure of the group as they would react to personal successes and failures (cited in Kark, Shamir & Chen, 2003).

Transformational leadership and social identity

Uhl-Bien (2006) argued that collective social identities do not require personal relationship among members; instead collective social identities come from identification with the organization, group, or social category. Ancona (2010) argued that "leadership is not an individual sport; in our networked age, the ability to connect and build trusting relationships is a key competency" (p. 5). Leadership is about "building collaborative relationships with others and creating coalition for change" (Ancona, 2010, p. 5).

On the other hand, Reicher, Haslam and Hopkins (2005) believed that leadership is contingent upon leaders being perceived as prototypical of a social identity

that they share with followers (see also Duck and Fielding, 1999; 2003; Hogg, Hains, and Mason, 1998; Hogg, 2001; Jetten, Duck, Terry, and O'Brien, 2002; Platow, van Knippenberg, 2001). However, influential and effective leaders need to represent and define social identity in context, because how someone behaves in one context may be very different in another context.

For instance, someone might be socialized to behave in individualist manners, but in order to work with a particular organization, he or she may have to work as part of a team and display more collectivistic type behaviors, which will require some code switching so that the person's behavior fits the particular context. Hence, van Knippenberg, D., Knippenberg, B., De Cremer and Hogg (2004) posited that "leadership may affect follower identification with the collective, and that this effect on identification mediates effects on followers attitudes and behavior" (p. 831). What's more, "if leadership is produced by these social psychological processes, then for an individual to be effective as a leader he/she must display the prototypical or normative characteristics of an in-group member" (Uhl-Bien, 2006, p. 658).

Furthermore, leaders' supportive behaviors and leaders' emphasis on collective identity was found to be positively related to followers' identification with their respective entities (van Knippenberg, D., Knippenberg, B., De Cremer & Hogg, 2004; Kark, Shamir, & Chen, 2003). For these reasons, transformational leadership approaches provide ample evidence to illuminate how leaders' behaviors can encourage collaboration endeavors and thus, enhance followers' social identity. This is especially true since transformational leaders are concerned with values, ethics, motives, standards and long-term goals, and includes assessing followers' motives, satisfying their needs, and treating followers as full human beings (Northouse, 2007). Van Knippenberg, D., van Knippenberg, B., De Cramer and Hogg (2004) emphasized Chemers (2001) claimed that "leadership effectiveness is critical contingent on, and indeed often defined in terms of leaders' ability to motivate followers toward a common goal, mission, or vision" (p. 826).

Conversely, transactional approaches to leadership tend not to focus on followers' needs, but exchange things of value with subordinates to advance both the leaders' and their followers' agenda. Followers are cajoled into doing what the leaders

want (Northouse, 2007). Einarsen, Aasland, and Skogstad (2007) refreshed Lewin, Lippitt and White's (1939) impressions of laissez-fair leadership by stating that laissez leadership is "a leadership style where the leader has more or less abdicated from the responsibilities and duties designated to him or her" (p. 214).

Leaders who espouse a laissez-faire leadership behaviors tend to operate in a non-transactional manner and have little or no contact with workers, delay decisions, provide no feedback, call no meetings and have no long-range plan for the organization (Northouse, 2007; Avolio and Bass, 2004; Einarsen, Aasland and Skogstad, 2007). Leaders who ascribe to a laissez-faire leadership approach can create confusion within organizations and over time lead to discouragement, lackluster performance and negatively impact followers' social identity. As a consequence, Einarsen, Aasland, and Skogstad (2007) argued that laissez-faire should be considered a form of destructive leadership behavior because this form of leadership has the potential to undermine organizational objectives and/or followers' well-being. These leadership approaches vary in the way they elucidate the circumstances under which leaders can promote workers' development and how some interactional behavior/style are related followers' social identity.

Northouse (2007) said that transforming leaders are social architects for their organizations who create a shape or form for the shared meaning individuals maintained within an organization. Liu, Zhu and Yang (2010) believed that transformational leadership may exert both temporary and enduring influence on followers self-concept by transforming "two aspects of followers' self-identity: their relational self with the leader (personal identification) and their collective self with an organization or group (social identification)" (p. 192).

Hogg (2008) asserted that the leaders occupying the most prototypical position may acquire in new groups, or possess in established groups, the ability to actively influence others because of the leaders' socially attractiveness to group members; thus leaders are able to secure compliance with suggestions and recommendations. For that reason, self-confident leaders tend to influence others because they feel assured that their attempts to influence followers are appropriate and right. The same holds true for leaders who are seen as determined, proactive, and assert themselves where appropriate,

and have the capacity to persevere in the face of obstacles and show dominance in situations where followers need to be directed (Northouse, 2007).

Hogg (2008) also took that position that leaders who act as a member of the in-group by showing favoritism and intra-group fairness are not only more socially attractive but is also provided with legitimacy. Hence, "as a follower receive individualized consideration, idealized influence, intellectualized stimulation, and inspirational motivation from leaders, the follower may have a strong motivation to become similar to the leader in terms of beliefs, values, and behaviors" (Liu, Zhu, & Yang, 2010, p. 192). However, the ever changing sociopolitical and economic environments tend to influence the prevailing leadership style that will produce positive results or reflects the leadership attributes leaders are willing to gravitate towards. Despite the many changes in the operational environment, leaders with integrity tend to be viewed as trustworthy and honest and are able to secure followers' trust (Northouse, 2007; House & Howell, 1992; Gardner, Avolio, Luthans, May & Walumbwa, 2005; Lapidot, Kark & Shamir, 2007; Perlmutter, 2012).

Hogg (2008) argued that prototypical leaders are able to influence workers because of their position and the deeper depersonalized process that assimilate workers behavior to the prototype. Also, the leaders' effectiveness hinges on whether they are perceived to have schema-congruent attributes of the category of leader that is not inconsistent with situation requirements (Fielding & Hogg, 1997).

Hogg, van Knippenberg & Rast III (2012) pointed out that "*the main tenet is that group prototypical leaders are better supported and more trusted, and are perceived as more effective by members than are less prototypical leaders; particularly when group membership is a central and salient aspect of members' identity and members identify strongly with the group" (p. 285)*. Therefore, when leaders are able to inspire workers to set aside their own self-interest, those leaders are said to have influence and are occupying the most prototypical position in the group (Hogg, 2008; Liu, Zhu & Yang, 2010). Besides, the process of self-categorizing and depersonalizing is believed to be responsible for social identity process, group behavior and inter-group relationship. For that reason, because transformation leadership focus is on the

wellbeing of the workers, these leaders have a positive influence on followers' workers' social identity.

Hoogervorst, De Cremera, van Dijke & Mayer (2012) found that "leaders' sense of belongingness promoted self-sacrifice particularly among leaders low in subjective power; leaders high in subjective power displayed self-sacrifice regardless of their sense of belongingness" (p. 883). Hogg (2008) stated that leaders with less consensual practices will have less power and may occupy a less stable position. Additionally, he says, sometimes these leaders accentuate or create in-group conflict to achieve their own ends. Both active and passive management-by-exception leaders use more negative reinforcement methods. The transactional leadership and laissez-faire/hand off leadership approaches tend to negatively impact followers' social identity because of the uncertainty posed by these leaders.

Tajfel (1982) asserted that social identity "as that part of the individuals' self-concept which is derives from their knowledge of their membership of a social group (or group) together with their value and emotional significance of that membership" (p. 24). Therefore, when workers are treated an outer-group members, they are estranged from the leader and the organization because they perceive their leaders as out-group members. Haslam, Reicher & Platow (2011) reported that evidence showed that distance between the leader and the group in not only bad for leader effectiveness, it is also bad for the effectiveness of the group as a whole" (p. 80).

Lord, Brown & Freiberg (1999) contended that "leadership that is able to influence follower self-conception may influence follower attitude and behavior" (cited in van Knippenberg, B., van Knippenberg, D., De Cremer & Hogg, 2005, p. 496). Accordingly, several authors claimed that followers' self-conception may mediate the relationship between the leadership-followship dyad and is regarded an important regulator of leadership-fellowship social interaction (cited in van Knippenberg, B., van Knippenberg, D., De Cremer & Hogg, 2005).

Transformational leadership and effectiveness has been examined by Jung, Yammarino & Lee (2009) in a multi-cultural and multi-level perspective. The impetus for this study was to examine 1) the association of transformational leadership and leaders' effectiveness in the United States and Korea with three followers' attitudes

towards their leader (trust in leader, loyalty, and value congruence); 2) followers' collectivistic orientation as a personal value, regardless of nationality, and the moderating effect on leadership effectiveness; 3) a multi-level technique on whether transformation leadership in contrast to individualized leadership operated at different levels of analysis across the two cultures. Accordingly, Jung, Yammarino & Lee (2009) referenced Jung's (1995) work which "seems to suggest that the effects of transformational leadership on work outcome is so profound and powerful in collectivistic cultures that it would be effective regardless of followers' attitudes toward their leaders" (p. 598).

The researchers found that transformational leaders in collectivistic cultures were more likely to motivate followers toward a common goal instead of immediate self-interests, and that leaders' effectiveness will be enhanced if there is a high level of trust and congruent personal values. However, while there was a high correlation between transformational leadership and followers' attitudes toward their leader in the U.S. sample the inverse was true in the Korean sample. Finally, regardless of cultural background or nationality, collectivistic followers are more likely to accept a leader's challenge and subjugate their personal objectives for the organizational ones, focus on teamwork, and embrace a collective vision and identity (Pillai & Meindl, 1998; Jung, Yammarino & Lee, 2009; Triandis, 2006).

Psychological and training outcomes have been investigated by Hardy, Arthur, Jones, Shariff, Munnoch, Isaacs & Allsopp (2010). These investigations have shown a positive relationship between transformational leadership behavior and a wide range of organizational outcomes in the military, business, educational establishment, public sector agencies. Hardy, et al (2010) executed two studies to investigate the effect of a differentiated model of transformational leadership on followers' outcomes. The first study revealed that all the leadership behaviors were significantly related to all outcome variables and the magnitude between the different leadership behaviors and outcomes varied. The relationship between fostering group goals and satisfaction with training was fairly large ($r = .45$) and the relationship between intellectual stimulation and satisfaction with training was rather small ($r = .19$). Overall, both studies present evidence that transformational and transactional leadership behaviors predict follower

performance.

Horwitz, Horwitz, Daram, Brandt, Brunicardi, & Awad (2008) conducted a multi-dimensional study assessment of resident leadership skills in the area transformational (TF), transactional (TA) and passive-avoidant (PA) or laissez-faire leadership styles using the Multifactor Leadership Questionnaire (MLQ) 5x-short and using a sample of 65 resident medical trainees . The results revealed that there was congruency between the residents' built-in leadership styles and what was reported on the MLQ.

Residents were found to have active management skills but poor interpersonal consideration skills. Significance correlation was reported between gender, postgraduate year (PGY) and comparisons to national norms and transformational leadership. Therefore, the finding authenticated the suitability of the MLQ in identifying leadership training needs among residents and for targeting competency based training of professionalism and communication for surgical educational curriculum.

Furthermore, the findings served as a precursor for identifying specific areas where leadership training would be most beneficial in the teaching and learning process while for residents. Therefore, the MLQ could be a valuable tool for use in medical programs to identify residents' strengths and areas for development.

Voice behavior and transformational leadership has been explored by Liu, Zhu & Yang (2010), who claimed "that voice behavior is target sensitive and that there are two types of voice behavior (voice toward peers) and speaking up (voice toward the supervisor)" (p. 189). The reliance on innovation and quick responses as a survival strategy makes voice behavior very important to organizations, especially in a volatile operational environment.

The researchers examined the relationship between transformational leadership and speaking up and speaking out in a field study in which 324 part-time MBA students were recruited from two Chinese universities and found that: a) respondents were more likely to express their thoughts toward a target to whom they strongly identified; b) personal identification with a supervisor promotes the expression of ideas directly with supervisor and not with peers; c) social identification with the organization encourages employees to express their ideas with peers and not to supervisors; d) "transformational

leadership was found to have a direct positive effect on employee extra-role behaviors including voice and affiliation behavior" (Liu, Zhu & Yang, 2010, p. 198). The findings of this study appear to be consistent with the expectations for transformation leadership. However, background on some of the cultural and political dynamics that could have helped or impede voice behavior could have provided stronger support for the findings.

Leadership and team cohesiveness across cultures has been studied. In their examination of the relationship between leadership and team cohesiveness in different societal cultures, Wendt, Euwenma & van Emmerik (2009) found that team cohesiveness is not directed related with individualism-collectivism and that globally leaders use more supportive leadership approaches than directive ones.

Culture does have an impact on leadership behavior in that in collectivistic cultures, managers' use less directive leadership and less supportive behavior, compared with collectivistic cultures. Directive and supportive leadership are negatively and positively related with team cohesiveness, respectively, but a stronger relationship is noted in individualist cultures. Supportive leadership approaches are important, regardless of the culture context, while domineering, formal and willful characteristics varied widely in their relevance across cultures. Data for this study were collected from 29,868 managers and 138,270 corresponding team members in 80 countries using a multi-level analysis to examine hypotheses.

The researchers concluded that these findings are consistent with the findings of the Dorfman, Howell, Hibino, Lee, Tate, Bautista (1997) five-country study which identified three leadership behaviors, mainly supportiveness, contingent reward, and being charismatic as having universal positive effects in all five countries. Individualism-collectivism runs on a continuum, so as the meaning of culture shifts or transforms, so must leadership, in order to continue to be relevant and effective, given the lucid nature of most cultures today, including organizational cultures. This is not very well emphasized in this study.

Wang, & Howell (2012) used a sample from a large diversified company to examines the influence processes of transformational leadership (TFL) at the both the individual and group levels concurrently and explores cross-level relationships. At the

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individual level followers' personal identification with TFL leaders mediated the TFL behavior effects on performance and empowerment. "At the group level, group identification mediated the effect of group-focused TFL behavior on collective efficacy. Results also supported two cross-level effects from the group level to the individual level" (Wang, & Howell, 2012, p. 775). A similar multi-level methodology will be used for this study in that team leaders will prove feedback on the leadership behavior of coordinators and coordinators will examine their bosses', but team members will reports on both the team leaders and coordinators leadership behavior.

Hetland, Sandal & Johnson, (2008) examined followers' personality and leadership and discovered links between ratings of transformational leadership and subordinates' level of neuroticism and agreeableness. Rating of passive-avoidance leadership was associated with subordinate level of agreeableness and openness (p. 322).

Schyns & Felfe's (2006) using a U. S. sample found that followers' personality and the effects on the perception of leadership and found that followers' extraversion and agreeableness each had significant beta weight in a multiple regression on transformational leadership (p. 532). And so, as a transformation leader display more transformational behavior followers will be more open and engaging, thus leading to more wholesome relationships and cordiality among within the group and outside of the group as persons level of interpersonal safety and trust level heightens. This kind of interaction by its very nature will result in the generation of healthy social identities.

Walumbwa, Morrison & Christensen (2012) studied 80 groups of nurses and group leaders by using survey data at three points in time. What was found was: a) at Time 1 a positive relationship between employee ratings of ethical leadership and leader ratings of group in-role performance (Time 3); b) "group conscientiousness and group voice (Time 2) both partially mediated this relationship." These results provide support for deepening the understanding of ethical leadership behavior and group effectiveness not only by showing the positive effects ethical leaders behavior on group in-role performance, "but also by identifying specific norms and group-level behaviors that help to account for this relationship" (p. 953).

Tidwell (2005) tested the social identification model of prosocial behavior among volunteers in nonprofit entities and found that satisfaction and commitment increased as participants identify with the respective entity (p. 458).

Rink, Ryan & Stoker (2012) conducted two scenario-based studies and "found that women and men evaluate glass-cliff positions (i.e., precarious leadership positions at organizations in crisis) differently depending on the social and financial resources available" (p. 1306). For these studies, both social and financial resources were manipulated in that if someone had financial resources they received no social and vice versa. Men and women considered things in making their decisions about each scenario still, the results revealed that "women evaluated the position without social resources most negatively, whereas men evaluated the position without financial resources most negatively" in study 1.

In study 2, "women's evaluations and expected levels of influence as leaders depended on the degree to which they expected to be accepted by subordinates. In contrast, men's evaluations and expected levels of acceptance by subordinates depended on the degree to which they expected to be influential in the position" (p. 1306).

Finally, Haslam, et al. (2001) examined the degree to which leaders' behavior serves to affirm and promote an in-group identity shared with followers and found that social identity and social categorization processes have a complex role to play in the emergence and perception of charismatic leadership.

As independent constructs, transformational leadership and social identity have been investigated extensively. Additionally, these two constructs have been probed in conjunction with other business, social psychological and other social science constructs. However, there are very few studies that have examined leaders' behaviors as defined by the Multifactor Leadership Questionnaire in conjunction with social identity and measured using the Individualism-Collectivism Scale. Therefore, the following are studies which might be pertinent to this study.

Drawing from evidence from the BBC Prison Study and historical sources, Reicher, Haslam & Hopkins (2005) explored the two sides of leadership-followership partnership. From the analysis, the authors concluded firstly that leadership is dependent upon the existent of a shared social identity and without a shared identity;

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there is nothing to bind leaders and followers. Secondly, leaders are not passive onlookers when it comes to identity process; instead, they are actively involved in creating and redefining identities and thereby creating and transforming their followers. Thirdly, creativity and leadership is more than words and ideas, rather the creative process involve initiating structures which can make those ideas manifest. Finally, they surmised "that social identity concept helps us understand how transformation occurs and why certain forms of structure prove effective" (p. 563).

Chapter 3 – Methodology

This study used an inter-method mixing approach (Johnson and Turner, 2003) with a one-group (subdivided into team leaders, coordinators and team members), correlational design, using four instruments and interviews (Houser, Bell, Dickens and Hicks, 2010). The purpose of this study involved examining the correlation between leaders' behavior and followers' social identity using: Quantitative measures: the MLQ and Individualism-Collectivism Scale developed by Triandis and Gelfand (1998) and Qualitative measures: Generalized Leadership Questionnaire and Demographic Questionnaire and interviews.

All these measure were used to elucidate the relatedness of leaders' behavior with followers' social identity and to discern differences in leaders and followers' perception of leadership with the aim of influencing organizational policy development, workplace interventions, educational preparation, development of leaders, criteria for selecting, developing and retaining leaders and the implicit and explicit cost associated with leaders' behavior.

Research questions

This study is intended to look at the relationship between leaders' behavior and followers' social identity. As well, studied were responses from respondents to see if perceptions of leaders' behavior were reported the same by leaders and followers. Hence, this investigation focused on two research questions:

1) What is the relationship between leaders' behavior and followers' social identity?

2) Do leaders and followers have the same perception of leaders' behavior?

Research methodology

For the first question, the relationship will be probed by using a correlational research design for question one. This will be done using surveys and will use quantitative analytical approaches, mainly Pearson Product- Moment correlation, to measure the relationship between two variables: followers' social identity and leaders' behavior.

Correlations methodology provides the platform for identifying which leaders' variable might be related to followers' social identity outcomes and will also reveal how pronounced a relationship exist. Choudhury (2009) suggested a range of p-values that will reveal statistical significance of the relationship. The strength of the relationship is measured by the correlation coefficient which is the effect size in which case .1 is small, .3 is moderate, .5 is large, and .8 or above is a possibility that you measured the same thing two different ways (Cohen, 1988).

For the second questions a paired sample t-test analytical method was conducted to compare the relationship between leaders' behavior and followers' social identity and among these variables from respondents and the hypotheses. The paired sample t-test procedure analysis will be used to probe the second question: Do leaders and followers have the same perception of leaders' behavior?

Alternative research methodology

There are multiple ways of approaching this study. For instance, there is evidence of similar studies on leadership and other constructs where field ([experiments: Purvanova, Bono and Dzieweczynski, 2006], [lab experiences, qualitative: Bryman, 2004], [Carsten, Uhl-Bien, West, Patera, and McGregor,2010], [quantitative: Powell, Butterfield, Alves and Bartol, 2004; Singer and Singer, 1990; Lievens, Van Geit and Coetsier, 1997; Hanges, and Day,2002; Hanges and Day, 2003], [meta-analysis: Bono and Judge, 2004; Lowe, Kroeck and Sivasubramaniam,1996); Avolio, Reichard, Hannah, Walumbwa, and Chan, 2009], [simulation: McCall and Lombardo, 1982], [multi-regression experimental and quasi-experimental studies: Avolio, Reichard, Hannah, Walumbwa and Chan, 2009], [and mixed methods: Singh

and Krishnan, 2007; Gardner, Lowe, Moss, Mahoney, and Cogliser,2010; Brutus and Duniewicza, 2011], [review of literature: McCarthy, 1997]).

Chosen research methodology

However, since the aim of this study is to show the relationship between leaders' behavior and followers' social identity and leaders and followers perception of leadership, it is fitting to use a correlational research design using surveys to collect the data, since this sort of research design is commonly used in exploring relationships or making predictions (Charles, 1988).

Also, given that the inability to perform an experiment in the particular research context, there is adequate justification for using a correlation methodology ([school leadership that works: Marzano, Waters and McNulty, 2005], [assessing the discriminant validity of transformational leader bahaviours as measured by the MLQ: Carless, 1998], [leadership research in Asia: Liden, 2012], [the nature and effects of transformational school leadership, 2012], Leithwood and Sun, 2012], [leadership style and organizational growth: Church, 2012]).

For the proposed study, the total scores from the Multifactor Leadership Questionnaire and the Individualism-Collectivism Scale will be considered in answering the main hypotheses. In additional Pearson correlation will be used to analyze the sub-scales to see if any relationship can be ascertained.

The total scores were used to answer the main hypotheses and then looked at correlations among sub-scales. Those sub-scale scores under consideration were: 4 vertical individualism variables, 4 horizontal individualism variables, 4 vertical collectivism variables and 4 horizontal collectivism variables. Individualism and collectivism are two variables that tend to go up and down together or they don't. The other sub-scale scores were leaders' behavior variables: Attributed charisma, idealized influences, inspirational motivation, intellectual stimulation, individualization consideration, contingent reward, management-by-exception (passive) and management-by-exception (active).

There are 7 demographic variables: age, gender, job tenure, educational level, ethnicity, income and marital status. These were used to describe the research population.

Since the study is designed to investigate the relationship between leaders' behavior and followers' social identity, a correlational research design is suited to fit the relationship between the leaders' behavior and followers' social identity (Walonick, 2007). However, by using a correlational research design, there is no prediction that leaders' behavior cause or improve followers' social identity but that these two events are correlated and they occur together (Charles, 1988).

To investigate this supposed relationship three measures and interview were used, mainly one measures leaders' behavior (Multifactor Leadership Questionnaire and 7 sub-scores), another measured followers' social identity (Individualism-Collectivism Scale and 4 sub scores), because there are more than 30 participants in the study which is the threshold for using correlational research design to examine this noted presumed relationship.

Using a correlational research design with survey instruments is appropriate given the ease of collecting information and the standardization of responses which facilitate comparison as well as correlation. Also, a correlations study provides the opportunity to include demographic results to see if they provided an alternative explanation for the results, but in this case demographic information could not be relied on since many pieces of data were unobtainable. These would have been compared to see if exhibiting a certain leadership behavior related to follower's affinity toward more collectivistic or individualistic behaviors.

Correlational research design provides followers with a pathway to assess their attitudes and beliefs about themselves in real-time and can be used to describe patterns of relationships between variables (Committee on Scientific Principles for Education Research, 2004). Thus, the Figure 1 below elucidates how the research design and how the data were collected and analyze for both leaders and followers and the presumed relations of the scores:

Figure 1: Research design and data Collection interface
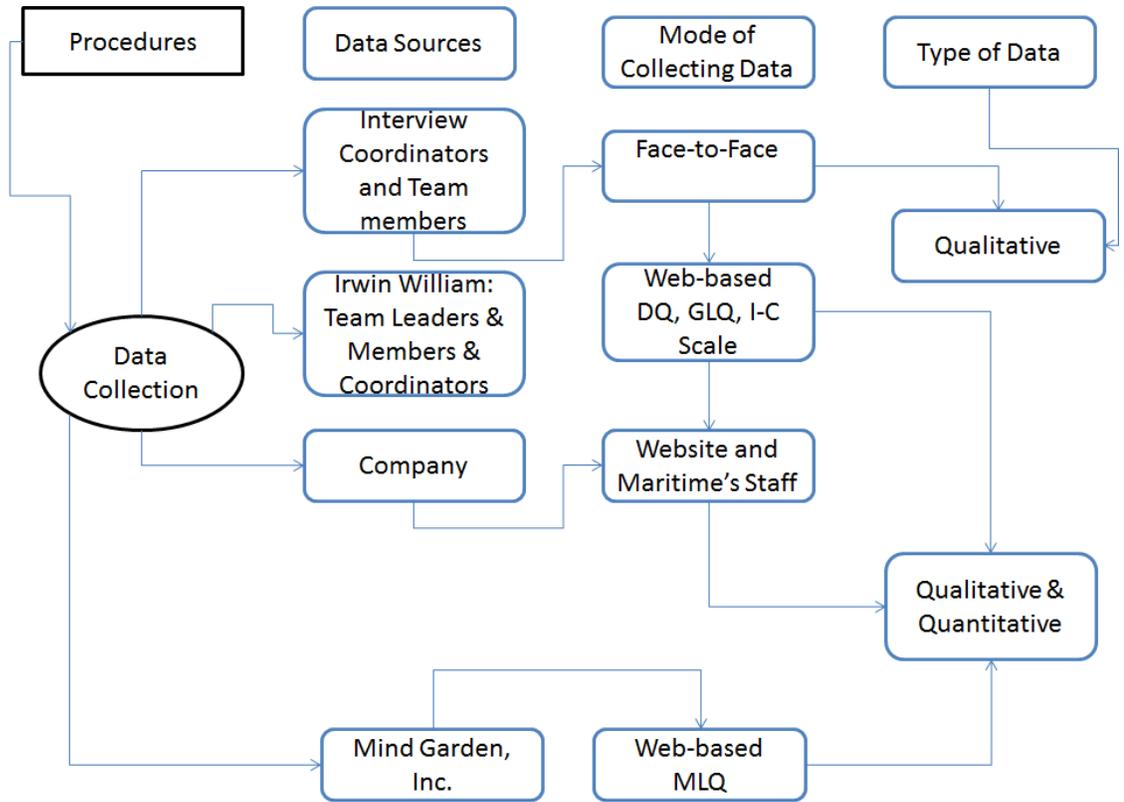
For the purpose of examining the presumed relationship, the Multifactor Leadership Questionnaire 5X survey instrument was used and those scores were correlated with followers' social identity which is measured using Triandis and Gelfand (1998) Individualism-Collectivism Scale (to be further explained later). However, Faugier and Sargeant (1997) contended that "survey studies in the general population which relied on closed questions are inherently limited by the data obtained" (p. 791), which tends to provide very little understanding of how leaders' behavior relates to followers social identity (p. 791).

Accordingly, surveys are not best suited to probe opinions, but it was deemed to be the most expedient and cost-effective way of capturing respondents' judgment about themselves, their leaders' behavior and about their Individualism-Collectivism orientation given the facility provided for respondents to add their own comments about the phenomenon. Given the benefits surveys offer, it was considered suitable for

providing the information needed to probe the relationship between leaders' behavior and followers' social identity using a correlational research design to analyze the relationship between and among the variables. With this, the diagram below provides a pictorial representation of the elements to be included in the research design and will be presented in the pages following.

Figure 2: Research design
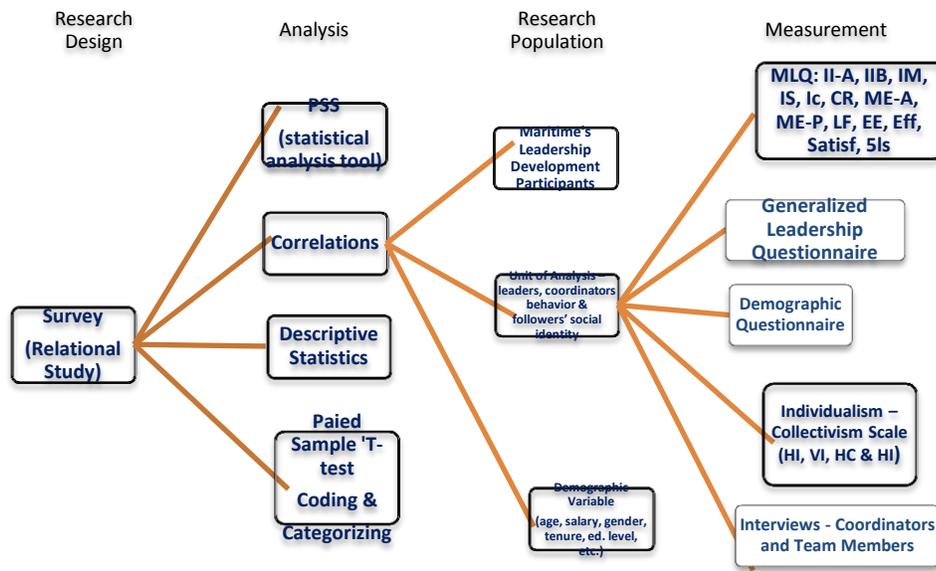
The correlational research design model did not establish whether leaders' behavior caused followers' social identity or vice-versa, or some other variable impacts them both. It did allow for establishing whether a relationship exists and the strength of that relationship (small, medium or large) is manifested among the variables.

Research Population

Sills and Song (2002) said that "inclusion of an entire population is only possible if a current listing of a finite set of members is available" (p. 23). Because it was possible to get a list of all the participants in Maritime Financial Group's

Leadership Development program and their followers and Team Leaders, it was fitting to use the entire population in this study.

Rationale for selection

Maritime Financial Group has been selected because of its hierarchical leadership structure, the nature and operation of the business in a difficult economic environment and its appropriateness for examining the relationship between leaders' behavior and followers' social identity. Additionally, the researcher selected the company because of prior knowledge of the company and admiration of the organization for positioning it headquarters outside of the capital and into an urban setting where it can be seen as a possibility for employment by those who are underrepresented in business and similar vocations and who live in proximate urban communities to Maritime Financial Group.

The participants selected for this study are part of the company's leadership development program (see appendix J) and are the entire study population; therefore, sampling is not required. Persons in the leadership development program who were primarily coordinators came from among the organization's three main operating centers, mainly Barataria, Chaguanas and San Fernando.

Since sampling was not part of the selection criteria, the results will be most pertinent to Maritime Financial Group's operational context and similar type organizations in Trinidad and Tobago since these may have similar operating philosophies.

Engagement

Respondents received an Email from the Chief Executive Officer/Chairman telling them that their involvement was voluntary but encouraging them to support the study given the potential benefits to the company, its people, its customers, it partners and the communities in which Maritime Financial Group, Ltd operates and serves.

Despite the way participants were recruited, the study was carried out by following the highest level of ethical practices. This was done by addressing issues of

confidentiality, conflict of interest, attrition, inform consent and any other issue that could potentially have negatively affected participants or the credibility of the proposed study. Issues of confidentiality were addressed by using alpha numeric codes to communicate and securing all materials with participants' identifiers in a lockbox and password protected computer files.

With regard to informed consent, research participant were apprised about what informed consent is and what it is not and they were apprised that their participation was strictly voluntary and they can refuse to be a part of the study at any time if they so please (see Appendix G and H).

Furthermore, all the pertinent checks and balances were put in place to ensure that the researcher operated in a manner consistent with expectations of the University of Minnesota guiding principles while working cooperatively and communicating regularly with the researcher's dissertation committee, faculty advisor and with Maritime Financial Group's point of contacts throughout the study to prevent and resolves problems that may surface.

Shamir (2011) argued that "it is likely that different outcomes require different durations of exposure to the same leadership input before they are affected" (308). This was also true in this study as the kind of leaders' behaviors may have affected followers' social identity differently. Thus, leadership-followship relationships with at least one leader and two (2) or more followers were considered for this study, regardless of leadership positioning in the organization. Bluedorn and Jaussi (2008) were quoted in Shamir (2011) as saying that "because relationships between followers and leaders occur over time, it is difficult, if not impossible, to consider leadership without time playing a role…" (p. 307).

Selection criteria and threshold for participation

Only persons in leadership-followship relationships that existed for six (6) months or more were considered for this study. Six months was an arbitrary cutoff selected because it is believed that it will take more than six months for followers to be able assess leaders' leadership propensities and the outcomes of those tendencies with some accuracy? Those not meeting the six months leadership-followership relationship

threshold were excluded from the study once this was established during initial due diligence or later due to some kind of internal restructuring that resulted in moving around staff or there were changes in the respondents' role and/or leadership-followership relationship.

Employment categories and location

The Maritime Financial Group's employees work in various professional roles, mainly accounting, human resources, customer care, underwriting and operations in the organization. Their involvement in this study began after the researcher met with the Chief Executive Officer/Chairman. Subsequent to that meeting the researcher was introduced to the leaders of the Human Resources team and discussed the nature of the study and its benefits to persons at multiple levels of the company. Additionally, a letter was sent to the all employees in the company alerting them of the study and encouraging them to support the study, given the potential benefits to the company, those in the leadership development program, those they supervise, future selectees for the leadership development program, those who instruct, mentor and coach new selectees, all the company's customers, clients and partners and the communities the company serves.

Leaders who is part of a leadership development program as explained in Appendix I and their followers. The members of the leadership development team and their reports and team leaders are employed with the following subsidiaries of Maritime Financial Group, Ltd noted in the chart immediately below, with the majority of them agreeing to participate in the study.

Table 3: Distribution of research population by cost center

Subsidiary (comparison group)	%	# of Leaders	Coordinators	# Team Members	Total
Maritime General Insurance Company Ltd	23	3	3	8	10
Fidelity Finance and Leasing Company Ltd	15	2	2	5	9
Maritime Life (Caribbean) Ltd	62	8	8	35	51
Estimated Number of Participants		**13**	**13**	**48**	**74**

Therefore, the research population is made up of the thirteen persons (coordinators) who were part of the leadership program, their forty-eight direct reports and their thirteen leaders (division head). All these persons are associated with subcategories of Maritime Financial Group, mainly, Maritime General Insurance Company Limited (23% or 3 leaders), Fidelity Finance and Leasing Company Limited (15% or 2 leaders) and Maritime Life (Caribbean) Limited (62% or 8 leaders). However, because of retirement, cross-company transitions, advancements and other factors explained later, only 60 responded on one or more questionnaires.

The company's history

Maritime Financial Group is the holding company and has been an active entity in the Trinidad and Tobago financial market since April of 1961 as an agency of Maritime Life Assurance Company of Halifax, Canada. For fifty years, the company has established a track record as a provider of financial solutions for life circumstances to diverse customers. The company is licensed by the Central Bank of Trinidad and Tobago to offer individual and group life insurance, pensions, commercial and personal lines of general insurance, finance, trust and leasing services, and most recently retail services. Given its size, service offering and number of employees, Maritime Financial Group is one of sixteen such companies operating in Trinidad and Tobago. The company and controls about fifteen percent of finance, insurance, real estate and

business services market in Trinidad and Tobago. The company employs over three hundred employees who offer a range of services to its external clients as well employees who meet the internal operational needs of the organization.

Maritime's leadership

Maritime Financial Group is governed by a Board of Directors consisting of a Chairperson, Deputy Chairperson and Two (2) Directors. Its day-to-day affairs are supervised by a management team of six (6) Executive Officers, led by the General Manager *(see appendix I for operational context and organization chart)*. Therefore, given the confidence interval level of $\pm$ .05 a projected research population is 60 respondents. The following diagram represents Maritime Financial Group's legal and reporting structure that guides the organization's activities.

Figure 3: Maritime's legal structure

THE MARITIME FINANCIAL GROUP
LEGAL STRUCTURE

Board of Directors
John H. Smith [Chairman, Managing Director/CEO]
Andrew Ferguson
Lesley Alfonso
(Vacant)

ADVISORY BOARD
Bruce Procope [Chairman]
Barbara Gomes
Hugh P. Eastman
Jean Khoury

Maritime Life [Caribbean] Ltd

Maritime Leasing Company Ltd (100%)

Maritime General Insurance Company Ltd (90%)

Keystone Property Developers Ltd (100%)

Fidelity Finance & Leasing Company Ltd (100%)

Maritime Residence Ltd (100%)

Inter-Island Mortgage Finance Ltd (100%)

NETTLETONS Ltd (100%)

Data collection strategies and measurement

A web-based solution is a viable tool for collecting data. Thus to execute this study, respondents used an Emailed link that gave them access to web-based surveys: the Demographic Questionnaire, the General Leadership Questionnaire, and the Individualism-Collectivism (I-C) Scale. Respondents completed the questionnaires using the unique alphanumeric code individually assigned and sent to them as part of the introductory Email.

The alphanumeric codes offered some assurance of privacy which was further enhanced by using third parties to develop, disseminate and collect the data through uniquely designed secured portals.

Participants were allowed to complete the questionnaire at their convenience up to and including the stipulated deadline. Each time respondents were required to log-in each to access and complete the web-based questionnaires. The data were stored in a web-based repository and then a spreadsheet and later Statistical Product and Service Solutions (SPSS).

Data collection procedures summary

Summarized in the Table 5 below are those are the instruments designed to collect both qualitative and quantitative instruments and those who responded to those instruments.

Table 4: Instrumentation and respondents

Instrument		Team Leaders	Team members	Coordinators
Quantitative	Qualitative		Participation	
MLQ		X	X	X
	I-C		X	X
	GLQ	X	X	X

DQ	X	X	X
Interviews		X	X
Informed	X	X	X
Consent			
(agreement)			

MLQ = Multifactor Leadership Questionnaire II DQ = Demographic Questionnaire II GLQ = Generalized Leadership Questionnaire II I-C = Individualism-Collectivism Scale

Data collection activities

At the Mind Garden site the researchers setup each participant so he or she could complete the questionnaire. Setup began with setting up twenty-two leaders who self-assessed their leadership propensities and setting up their associated raters, as well. To execute this questionnaire, an e-Mail message was created and sent to each respondent explaining the process for completing the questionnaire and some other basic information with a link for returning to the site. Once persons went to Mind Garden site they were prompted to enter some identifying information to begin entering their responses.

Data was collected using self-rate questionnaires and interviews to capture information about team leaders, coordinators and team members. To best capture the relatedness between leaders' behavior and followers' social identity a 360 degree data collection approach was used because 360 degree rating provided a pathway to gain information about coordinators and team leaders' leadership propensities from multiple perspectives, including their own recognizing.

Also, information about coordinators and team members' individualism-collectivism orientation were collected. To accomplish these tasks, coordinators and team leaders rated themselves and team members rated both coordinators and team leaders' leadership propensities. Like Maritime Financial Group, Ltd, corporations such as AT & T, Exxon, GE, Amoco, IBM, Caterpillar, Levi Strauss and Shell Oil have also used 360 degree feedback to help them cope with the emerging global marketplace (Ghorade, 2000; Oh and Berry, 2009).

Therefore, most of the data collected for this study was collected using questionnaires which participants provided self-report responses to the questions or

statements presented using an information technology-based delivery system solution designed to meet the specific data collection needs from Irvin Williams, a local vendor and Mind Garden, Inc., a United States vendor (Gorard, 2001). Sills and Song (2002) recognized that "the potential for Web surveys to effectively and economically the entire population of a given group allowed the researchers to avoid or limited sampling error" (p. 23).

Web-based data collection was inexpensive strategy relative to using a telephone approach and it was easier to organize and tabulate data in preparation for analysis and follow-up with participants who had not responded by the stated deadline (Sills and Song, 2002). Also, the ease at which data collected was compiled, analyzed and the response rate was considered suitable given the uniqueness of this study and the easy access through the worldwide web by participants make this technology driven solution an excellent data collection choice for this study (Gorard, 2001).

The initial contact made with the Chairman/Chief Executive Officer of Maritime Financial, Ltd established some of the fundamental parameters for engagement between the researcher, the company and those who will participate in the study. For purposes of ongoing interaction, the researcher will be in constant communication with the Performance and Learning Solutions Manager and her Assistant at the company's Head Office in Barataria, Trinidad. Through our interaction, we explored some basic protocols for interacting with the Performance and Learning Solutions team and study participants. These were established together with guidelines for resolving conflict and other challenges that may ensue if necessary and appropriate.

All the materials, including the instruments used in the study were shared with the point of contact together with providing an estimated time commitment for each participant to have completed the instrument used in the study and expressed their willingness to be part of the study.

Efforts were made to work with the point of contact to develop a congruent schedule for all parties involved in the study. Once procedures were established, a modified project plan was developed to guide how the study unfolded. Communication was ongoing so as to provide established guiding principles, notification of when to expect the online instruments from the vendors and to facilitate the smooth execution of

all aspects of the study and to provide appropriate follow-up. Given this, is a diagrammatic representation of the data collection procedures follows.

Multifactor Leadership Questionnaire (MLQ)

The Generalized Leadership Questionnaire used open-ended questions which allowed the respondents the opportunity to answer the questions in their own words (Department of Health and Human Services: Center for Disease Control, 2008; Johnson and Turner, 2003). The Multifactor Leadership Questionnaire (MLQ) was developed by Bass and Avolio (1994, 1997) based on Burns (1978) idea of transactional and transformation leadership. Burns' definition was further refined and operationalized by Bass in 1978 (Kanste, Miettunen and Kyngas, 2006). The MLQ is a multi-rater instrument. Therefore, the leaders selected who are enrolled in Maritime Financial Group's Leadership Development Program will get an opportunity to self-assess their perceptions of their behavior while their direct reports will rate their leaders' behavior only.

The Multifactor Leadership Questionnaire (MLQ, 5X-Short) is grounded in MacGregor Burns (1978) transformational leadership theoretical framework which refers to three types of leadership dimensions, mainly transformation leadership, transactional leadership and laissez faire leadership. The 45-item Multifactor Leadership Questionnaire (MLQ, 5X-Short) has been validated for organizational survey and research purposes (Avolio and Bass, 2004). Also, the MLQ "can also be used for rating leaders from peers or direct reports in any organization or industry" (Avolio and Bass, 2004, p.4). Therefore, "given both the theoretical context and empirical support for transformational leadership, one would expect leaders who engage in such behavior to engender many positive outcomes" (Judge and Piccolo, 2004, p. 757).

The items of MLQ measured are: negative and corrective feedback; negative reinforcement; exchange of followers' effort for specific incentive stimulate followers' intellectually; provide supportive environment for followers; influence, inspire and motivate workers; abdicate the responsibilities; delay decisions; do not encourage

exchange with followers; give no feedback; make little or no effort to help workers satisfied their needs; and do not help workers grow.

The MLQ short form has 45 questions and takes about fifteen minutes to complete. Jejeda, Scandura and Pillai (2001); Bass and Avolio, 2004) reported that "all items MLQ use a five-point Likert response scale ranging from Frequently, if not always to Not at all" (p. 38). Scores range from 0 to 4, where 0= Not at all; 1=Once in a while a while; 2=Sometimes; 3=Fairly often and 4= Frequently, if not at always. It is a self-report instrument that has forty-five descriptive statements about leaders' leadership style and serves as a springboard for helping leaders improve their leadership skills (Northouse, 2007).

It consist of seven factors subscales of leadership, specifically, Factor 1: idealized influence; Factor 2: inspirational motivation; Factor 3: intellectual stimulation; Factor 4: individualized consideration; Factor 5: contingent reward; Factor 6: management-by-exceptions; Factor 7: laissez-faire leadership (see sample items in Appendix F).

Although the MLQ is an acceptable measure of leaders' behavior and has been well researched, there are still questions about its validity since validity has not been fully established in all circumstances. This raises questions about the clarity of the transformational leadership construct, and in so doing raises doubt about its construct validity (Kanste, Miettunen and Kyngas, 2006). Judge and Piccolo (2004) argued that "although some research has indicated that the four (4) dimensions of transformational leadership are empirically separable other research has suggested that the dimensions may lack discriminant validity" (p. 757). The transformational leadership has three focal criticisms: 1) transformational leadership is treated as a trait rather than a behavior in which leaders can be instructed; 2) it has the potential for abuse since transformational leaders are concern with changing workers' values and moving them to a new vision; 3) the validity of the Multifactor Leadership Questionnaire (MLQ) has not been fully recognized.

Nonetheless, the MLQ has been heavily researched from many different organizational perspectives to measure group behavior: ([Martin, Gross, and Darley, 1952], [voice behavior, employee identifications: Liu, Zhu and Yang, 2010],

[influencing behavior of subordinate police officers: Deluga and Souza, 2011], [psychological well-being; psychological well-being: Arnold, Turner, Barling, Kelloway and McKee, 2007], [the effect of psychological empowerment and job satisfaction: Fuller, Morrison, Jones, Bridger and Brown, 1999], [and perceived work characteristics and psychological wellbeing: Nielsen, Randall, Yarker and Brenner, 2008], [among many other relational studies of leadership and job satisfaction, Northouse, 2004]). Conversely, "in studies that used interviews and observations, transformational leadership was shown to be effective in a variety of different situations" (Northouse, 2004, p. 185).

However, despite the issues raised about the construct validity, the data collected will be measured using the "Multifaceted Leadership Questionnaire (MLQ 5X Short) because of it suitability for both leaders' self-evaluation and followers' evaluation of their supervisor (Kanste, Miettunen and Kyngas, 2006). As a matter of fact, Judge and Piccolo (2004) reported that "in the latest version of the MLQ, the mean correlation among the four transformational leadership measures was .83. When corrected for unreliability on the basis of the mean coefficient alpha (mean $\alpha. = 89$), this correlation was .93." Also, the MLQ is the most regularly used instrument to measure transformational leadership ever since it was originally constructed by Bass (1985).

What is more, the MLQ and MLQ Report has evolved over the last 25 years based on numerous investigations of leaders in public and private organization, from CEOs of major corporations to non-supervisory project leaders" (Avolio, Bass, Walumbwa and Zhu, 2004, p. 3). A recent study by conducted by Muenjohn and Armstrong (2008) to examine the structural validity of the Multifactor Leadership Questionnaire and found "that the overall fit of the nine-correlated factor model, on its second test, was statistically significant and that indicated that the Full Leadership Model (nine-correlated leadership model) could be the most appropriately and adequately capturing the factor constructs of transformational- transactional leadership" (p. 3).

Yet, there are still questions about it conceptual clarity. Typically, transformational leadership theory offers a broad way of thinking about leadership; hence, it does not offer a set of clearly defined assumptions about how leaders should

act in a particular leadership-followship context to be successful. Additionally, the factors are indistinctive, in that some of the transformational factors correlate with transactional and laissez-faire factors (Northouse, 2004).

Furthermore, "results (based on 626 correlations from 87 sources) revealed an overall validity of .44 for transformational leadership, and this validity generalized over longitudinal and multisource designs" (Judge and Piccolo, 2004, p. 755).

Avolio and Bass (2004) established strong support for validity in the MLQ test manual and reported over 300 research programs, doctoral dissertations, and master's thesis where the MLQ has been used and showing several constructive outcomes for transformational leadership. They said, "in studies that used interviews and observations, transformational leadership was shown to be effective in a variety of different situations" (Northouse, 2004, p. 185).

What's more, the MLQ and MLQ Report have evolved over the last 25 years based on numerous investigations of leaders in public and private organization, from CEOs of major corporations to non-supervisory project leaders" (Avolio, Bass, Walumbwa and Zhu, 2004; Rowold, 2005). The "Multifactor Leadership Questionnaire is now the standard instrument for assessing a range of transformational, transactional and non-leadership scales" (Rowold, 2005).

Thus since the study population are all English Speakers, and given that the MLQ has been used with 1,565 English Speaking raters, 150 English Speaking leaders [Self (10.2%; Higher (12.1%); Same (37.3%); Lower (37.6%); Other (2.7%)] the MLQ is a suitable measure for analyzing leaders' behavior. Also, the MLQ has been used in the banking industry in South Africa using 406 raters, 59 leaders [Self 19.2%; Higher 9.9%; Same 23.2%; Lower 34%; Other (13.8)], it is suitable measure for this study (Bass and Avolio, 2004). Therefore, it is suited for use with the Maritime Financial Group's research population.

Individualism-Collectivism Scale

The original I-C Scale consisted of 32 items but was later reduced to 16 attitudinal items. A 7-point Likert type scale is used to obtain responses from the participants (Triandis and Gelfand, 1998). The scale measures four constructs:

horizontal individualism, vertical individualism, horizontal collectivism and vertical collectivism and the 16 item each has four statements associated with them.

For the I-C Scale, Singelis, Triandis, Bhawuk and Gelfand (1995) recognized horizontal individualism (HI) as the unique and self-reliance followers want, but without being interested in becoming distinguished or high status; in vertical individualism (VI) followers try to compete with others for distinction and status; with horizontal collectivism (HC) followers perceive themselves as an aspect of in-group and emphasize common goals with others and; and in vertical collectivism (VC) followers sacrifice their personal goals for the sake of in-group goals, but the members of the in-group are different from each other, some having more status than others (Triandis and Gelfand, 1998; Ghosh, 2004).

Fischer, Ferreira, Assmar, Redford, Harb, Glazer, Cheng, Jiang, Wong, Kumar, Kartner, Hofer and Achoui (2009) reported that the "Individualism-Collectivism Scale (I-C) has contributed significantly to understanding human behavior" (p. 188). Because the study is designed to see how leaders' behavior is related to followers' social identity was a justifiable measure for this study. However, only followers reporting to the leaders and coordinators enrolled in Maritime Financial Group's Leadership Development Programs were required to complete the Individualism-Collectivism Scale.

The Individualism-Collectivism Scale (I-C Scale) converged by Triandis and Gelfand (1998) was used in conjunction with the Multifactor Leadership Questionnaire (MLQ) to probe the research question: What is the relationship between leaders' behavior and workers' social identity?

The instruments have been widely researched in multiple cultural contexts ([horizontal and vertical dimensions of individualism and collectivism: Singelis et al., 1995], [the measurement of values and individualism-collectivism: Oishi, Schimmack, Diener, and Soh, 1998], [scenarios for the measurement of collectivism and individualism: Triandis, Chen and Chan, 1998], [converging measurement of horizontal and vertical individualism and collectivism: Triandis and Gelfand, 1998], [individualist and collectivist orientations across occupational groups: Ghosh, 2004], [the impact of individual collectivism on commitment and its influence on organizational citizenship

behavior and turnover in three countries: Felfe, Yan, and Six, 2008], [Pathogen prevalence predicts human cross-cultural variability in individualism-collectivism: Fincher, Thornhill, Murray and Schaller, 2008], [individual-collectivism, private benefits of control, and earnings management: Zhang, 2010], [the relationship between culture and corruption: a cross-national study: Seleim and Bontis, 2009]).

Green, Deschamps and Paez,(2005) established that "the individualism-collectivism dimension has been used to describe, explain, and predict differences in attitudes, values, behaviors, cognition, communication, attribution, socialization, and self-concepts" (p. 321). Chen and West (2008) recognized that individualism-collectivism has been used to explain cultural differences in social behavior in nations that emphases "I" consciousness to explore "autonomy, emotional independence, individual initiative, right to privacy, pleasure seeking, financial security, need for specific friendship, and universalism" have been examined" (p. 261).

Conversely, studies involving "we" conscious nations focused on studies that looked at "collective identity, emotional dependence, group solidarity, sharing, duties and obligations, need for stable and predetermined friendship, group decision, and particularism" (Chen and West, 2008, p. 261). As a matter of fact, "the most frequently investigated value in cross-cultural research has been the construct of individualism–collectivism" (Oishia, et al, 2005, p. 300).

Triandis and Gelfand (1998) inferred in their definition of individualism-collectivism that in the same manner "[sic] "birds" are defined by two attributes (e.g., feathers and wings) and hundreds of species of birds are defined by other attributes, individualism-collectivism may be defined by four attributes and different species of these constructs (e.g., Korean and Japanese collectivism) can be defined by additional attributes" (p. 118).

Still, given the constitutive definition of individual-collectivism used in the development of the Individualism-Collectivism Scale (I-C), it is a suitable instrument to investigate social identity and its relatedness to leaders' behavior as measured by the MLQ. In the I-C scale, individualism and collectivism is treated as horizontal (emphasizing equality) or vertical (emphasizing hierarchy) (Triandis and Gelfand, 1998).

However, there is some criticism regarding the measure of Individualism–Collectivism, mainly that the construct is viewed as dichotomy. However, Triandis offered a polythetic construct which is the framework in which he defines individualism and collectivism as:

> *The definition of the self, which can emphasize personal or collective aspects or can be independent or interdependent; b) personal goal that can have priority over the in-group goals or vice versa; c) the emphasis on exchange rather than relatedness; d) the importance of attitudes and norms as determinants of social behavior* (Triandis and Gelfand, 1998, p. 118).

Coefficient alpha for the I-C Scale

The coefficient alpha for Triandis and Gelfand (1998) I-C Scale ranged from .67 to .74. Triandis (1995) argued that different kinds of individualism and collectivism exist. In this case, there is a horizontal individualism (HI), horizontal collectivism (HC), vertical individualism (VI) and vertical collectivism (VC) and these will be measured differently in different context and will produce different results when looked at with leadership. In Table 6, the coefficient alphas have been shown.

Table 5: I-C aggregate and subscales coefficient

I-C aggregate and subscales coefficient	
I-C Subscales	Coefficient Alphas
Vertical Individualism	(α=.66)
Horizontal Individualism	(α=.64)
Vertical Collectivism	(α=.69)
Horizontal Collectivism	(α=.64)
Adapted from Lee and Choi (2005)	

Dickson, Den Hartog, and Mitchelson (2003) concluded that that "preferred and successful ways to lead people are likely to differ for these four groups, but to date there is insufficient research on the relationships between vertical and horizontal IC and leadership to draw any firm conclusions" (p. 744). However, studies by Triandis and Gelfand, 1998) produced coefficient alpha between 69 to .74 for the aggregate I-C Scale.

Demographic Questionnaire

Bass (1960) believed that "to understand and predict a person behavior in a designated social situation, it will often be necessary to determine his [or her] cultural background, his [or her] social class and ethic group, and the nature of the present

situation, as well as his [or her] past history, motivation, and biological status" (p. 7). For this purpose The Demographic Questionnaire was used to report the frequencies with percentages along with the mean and standard deviation of the demographic data.

The Demographic Questionnaire was designed to collect mainly nominal and ordinal data. It consist of nine questions and is intended to collect information about participants' age, gender, annualized earnings, marital status, job tenure, tenure in the leadership-followership relationship, ethnicity, and educational level.

Generalized Leadership Questionnaire

The Generalized Leadership Questionnaire is a qualitative measure which affords respondents the opportunity to express complex emotional feelings and opinions about leadership, as well as giving participants an opportunity to add other comments in space provided for that purpose (Burton and Bartlett, 2009).

Using the Generalized Leadership Questionnaire affords the researcher the opportunity to check and establish validity in the study by analyzing the research questions" from a different perspective (Guion, Diehl and McDonald, 2011, p. 1). Other surveys and the interviews were triangulation points used in the data collection process to gain greater insight than would not have been gained by a single method (Lingard, Albert, and Levinson, 2008).

The Generalized Leadership Questionnaire was designed to get feedback from followers in four distinct areas of leadership. The first question was intended to discern from participants their philosophy of leadership. The second question was posed to gleam from respondents their understanding of how to measure leaders' effectiveness. The third question was to design to obtain from study participants what they think makes their leaders effective. The fourth and final question was intended to find out what respondents saw as ineffective leadership behaviors.

The answers participants provided to the questions posed were contrasted, but did reflect their perceptions of their interactions with their respective leaders on a daily basis. Answers to these questions were not predetermined, so using open-ended questions provided insightful or unexpected information from respondents (Department of Health and Human Services: Center for Disease Control, 2008). The findings from

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this qualitative questionnaire were organized in themes and were expanded in the results section.

Interviews

Insch, Moore and Murphy (1997) said that "given the highly personal and often individualistic nuances of leadership, qualitative measures can provide much greater detail and richer data that may be aggregated into discernible constructs" (p. 1). For that reason, interviews were conducted as part of this study.

Northouse (2004) established that in studies that made use of interviews in the data collection process, transformational leadership was shown to be effective in diverse situations. The potential of interviewing is acknowledged by Schultze and Avital (2011) who believed that interviews provide way to generate data that provides insight into people's experiential life.

Lickey, Campion and Rashid (2000) believed that leaders' style or behavior depends on the perceptions of the interpreter which may differ from those who lead and those who follow for diverse reasons. Such variations in perception can be discerned by using multiple data collection techniques to corroborate differences in perceptions on leadership between leaders and followers.

Since the interviews emphasize the respondents' interpretation and the explanation of their specific context, this provided pathways for the researcher to seek clarification or more information and explore previously unconsidered avenues of inquiry that would have been left unchecked and free of preconceived research biases ([Insch, Moore and Murphy, 1997; [Johnson and Turner, 2003]).

Hence, interviews were conducted in this study to triangulate the different data points from leaders, coordinators and team members perspective because of the ease of implantation and varied responses provided through the MLQ, I-C Scale, Generalized Leadership Questionnaire questionnaires and interviews (Reille and Kezar, 2010; Guion, Diehl and McDonald, 2011). Guion, Diehl and McDonald (2011) held that "using interviews as well as questionnaires added a depth to the results that would not have been possible using a single-strategy study, thereby increasing the validity and utility of the findings" (p. 3).

The first set of interviews was conducted over a two-day period, October 24th and October 25th, 2011 at Maritime Financial Group's Headquarters in Barataria, Trinidad. Another round of interviews took place on November 2, 2011, at the Chaguanas Financial Service Center and on November 04, 2011, at the San Fernando Client Service Center. The researchers traveled to participants' office location for the interview. Traveling to meet the participants at their offices was without challenge, although it rained heavily on two of the days, thereby delaying a couple of meetings slightly.

A sample of twenty-seven respondents was interviewed from all three offices. The groups selected for the interviews varied, but attempts were made to interview the coordinator from each team and two followers from each corresponding team. The grouping represented a balanced cross-section of the research participant's pool and persons were selected and scheduled based on their availability to be interviewed and their involvement in the leadership development program and the proximate relationship to the developing leader.

The researcher interviewed were 8 coordinators and 19 team members (Financial Service Center: Chaguanas (11%), Barataria (79%) and San Fernando (11%): GIS South Regional Center who represented the Fidelity Finance and Leasing Company, Ltd, Maritime General Insurance and Maritime Life Caribbean, Ltd.). Participants were working in different functional departments (underwriting, auditing, financial services, office services, business development and financial management). These groups accounted for one coordinator and two team members' combinations. Responders were asked to answer to three questions:

1) Are you a leader?
2) What makes or does not make you a leader?
3) What makes a leader a leader?

Summary

Following is the summarization of the instruments used for this study, together with the data being captured by each, the number of questions posed for each and the estimated time it took to complete each questionnaire.

Table 6: Measurement summary

	Measurement		
Construct	**Instrumentation**	**Items**	**Time**
Interviews	Questions	3	15-20 mins
Multifactor Leadership Questionnaire	MLQ	45	15 mins
Sub-Scales			
⇒ Idealized Influence			
⇒ Inspirational Motivation			
⇒ Intellectual Stimulation			
⇒ Individualized Consideration			
⇒ Contingent Reward			
⇒ Management-by-Exception			
⇒ Laissez-faire			
Individualism-Collectivism Scale	I-C Scale	16	5.5 mins
Sub-Scale			
⇒ Vertical Individualism			
⇒ Horizontal Individualism			
⇒ Vertical Collectivism			
⇒ Horizontal Collectivism			

Table 6 continues

Table 6 continued

Generalized Leadership Questionnaire	GLQ	4	5 -8 mins
Demographic Questionnaire	GQ	9	3 mins
Other Independent Variables:		6	

- Gender
- Age
- Educational level
- Ethnicity
- Tenure
- Annualized income
- Marital status

Total Items		**80**	**31mins**

Human Subject Concerns and Strategies

Because this is an international, it was important to conduct this study with a level of care consistent with doing this study in the United States. In order to conduct a well-structured study with the highest level of ethical fortitude, the guidelines set forth by the University of Minnesota Human Subject Committee, the advising faculty members, the academic department, doctoral committee, professional affiliates and Maritime Financial Group, Ltd were followed. More specifically, the researcher made every effort to receive the appropriate training to fully understand the elements and doctrine of informed consent, confidentiality and anonymity to inform all interaction with study participants. Also, only participants of legal age and of full capacity were considered for the study, thereby eliminating the need for parental or other consent.

Equally, each study participant were made aware that their participation in the study is voluntary and that every humanly possible steps were taken to protect the study participants' identity when communicating with the entity, the researcher, advisor, doctoral committee and others who have interest in the study. Next, the researcher established upfront with the point of contacts at Maritime Financial Group guidelines for the use and dissemination of the data, including ownership of completed report, role

and responsibilities, and pathways for resolving issues that may surface while conducting the study. A memorandum of understanding was written to guide the study with Maritime Financial Group.

Moreover, the researcher consulted with the staff at the University' of Minnesota's Human Subject Protection Committee/IRB Board and completed and submit the appropriate forms and documents to file with the respective University of Minnesota offices responsible for issues related to informed consent and other documentation that needs to be submitted for approval. Additionally, the researcher developed a readable consent form using the University of Minnesota and other universities sample form, plan appropriate recruitment strategies for identifying subjects, and used alpha numeric coding to promoting anonymity and confidentiality. Researcher submitted IRB documents timely and allowed sufficient time for IRB to review the proposal and for the completion of the project (http://cflegacy.research.umn.edu). Study participants were given an Informed Consent information sheet explaining informed consent and were asked to initial and sign the Informed Consent Form corroborating their understanding of the intended purpose of informed consent and expressing their willingness to participate in the study.

Every attempt were made to protect information collected as part of this study securely; computer files were password protected, secure Internet access to Web-based questionnaires were provided, alphanumeric coding were used to protect participants' identity and all communication were filed in a secured location for the prescribed statute of limitation period for similar types of investigation. Once the statute of limitation has expired, all documents collected in connection with this study will be destroyed and discarded as appropriate and necessary unless it is needed for future study. In that case the same level of due care will be exercised in protecting study participants' identity, securing all data elements and meeting the due care requirement as stipulate by the Informed Consent pronouncements.

Data Analysis Plan

The research questions for this study are: 1) "what is the relationship between leaders' behavior and followers' social identity?" In order to probe Question 1 a

relational design was use d to examine the correlations of follower's social identity with follower's assessment of leader, so scores were always assessment of someone else, not one's own assessment of one's self.

Question 2 is: do leaders and followers have the same perception of leaders' behavior? Investigating Question 2 involved comparing leader's self-assessment with follower's assessment of someone else. This involved paired-sample t-test. To investigate these questions there six hypotheses: These are as follows:

H_0 = leaders' behavior and followers' social identity are unrelated (will neither lead to collectivistic or individualistic behaviors).

H_1 = leaders' behavior that is transformational will be positively related to followers' social identity (lead to more collectivistic behaviors).

H_2 = leaders' behavior that is transactional could be positively related to followers' social identity (lead to collectivistic or individualistic type) is plausible.

H_3 = leaders' behavior that is laissez-faire (passive/avoidance) will be negatively related to followers' social identity (lead to more individualistic type behaviors).

H_4: Leaders' transactional behavior will be significantly related to followers' individualistic behaviors. There will be a significant correlation between the MLQ transactional score and the I-C Individual Scale.

H_5: Leaders' behavior that is laissez-faire (passive/avoidance) will be negatively related to follower's social identity (lead to less collectivistic). There will be a significant negative correlation between the MLQ laissez-faire score and the I-C Collective Scale score.

H_6: Leaders' behavior that is laissez-faire (passive/avoidance) will be negatively related to follower's social identity (lead to more individualist behavior). There will be a

significant positive correlation between the MLQ laissez-faire score and the I-C Individual sub-scale score.

The research questions looks at the relationship between leaders' behavior and followers' social identity and comparison of leaders and followers perceptions of leaders' behavior. The question is probed from both the leaders' and followers' perspectives in that the leaders and coordinators (mid-level leaders) completed the Multifactor Leadership Questionnaire about their own leadership tendencies and followers completed the MLQ about their perceptions about their coordinator (mid-level leader) and the leader. Both coordinator (mid-level) and followers completed the Individualism-Collectivism Scale (I-C) about their I-C orientation.

Data collection was done using web-based solution. Participants were sent an embedded link that took them directly to the website. Once respondents click on the link, they entered the website. Participants used their assigned alpha numeric code and then choose their own generic password to begin navigate the website. When on the website, they followed the instructions for completing the questionnaires. Data was also collected through interviews and the data responses received from responded were coded.

Next the researcher used SPSS statistical software to analyze data received from Irwin Williams Data Collection Company and Mind Garden, Inc. in Spreadsheets format to calculate correlation of leaders' behavior and followers' social identity.

Data was collected from multiple data points. The main data collection instruments were interviews and questionnaires from which the data was used to answer the two research questions by testing the six hypotheses. Irwin Williams Data Collection Company and Mind Garden, Inc. provided the capabilities to collect the requisite data from participants. Once the data was collected, it was dumped in a spreadsheet, so it was easy for the researcher to use the data analysis plan presented below to code, organize data and analyze participants' responses.

Table 7: Data Analysis schematic

Data analysis plan

Research Questions:
      A) "What is the relationship between leaders' behavior and followers' social identity? "
      B) "Do leaders and followers have the same perceptions of leaders'

        A. Independent/Predictor Variable: Leaders' Behavior
        B. Dependent/Criterion Variable: Followers' Social Identity

Data Type	Analytical Technique	What's Being Probe	Instrumentation
	✓ Pearson's techniques to measure association between the independent and dependent variable. ✓ Descriptive Statistics: Mean, standard deviation, skewness, and kurtosis to estimate the population. ✓ Correlation matrix with scores and the demographic variables.	Leaders' Behavior (independent or predictor variable)	Multifactor Leadership Questionnaire (continuous variable)

Data type	Analytical Technique	What's being Probe	Instrumentation
Nominal, Ordinal & Ratio or Interval and Continuous Data	Report on the frequencies with percentages and or the mean with the standard deviation and other statistic of demographic information.	Participants' demographical data.	Demographic Questionnaire.
Open Ended Nominal	Analyze frequency of respondents' responses by looking for common themes and grouping them.	Participants' understanding of leadership and leaders' effectiveness.	Generalized Leadership Questionnaire.

Table 8 continues

Table 8 continued

Open Ended Nominal	Categorization and frequency analysis of respondents' responses by looking for common themes.	Participants' definition of leadership and leaders' effectiveness.	Face-to-Face interviews by researcher.

Interval, Continuous and Categorical Data	Calculating the mean and substituting the mean value by imputing it for missing values.	Study participants' none respond to items.	Multifactor Leadership questionnaire, Individualism-Collectivism Scale, Multifactor Leadership Questionnaire and Demographic Questionnaire.
Two sets of continuous variable	A repeated measure t-test to if there are differences between team leaders and team members, team leaders and coordinators, coordinators and team members.	Team leaders and coordinators scores; coordinators and team members' scores.	Multifactor Leadership Questionnaire, Individualism-Collectivism Scale.
Interval, Continuous and Categorical and Nominal Data	Triangulation techniques which included qualitative and quantitative data were used to test for congruency and to enhance validity and to better understand to better understand the way different pieces of data were behaving.	Team leaders and Coordinators and Team Members scores.	Multifactor Leadership Questionnaire, Individualism-Collectivism Scale, respondents'' comments, interviews, Generalized Leadership Questionnaire.

The first research question examined in this study has two variables: leaders' behavior and followers' social identity (Hoy, 2010). To assess the veracity of any presumed relationship between the two noted variables, four deductive hypotheses proposed and previously mentioned (Gay and Airasian, 2003). These are examined by the research question: What is the relationship between leaders' behavior and followers' social identity? While the second question is: Do leaders and followers have the same perception of leaders' behavior? This investigated using a paired t-test to see is perceptions are similar or different between leader and followers.

Research question one

The first question is: "what is the relationship between leaders' behavior and followers' social identity?" This question was examined by using the Multifactor Leadership Questionnaire (MLQ) and the Individualism-Collectivism Scale. Both the Multifactor Leadership Questionnaire and the Individualism-Collectivism Scale make use of continuous variables since the theoretical concepts used by these two instruments describe these concepts on a continuum. What "positive" and "negative" in correlations

means will depend entirely on what higher and lower numbers on the scores mean. In the case of transformational leadership, it runs on a continuum starting with transformational leadership to laissez-faire leadership.

Therefore, the least transformational behaviors will be found in leaders who are not leading or who are engaging in laissez-faire type leadership while the greatest transformational behaviors (charismatic or idealized influence; b) inspirational motivation; c) intellectual stimulation; d) individualized consideration or individualized attention; will be exhibited by transformational leaders. An indication of transactional leadership behavior falls in the middle of transformational leadership behavior and laissez-faire leadership and is punctuate by: a) contingent reward; b) management by exception type behaviors. High scores indicate more transformational leadership behaviors, middle scores mean more transactional leadership behaviors while laissez-faire leadership means less transformational behaviors.

Triandis and Gelfand (1989) said that the vertical and horizontal individualism-collectivism scale was designed to cultural orientation with clear markers of distinctiveness among the four components. The individualism-collectivism has two major dimensions which are horizontal (horizontal individualism and horizontal collectivism) which emphasizes equity and vertical orientation (vertical individualism and vertical collectivism. These also run on a continuum from individualism to collectivism on both the vertical and horizontal dimensions. In the case of individualism, this accentuates individually focused behavior punctuated by self-construal's, exchanges relationship, attitudes and personal goals. Collectivistic behaviors are marked by interdependent self-understanding, communal relationships, norms, and in-group goals.

The Individualism-collectivism Scale runs on a Likert Scale continuum that range from 1. Strongly agree; 2. Somewhat agree; 3. Neutral/no opinion; 4. Somewhat disagree; 5. Strongly disagree; therefore, a high score on individualistic behaviors would means that individualistic behaviors are related to the specific leadership approach used by the leader. However, a lower score would mean that the specific leadership behavior is oppositely related.

Therefore, it is fitting to use analytical approaches that are suited for analyzing continuous variables. For this reason, a negative correlation with collectivistic behaviors would mean that leadership behaviors are related in the opposite direction or neutral. The same is true if there was a negative relationship with individualistic behavior and any of the leadership behaviors.

Correlation measures the association between leaders' behavior and followers' social identity (Walonick, 2007) and correlation coefficient (r) tells the strength of this relationship using the Multifactor Leadership Questionnaire and the Individualism-Collectivism Scale (I-C Scale). However, "it is a peculiar measure which permits certain interpretations provided certain assumptions are tenable and provided we consider possible distribution factors" (McNewman, 1996, p. 129). In spite of this, McNewman (1996) believed that correlation coefficient (r = .05) can be interpreted as follow:

Table 8: Correlation Coefficient   Indicators

	Correlation Indicators	
	Relationship	
Value *(r)*	Positive	Negative
1.0	Perfectly	Perfectly
+0.7	Strong	Strong
+0.4	Moderate	Moderate
0	No relationship	No relationship

A p-value was used to determine significant. However, for this study correlation coefficient in the range of .10 and .30 will be considered weak positive relationships; correlation coefficients between .40 and 60 will be considered to be considered moderately positive relationships; and .70 and above will be viewed as high positive relationships which is the probability that leaders' behavior and followers sociality were measured two different ways (McMillan, 2000).

1. Correlation coefficient (r) is associated with the rate at which one variable changes with another;

2. Correlation coefficient (r) will tell how accurately we can predict by regression equation;

3. Correlation coefficient (r) provided the proportion of variance in Y predictable form, or attributable to, variation in X;

4. Correlation coefficient (r) will be interpreted in terms of proportion of elements common to two variables provided we are willing to make a rather hazardous and unrealistic assumptions as regards the nature of variables;

5. Correlation coefficient (r) will be interpreted in terms of the equation for the normal correlation surface;

6. Correlation coefficient (r) will be interpreted in two different ways in terms of "success" expectancies when dealing with the predictive validity of tests, (p. 152-153).

Research question two

Chang (2008) said that "*when differences in behavior, belief or custom are deemed to be not only irreconcilable but also threatening to the very existence of self and others of similar, the other are regarded as others of opposite, namely "enemies" to their neighborhood, interest group, school, professional organization, or nation*" (p. 26). Therefore, examining the self and other scores will provide some insight into how leaders see themselves in relationship to followers and analyze this in relation to the other pieces of data.

Therefore, question two is: "do leaders and followers have the same perception of leaders' behavior?" This will be examined by using a paired sample-test test. Hanley

and McNeil (1983) reminded us that "a good statistically test should indicate a difference when one is really present, but should minimize in predictable ways the numbers of instances in which differences are said to exist when in fact, none exist (high sensitivity and specificity)" (p. 842). Therefore, it is presumed that such conditions exist in this study so a sample paired t-test was used to compare the means of pairs of respondents (can be independent or correlated/paired samples). Wolonick (2007); Mayer and Butler (1993); Henley and McNeil (1983) all supported the use of paired sample t-tests to compare means of MLQ: a) team member leaders and followers; b) team leaders and coordinators; c) team members and coordinator; I-C: a) team members and team leaders; b) team members and coordinator; c) coordinators and team members.

By establishing a critical value of .05, the sample paired t-test was used to test hypothesis to assess whether the researcher was able to conclude that $H_0: ß = 0$ or whether "there is no relationship between leaders' behavior and workers' social identity" or that the alternative hypothesis $H_a: ß_1 \neq 0$. More specifically, the sample paired t-test was used to access whether the means of the null and alternative hypothesis are statistically different from each other (Demśar, 2006).

Demśar (2006) pointed out that since the sample pairs are "related, a lot of care was needed in designing the statistical procedures and tests that avoid problems with biased estimations of variance" (p. 5). The researcher observed the findings to see if any values were significant, in that the statistics is higher than the critical value (critical alpha – 0.05), Rejecting the null hypothesis for the alternative hinges on the probability is small that the difference or relationship happened by chance (Anderson, Sweeney and Williams, 2002; Walonick, 2007). However, in the event there is a failure to reject the null hypothesis because the statistics is lower than the critical value (critical alpha, .05) then the probability is high that the difference or relationship happened by chance. (Anderson, Sweeney and Williams, 2002; Walonick, 2007).

Missing data analysis

Schlomer, Bauman, and Card (2010) said that missing data are due to respondents none response to items presents in the survey which was a challenge

encountered in this study. Buhi, Goodson and Neilands (2008) said that "missingness—as the phenomenon is commonly referred to—may result from lost surveys, respondent refusal to answer survey questions (e.g., questions may be too sensitive), skipped questions, illegible responses, procedural mistakes, computer malfunctions, or other reasons" (p. 83).

Evident of missingness were present in the online surveys on many levels. Buhi, Goodson and Neilands (2008) pointed out that missingness may be associated with "continuous variables such as age, income, and attitudes, or in categorical variables such as level of education, ethnicity", income, and perception of one's behavior and that of others (p. 83).

Further influences may have been influenced by many factors, including respondents' low cognitive ability, limited access to internet resources, privacy concerns, may be a function of the item itself, relate to variables not studies and many more factors (Roth, 1994), Missing data was a problem of this study, nonetheless, if it left is unattended, Roth (1994) contended that: 1) "lost data decrease …the ability of a statistical test to discover a relationship in a set of data …2) can bias parameter estimates…may bias correlation coefficients downward; 3) measures of central tendency may be biased upward or downward depending upon where in the distribution the missing data appear." (p. 538-539). Thus, Schlomer, Bauman and Card (2010) believed that "the reporting of the amount of data from among participants is important" (p. 2) and "essential for understating results" (p. 1).

Study participants were required to complete the Multifactor Leadership Questionnaire, Individualism-Collectivism Scale, Generalized Leadership Questionnaire, Demographic Questionnaire, and participate in 15-20 minutes interview. Because of these requirements, there were occurrences where data was missing and in some cases total omission of data because participants did not complete one or more questions on one or more questionnaires or entire questionnaires were not completed, thus making difficult to examine leaders' behavior and it relatedness to the corresponding score.

Graham (2009); Shrive, Stuart, Quan and Ghali (2006)' Roth (1994) all said that it is not unusual for research requiring participants to complete multiple questionnaires

to anticipate missing data. Also, missing data problem is usually most pronounced in studies involving a self-report scale which was a factor in this study. To attend to the missing data issue, the researcher followed-up with respondents for missing data as well as the Maritime Financial Group's Human Resources Department for missing demographic information where this was necessary and appropriate and with respondents where it was believed the information could be garnered.

Roth (1994); Schlomer, Bauman and Card (2010) advanced the idea of using a mean nonstochastic imputation method to address the missing value concerns. Thus, using mean substitution is easy to use and it helps to preserve data in this study and is a viable alternation for use in addressing the missing data problem in this study. To address the missing data concerns in this study, the mean of the values provided was calculated and used by imputing the missing value with the "mean value of that variable on the basis of the nonmissing values for the variable" (Schlomer, Bauman and Card, 2010, p. 3). Also, in instances where more than four values were missing, or there was not a corresponding leadership behavior or Individualism-Collectivism score, those cases were deleted from analysis.

Both these approaches have their own merits and demerits associated with them. In the case of the mean substitution, the strength of this approach is that it is that is fairly easy to perform and it allows the researcher to increase the research population to its original size, thus solving the waste data issues. The reverse is that replacing missing data skewing results by decreasing the variance that may be present (Buhi, Goodson and Neilands, 2008).

Qualitative analysis

Martin and Turner (1986) is quoted by Alvesson (1996) who support the use of a qualitative component to this type of study as it provides "broader and richer descriptions, sensitivity for the ideas and meanings of the individuals concerned, increased likelihood of developing empirically supported new ideas and theories, together with increased relevance and interest for practitioners," management and leadership researchers and educators (p. 455).

The quantitative aspects of the research methodology were structured to collect data from interviews, the General Leadership Questionnaire, the Multifactor Leadership Questionnaire (MLQ) and the Individualism-Collectivism Scale comments, the company's website, the Human Resources staff and different data mining procedures. Leadership and social identity themes were generated through analysis.

Triangulation

Schwandt (2007) considered triangulation as a means of checking the integrity of assumptions drawn and made about the relationship between leaders' behavior and followers' social identity. Guion, Diehl and McDonald (2011) maintained that "data triangulation involved using different data sources of information in order to increase the validity of a study" (p. 1). Thus, used in this study to facilitate triangulation were information about team leaders' behavior from the leaders themselves, coordinators and team members. For coordinators, data was obtained from the coordinator, team leader and team members about coordinators' leadership mannerisms. In addition, team members and coordinators were interviewed, thus providing deeper insights into persons' perspectives on the ratee's leaders and coordinators propensities as well as their own inclinations about their leadership. This was easy to implement and the feedback collected from responses were "compared to determine areas of agreement and areas of divergence" (p. 1).

Another triangulation strategy was to use methodology triangulation. This approach involved using both qualitative and quantitative data collection methodologies. For the qualitative data, face-to-face interviews without taping because of time constraint, an open ended questionnaire, providing respondents opportunities to add comments within closed ended questionnaires, visiting Maritime Financial Group's website and interacting with the company's Human Resource Department were the strategies used, In the case quantitative strategies, participants completed the Demographic Questionnaire, Multifactor Leadership Questionnaire and the Individualism-Collectivism Scale. Although a bit resources driven, the data collected from the qualitative and quantitative data collection triangulation strategies were

compared for congruency, for validity enhancement and better understanding of the way the different pieces of data were behaving.

Assumptions

It is assumed that The Maritime Financial Group's research population reflected the Trinidad and Tobago workforce population and mirrors similar types of leadership-followership relationships. Both the Multifactor Leadership Questionnaire and the Individualism-Collectivism scale have been proven to measure what they were designed to measure and will measure these qualities in the Maritime Financial Group's research population. It was presumed that respondents responded to the questionnaires truthfully, consistently and thoroughly. Although, Trinidad and Tobago has its own unique cultural and its challenges, it was recognized that the instruments were suited for use with the research population since the culture is heavily influenced by the British and the Commonwealth, Canadian and the United States cultures where these instruments have been used and validated in multiple studies. Evenly, errors were presumed to be independent and identically and normally distributed (Faraway, 2005).

Limitation

Studies like this one are subject to common method bias given the behavioral nature of the research which could have potentially skewed the results of the study and needed to be understood and managed from the source (Podsakoff, MacKenzie, Lee and Podsakoff, 2003). In fact, "there is a substantial amount of evidence that implicit theories do have an effect on respondents' ratings in a variety of different domains, including ratings of leader behavior" (Podsakoff, MacKenzie, Lee and Podsakoff, 2003, p. 881). Actually, this assertion has a long history with behavioral sciences as researchers devote time to the problem of method biases (Podsakoff, MacKenzie, Lee and Podsakoff, 2003)**.** Some particular biases that were of concern to this study are as follows:

Table 9: Potential Bias

<div style="text-align:center">

Summary of Potential Biases

</div>

Potential Cause	Definition
Predictor and criterion variables measured in the same location	Because the I-C Scale and the MLQ were measured in the same location, this may have produce artificial covariance independent of the content of the constructs themselves.
Intermixing (or grouping) of items or constructs on the questionnaire	The grouping of the I-C Scale and the MLQ could have decreased intraconstructs correlations and increase in interconstruct correlations.
Social desirability	Some respondents may have responded to some items in terms of their social acceptability than their true feelings.
Transient mood state	Recent mood inducing events, such as the curfew and State of Emergency could have influenced the manner in which respondents view themselves and the world around them.

(Table 9 continues)

(table 9 continued)

Leniency bias	The propensity of team leaders, coordinators and team members to attribute socially desirable traits, attitudes, and/or behaviors to someone they know and like than someone they dislike.
Positive and negative items wording	The use of positively and negatively worded items may have produced artifactual relationships on the questionnaires.
Common scale format	Respondents were given two instruments that used a Likert- like scale and this could have produced antifactural covariations.
Scale length	The I-C Scale has 16 items which could have affected the way respondents replied responded given likely that answers to previously answered are more likely to be in short memory.

Adapted from Podsakoff, MacKenzie, Lee and Podsakoff (2003, p. 882) summary of potential sources of common method biases.

Controlling for these method biases took two forms: mainly those that involve design and statistical considerations. For instance, because measures for the leaders' behavior and followers' social identity were measured at the same point in time, multiple sources of information, along with two different web-based data collection methods and two triangulation methods, mainly interviews and a general leadership

questionnaire were used to receive feedback about leaders' behavior anonymously. In addition, partial correlation produces were used to control for method biases (Podsakoff, MacKenzie, Lee and Podsakoff, 2003).

It is assumed that The Maritime Financial Group's research population reflected the Trinidad and Tobago workforce population and mirrors similar types of leadership-followership relationships. It was presumed that respondents responded to the questionnaires truthfully, consistently and thoroughly. Although Trinidad and Tobago has its own unique cultural and its challenges, it was recognized that the instruments were suited for use with the research population since the culture is heavily influenced by the British and the Commonwealth, Canadian and the United States cultures where these instruments have been used and validated in multiple studies. Evenly, errors were presumed to be independent and identically and normally distributed (Faraway, 2005).

Overall the study was designed to examine the relationship between leaders' behavior and followers' social identity. The correlation technique used was limited in that the technique were only able to establish a relationship existed, but did not assert an underlying causative element for the relationship since an experiment was not part of the research design for this study.

There are some unique cultural nuances, such as heavy involvement in national holidays and other commemorative activities, sociopolitical dynamics, a State of Emergency, Curfew, and an increase incidence of serious crimes that skewed the timeline for the study. In addition, the escalated end-of-year workload and planning requirements, the accelerated demand for service due to the narrow window of operation brought about by 4.5 month long curfew and the competitive nature of the financial services industry in Trinidad and Tobago limit the time commitment to the study and in many ways hampered the participation levels.

Although it was expected that study participants provided truthful responses, however, it was possible that having to respond to four different questionnaires affected the consistency of responses persons provided. Evenly, there was a cost and other constraints that affected the timeline, the inability to do a comparison, diversity and overall quality of the study population. Attempts were made to manage these events by

collecting data from multiple perspectives and through triangulation techniques so that these constraints had minimal effects on the overall quality of the study.

Chapter IV - Results

Marsh, Bradley, Love, Alexander and Norham (2007) wrote that *"the social, cultural, political and economic changes that have taken place during the past century present us with new ways of belonging to social groups and networks that transcend physical and virtual boundaries and yet, while we live our lives in a world that is connected globally, we exist physically in local spaces — our living rooms, our desks and our cars all represent points of departure from which we connect with the wider social world"* (p. 8). These trends present new challenges for leadership and other workplace researchers that require a shift in the research paradigm and agenda given the many diverse ways of investigating these areas of research.

Cregan, Bartram and Stanton (2009) supported the works of Fullagar, et al, 1992; Kelloway and Barling, 1993; Twigg et al 2008, all of whom acknowledged that there are few studies investigating leadership on group behavior, and in particular of transformation leadership. In particular, these authors held that "very little is known about the impact of transformational leadership on collective…although virtually every transformational leadership model presumes such effects" (p. 762). Also, "how people conceptualize themselves in intergroup contexts, how a system of social categorizations "creates and defines an individual's own place in society" can be investigated through various interaction in the leadership-followership dyad (Kark, Shamir & Chen, 2003, p. 293).

Therefore, this study was designed to probe the two questions that will narrow the conceptual gaps between leaders' behavior and followers' social identity. These questions are: 1) "what is the relationship between leaders' behavior and followers' social identity?" 2) "Do leaders and followers have the same perceptions of leaders' behavior?"

The study invited respondents to affirm their willingness to commit to the study by reading and signing the inform consent form associated with this study. The signing

of this document corroborated respondents understanding that their participation was voluntarily and they had a right to withdraw at any stage during the study. This understanding was affirmed at different point in the study.

The results achieved from investigating the research questions will be used to influence organizational policy development, leadership development, influence leaders selection, development and retention criteria and the implicit and explicit cost associated with leaders' behavior – good, bad or indifferent.

Quantitative results

Research population characteristics

Persons self-selected for this study. There were 74 participants in this study. The actual response rate was 90%, which meant that 67 participants were actively engaged in the study. The research population for this study consisted of workers who were between the ages of 23 and 59 and made up part of the Trinidad and Tobago 631,000 working population.

Demographic information about research population came from the Demographic Questionnaire and from Maritime Financial Group Human Resources staff. However, some respondents did not provide requested demographic information because it is deemed privileged by participants. These were not considered pertinent to the study. Some of the missing demographic information was furnished by the company's Human Resources Team. Persons tended to furnish the requisite information with completeness when they used the online version of the questionnaire.

The Demographic Questionnaire was designed to gather information that included items indexing gender, age, marital status, education, current position/title, length of time in leaders-followers relationship, length of time working at Maritime Financial Group, income, and ethnicity.

Study participants were grouped according to their role at Maritime Financial Group: Team Leader, Coordinator, or Team Member. Participants' educational levels ranged from secondary schooling to graduate level training.

Persons in the study belonged to the following ethnic groups: Afro-Tribigonian, 37%; East Indian, 32%; Mixed Race, 27%); Chinese Tribigonian, (1 person; and White, 1 person. Afro-Tribigonians were the largest group among Team Members, but were not represented among Coordinators. Two (25%) of Team Leaders were in this category. There were eight Team Leaders who were representative of five ethnic groups. This group made up approximately 12.5 to 25 %. White and Chinese Tribigonians are the smallest ethnicity group represented in the research population, with 1 respondent for each of the two ethnic groups or 2%.

Salary among the Team Leaders, Coordinators and Team Members ranged from $60,000 to over $400,000. The lowest earnings were among the Team Members, and Team Leaders were among the highest earners. Most salaries fell in the range of $140,001 to 168, 571 with 11 persons were earning below $60,000 and two respondents were earning above $400,001.

In addition, age was also part of the demographics collected. The average age, maximum and minimum were Team Member: M = 34.25, Max = 55, Min = 23; Coordinators: Mean = 41, Max = 46, Min = 36, Team Leaders: Mean = 59, Max = Min 40.

There were two sets of information collected on tenure: one represented tenure with the company, and the other dealt with tenure with the respondents' supervisor. Both were counted in years. The means, standard deviation, maximum, minimum and skewedness are tabulate below.

Table 10: Tenure by supervisor and by company

Role	Supervisor Mean	SD	Company Mean	SD
Team Member	3.84	8.7	3.84	4.7
Coordinator	5.50	8.4	3.97	6.79
Team Leader	20	7.63	20	20

Information on marital status was not well reported, since only 58 responded to the question. Of those who completed the question on marriage status, the majority were unmarried (79 % or 31 person) and others were married or in none marital common law relationships (21% or 8 persons).

Male-female demographic information was also provided. There were 20 males and 46 females respondents. Reported were 30% male and 70% female of all persons participating in the study. Team Members were the largest group in the study with a total of 69% (55% male and 74.5% female). Coordinators made up 19% of all respondents (20% male and 19% female). Team Leaders accounted for 12% of all respondents (25% male and 6.1% female).

Respondent's involvement analysis

The research population was 15 males (20%) and 59 females (80%). Eight-one percent of the research population committed to the study.

Study participants responses were: Multifactor Leadership Questionnaire, (N = 60); the Individualism-Collectivism Scale (N = 21); Demographic Questionnaire (N = 27); General Leadership Questionnaire (N = 24); Interview (N = 27). Overall, involvement among Team Members (mean = 21); Team Leaders (mean = 12); Coordinator (mean = 29) were presented in the involvement activities chart.

Respondents were requested to complete the Individualism-Collectivism Scale, Demographic Questionnaire, Multifactor Leadership Questionnaire, the Generalized Leadership Questionnaire and participate in a fifteen to twenty minutes interview if they were selected to do so. However, some respondents completed some of the instruments and not others. Despite this, the average participation rate was 55%.

The attrition rate was 18 percent, which consist of three males and ten females. The attrition (13 persons) associated with this study stemmed from voluntary withdrawal from the study -- some participants left the company through retirement, various separation actions or vertical or lateral reshuffling among staff. These actions made it difficult for the affected respondents to provide perceptive feedback about their team leaders and coordinator's leadership behaviors. The table immediately following provides further details of respondents' involvement activities frequencies and the associated instruments.

Table 11: Respondents' involvement activities analysis

Involvement Activities

Respondents	Team Leaders		Coordinators		Team Members		M	F	N
Activities	N	%	N	%	N	%	N	N	N
Research Population	11	18	11	18	38	63	15	59	74
Attrition	0	0	1	8	12	92	3	10	13
Committed	11	18	11	18	38	63	11	49	60
Informed Consent	10	16	11	17.7	41	67	11	49	60
(Table 11 continues)									

(Table 11 continued)

Respondents	Team Leaders		Coordinators		Team Member		M	F	N
Activities	N	%	N	%	N	%	N	N	N
I-C Scale	0	0	5	33	16	67	7	14	21
MLQ*	5	9	10	18	42	74	12	54	60
Self-Rater	5	31	11	69	Na	na	4	10	16
Rater *	5	11	10	22	31	67	6	40	46
Did not rate self	4	33	2	67	Na	na	2	4	6
GLQ	4	17	7	29	13	54	7	17	24
Interviews	0	0	9	33	18	67	3	24	27
Mean	3.75	12	8.6	29	21	40	7.76	29.83	37.17

*There is some double counting, since coordinators rated themselves and others and team members were counted as raters more than once because they might have rated two or more persons. It does not mean all members making up the research population participated.

From inspection of participants' responses, 3% of the items were missing data. Mean substitution was used to estimate the missing value for variables that had less than four items missing. Scores with more than four responses missing were eliminated from those calculations that required those scores. Scores that were not paired for the paired-sample t-test were excluded from calculation for examining the relationship between leaders' behavior and followers' social identity but were use in other calculations.

Descriptive statistical analysis

The Individualism-Collectivism Scale was used to measure followers' social identity compared to leaders' behavior. Descriptive results for the Individualism-Collectivism Scale (I-C) were that on the Collectivism sub-scale, answered by 37 people, mean = 26.38, SD = 10.72, and the range 9-40; for the Individualism sub-scale answered by 34 people, mean = 24.71, SD = 4.09, and the range was 17-34.

The Multifactor Leadership Questionnaire (MLQ) was used to measure leaders' behavior as perceived by leaders and others. The descriptive analysis for the 51 people who answered the transformational sub-scale was mean = 2.63, SD = .964, and range was zero to four. For the 46 who answered the transactional subscale, the mean = 1.91, SD = .713, with a range of one to four. For the 43 respondents who fully answered the laissez-faire subscale, mean = 1.09, SD = .751, and scores ranged from zero to three, thus, meeting the assumption of normality.

First research question hypotheses

Pearson correlation was used to examine the relationship between leaders' behavior and followers' social identity, the first research question. The significance level for the correlation is set at the .05 level (two-tailed).

The Multifactor Leadership Questionnaire (MLQ) and the Individualism-Collectivism Scale (I-C) were used. Both the MLQ and the I-C Scale use a 5-point Likert scale to measure study participants responses. The MLQ scores for individual items: "transformational scale was identified as items: 2, 6, 8, 9, 10, 13, 14, 15, 18, 19, 21, 23, 25, 26, 29, 30, 31, 32, 34, and 36 on the MLQ (scores ranged from 0 to 80). The transactional scale was identified as items 1, 3, 4, 11, 12, 16, 17, 20, 22, 24, 27, and 35 on the MLQ" (scores ranged from 0 to 48) (Houser, Bell, Dickens, and Hicks, 2010, p.5) and laissez-faire sub-scale was identified as items 5, 7, 28 and 64 on the MLQ (scores ranged from 0 to 16) (Avolio and Bass, 2004, p 78). Scores where 0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often and; 4 = frequently, where 0 is the lowest score and 4 is the highest score.

The I-C Scale was scored on Likert Scale ranging from 1-5: where 1 = strongly agree; 2 = somewhat agree; 3 = neutral/no opinion; 4 = somewhat disagree and; 5 =

strongly disagree, where 1 is the highest score and 5 is the lowest possible score on this scale. In the case of the Individualism-Collectivism Scale (I-C) the individual items were vertical individualism, horizontal individualism, vertical collectivism and horizontal collectivism. Each had four items and the scores ranges from 1 to 16 for each of the dimension.

The hypotheses used for this study were:

H$_1$: Leaders' behavior that is transformational will be positively related to followers' social identity (lead to more collectivistic behaviors). There will be a significant positive correlation between the MLQ transformation score and the I-C Collective Scale score.

H$_2$ = Leaders' behavior that is transformational will be negatively related to followers' social identity (lead to less collectivistic behaviors). There will be a significant negative correlation between the MLQ transformation score and the I-C Individual Scale.

H$_3$: Leaders' transactional behavior will be significantly related to followers' collectivistic behaviors. There will be a significant correlation between the MLQ transactional score and the I-C Collective Scale score.

H$_4$: Leaders' transactional behavior will be significantly related to followers' individualistic behaviors. There will be a significant correlation between the MLQ transactional score and the I-C Individual Scale.

H$_5$: Leaders' behavior that is laissez-faire (passive/avoidance) will be negatively related to follower's social identity (lead to less collectivistic). There will be a significant negative correlation between the MLQ laissez-faire score and the I-C Collective Scale score.

H$_6$: Leaders' behavior that is laissez-faire (passive/avoidance) will be negatively related to follower's social identity (lead to more individualist behavior). There will be a

significant positive correlation between the MLQ laissez-faire score and the I-C Individual sub-scale score.

First research question results

The first question is: what is the relationship between leaders' behavior (transformational, transactional and laissez-faires behaviors) and followers' social identity (individualistic and collectivistic behaviors). This question was probed using the Multifactor Leadership Questionnaire (MLQ) and the Individualism-Collectivism Scale with Pearson correlation.

Transformational leadership involves engaging others and creating a connection that raises both leaders and followers level of motivation and morality (Northouse, 2007, Bass, 1997). Therefore, the first hypothesis was: H_1 = Leaders' behavior that is transformational will be positively related to followers' social identity (lead to more collectivistic behaviors). This hypothesis was disconfirmed. The results from Pearson correlation showed that the correlation was instead negative significant relationship was note ($r = -.386$, n = 33, $p < .026$) indicating as leaders engage in transformational leadership behavior followers displayed less inclinations to engage in collectivistic behaviors.

The second hypothesis was: H_2 = Leaders' behavior that is transformational will be positively related to followers' social identity (lead to more individualistic behaviors). Pearson showed that ($r = -.135$, n = 33, $p = .455$) meaning that there is no significant correlation between transformational leadership behavior and followers' desiring to engage in individualist behavior. Therefore, this hypothesis was disconfirmed.

Transactional leadership is about exchange between leaders and followers. Therefore, the third hypothesis was H_3 = Leaders' behavior that is transactional will be significantly correlated to followers' social identity (lead to collectivistic type behaviors). However, Pearson correlation reported no correlation with collectivistic dimensions (collectivism: r =.103, n = 32, p = .575). Since statistical significance was not met, there is no presumption that any real relationship exist between these variables. Thus, the hypothesis is disconfirmed.

The forth hypothesis was: **H$_4$**: Leaders' transactional behavior could be significantly related to followers' social identity (lead to more individualistic behaviors). Pearson correlation reported no correlation with (individualism: $r = -.035$, n $= 32$, $p = -.526$). Found was a borderline statistically significant relationship between leaders transactional behaviors and followers' social identity. Still, since significance is borderline, there is no real basis to believe that any real relationship exist between these variables. Consequently, the hypothesis is also disconfirmed.

Laissez-faire leaders tend to take a hand-off approach to leadership. Leaders who take a hand-off approach to leadership tend not to engage in exchanges with followers and do nothing to help followers grow (Northouse, 2007, Bass, 1997). Therefore, the fifth hypothesis was: **H$_5$** = Leaders scores on the laissez faire sub-scale will be negatively correlated with the matched follower's scores on the Collectivism subs-scale. Pearson correlation showed a strong positive correlation between leaders' laissez-faire sub-scale and followers' collectivistic behaviors ($r = .397$, n $= 28$, $p =$ .036), so the fifth hypothesis was disconfirmed since the relationship shown is positive when a negative correlation was predicted.

The sixth hypothesis was **H$_6$** = Leaders' scores on the laissez faire sub-scale will be correlated with the matched follower's scores on the Individualism sub-scale. The Pearson correlation showed a borderline positive relationship between laissez faire sub-scale and followers' individualistic behavior ($r = .125$, n $= 28$, $p =.526$) so the sixth hypothesis is disconfirmed since p is greater than .05.

Second research question

The paired-samples t-test was used to analyze the question: Do leaders and followers have the same perceptions of leaders' behavior? The paired-samples t-test was conducted using the Multifactor Leadership Questionnaire (MLQ) "self" scores for the leaders, matched with their specific followers "other" scores. It was conducted to assess, as an exploratory question, whether there is a difference between leaders' perception of their own behavior and followers' perception of the participating leaders' behavior as scored on the Multifactor Leadership Questionnaire. Maxwell (2005) said that exploratory questions of this kind is design to investigate an unknown phenomenon

which in this case is leaders and followers' perceptions of leaders' behavior which is not well understood.

Table 13 shows the results for the sub-scales, showing that that the mean scores for the individual items sub-scores for the Multifactor Leadership Questionnaire (MLQ) differ from 'self' (S) to 'other' (O) ratings. The 'other' scores were found to be higher in all except four MLQ items among thirteen paired-sample tests where statistical significance was established at the .05 level.

Table 12: Differences between self-ratings and ratings of other

	Self			Other		
Sub-scale	M	SD		M	SD	t
II-A	1.98	1.68		2.93	1.10	-2.83 **
II-B	2.35	1.46		2.67	0.86	-1.18
IM	2.53	1.57		2.77	0.99	-0.89
IS	1.89	1.48		2.70	1.07	-2.98 **
IC	2.36	1.59		2.71	1.09	-1.26
CR	1.63	1.58		2.67	0.98	-3.68 **

(Table 12 continues)

(Table 12 continued)

| | Self | | | Other | | |
Sub-scale	M	SD		M	SD	t
ME-A	1.06	0.84		2.11	0.71	-6.61 **
ME-P	0.19	0.32		1.04	0.92	-6.00 **
LF	0.33	0.50		0.77	0.73	-3.12 **
Eff	2.16	1.58		2.87	1.16	-2.22 *
Statis	2.18	1.71		2.81	1.02	-2.25 *
51s	1.02	1.65		2.69	1.06	-5.36 **

* $p < .05$. ** $p < .01$

As for the three leadership styles, fewer participants completed enough to allow for scores. Twenty-eight participants completed the Multifactor Leadership Questionnaires that qualified for pairing to examine leaders' transformational behavior. There were no statistical significant difference in the 'self' and 'other' scores ('self': M = 3.0679, SD = .542) compared to (other: M = 2.71, SD = 2.9) (t(27) = 1.70, p > .102).

With regards to the transactional leadership behavior, only 25 participants completed the Multifactor Leadership Questionnaire suitable for doing the paired-samples t-test which used to investigate differences in perceptions in the ways leaders' (self) and followers (other) rated leaders' behavior. Again, the difference was not statistical significant ('self': (M = 2.24, SD = .772) compared with 'other': (M = 1.96, SD = .624) (t(24) = .1.25, p > ..222).

Finally, a comparison was done using a 'self' and 'other' rating system to see if there were any difference between 'self' ratings and that of 'other' ratings on leaders' laissez-faire leadership behavior. For this task, eighteen raters' pairs were found to be suitable for analysis due to missing data problem. The result showed a significant difference in the way raters ('self') rated themselves and the way others rated them (self: M = .556. SD = .241) compared to (other: M = 1.149, SD = .786) (t(17) = -3.043, p = .007). The significant results suggest that followers tend to rate their leaders as more laissez-faire than those same leaders tend to rate themselves.

Third research question

Malinchik, Orme, Rothermich and Bonabeau (2004) said "Exploratory Data Analysis (EDA) is the art of exploring data without any clear a priori ideas of what to look for" (p. 1908). Thus, since transformation leadership has 5 sub-scales, exploratory analysis was conducted on the scores to see how they might be related to the I-C Scale and it sub-scores. The findings were examined to see if these subscales scores were related to the Individualism-Collectivism Scale aggregate items. There were no predictions for this exploration. The third research question was: How are the aggregate and individual variables of MLQ and I-C are related?

First, what is the relationship between transformational leadership individual variables scores and followers' Individualism-Collectivism Scale aggregate items? There is a strong significant negative relationship between IIA and respondents' ('other') individualism aggregate results ($r = -.470$, n = 31, $p = .008$), however, there is no statistically significant relationship found with IIA and collectivism aggregate score.

Idealized influence (IIB) subscale show a borderline statistical significant negative relationship between IIB and respondents' ('other') inclination to engaged in individualism behavior (r = -.348, n = 31, p > .055). There is no statistically significant relationship between idealized influence (IIB) and collectivistic aggregate score is observed.

Inspirational motivation (IM) subscale findings revealed a strong statistical significant negative relationship between IM and respondents' ('other') inclination to engaged in individualistic behavior (r = -.397, n = 32, p < .024). There is no statistically

significant relationship between inspirational motivation and individualist scores for which reliance can be placed.

What is the relationship between leaders' 5ls behaviors and followers' Individualism-Collectivism Subscale aggregate scores? 5Is subscale was correlated with I-C Scale aggregate items using a Pearson correlation. The results showed a statistical significant negative relationship between leaders' 5Is and respondents' ('other') inclination to engaged in individualistic behavior ($r = -418$, n = 30, $p = .< .022$). There is no conclusive statistically significant relationship found between leaders' effectiveness and collectivistic subscale scores.

What is the relationship between leaders' effectiveness (Eff) behaviors and followers' Individualism-Collectivism Subscale aggregate scores? Leaders' effectiveness (Eff) subscale results confirmed a negative borderline statistical significant relationship between leaders' effectiveness (Eff) and respondents' ('other') inclination to engaged in individualistic behavior ($r = -350$, n = 30, $p >.058$). There is no statistically significant relationship between leaders' effectiveness and respondents' collectivistic inclinations

Table 13: MLQ individual variables and I-C aggregate variables.

MLQ	N	Significance		Correlation	
Subscale		I	C	Individualism (I)	Collectivism (C)
IA	31	.008	.209	-.470**	-.232
IIB	31	.055	.286	-.348	.198
IM	32	.024	.255	-.397**	-.207
IS	32	.258	.886	-.206	-.026

(Table 13 continued)

MLQ	N	Significance		Correlation	
Subscale		I	C	Individualism (I)	Collectivism (C)
IC	31	-.19	-.73	.24	-.06
CR	31	.14	.75	-.27	-.06
ME-A	29	.86	.29	-.04	.-.20
ME-P	27	.42	.53	.16	.14
LF	30	.06	-.07	.74	.72
Eff	30	.06	.38	-.35	-.17
Satisf	29	.13	.68	-.29	-.08
5Is	30	.02	.51	-.42	-.12

* $p < .05$. ** $p < .01$

The MLQ aggregate level variables and I-C individual level variable correlation analysis

The Multifactor Leadership Questionnaire has thirteen subscales and the Individualism-Collectivism Scale has four subscales. A Pearson analysis was conducted on the aggregate of transformational, transactional and laissez-faire leadership scores and vertical and horizontal individualism-collectivisms individual variable scores were correlated and evaluated for statistical significance. The Individualism-Collectivism aggregate scores were calculated by adding Horizontal Collective (HC) = HC1 + HC2 + HC3 + HC4; Horizontal Individual (HI) = HI1 + HI2 + HI3 + HI4; Vertical Collective

(VC) =VC1 + VC2 + VC3 + VC4; Vertical Individual (VI) = VI1 + VI2 + VI3 + VI4.
Table 15 below shows different scenarios between the dimensions of leaders' behaviors
and the four I-C dimensions.

Table 14: MLQ and IC correlation results

Multifactor Leadership Questionnaire		I-C Dimensions			
		HC	HI	VC	VI
O_Transform	Pearson Correlation	**-.37**[*]	-.20	-.33	.24
	Sig. (2-tailed)	.04	.28	**.05**	.20
	N	31	30	34	30
O_Transact	Pearson Correlation	-.03	-.13	.06	.03
	Sig. (2-tailed)	.88	.49	.73	.90
	N	30	29	33	29
O_LS	Pearson Correlation	**.49**[*]	.20	**.36**	**-.41**[*]
	Sig. (2-tailed)	**.01**	.35	**.06**	**.04**
	N	26	25	29	25

O = Scores of others   * $p < .05$

What is the relationship between transformational leadership aggregate scores
and followers' individualism-collectivism sub-scale scores? The correlation results from
transformational leadership revealed a negative relationship with horizontal collectivism

(r = -.370, n = 31, p = .041) and a borderline negative relationship between vertical individualism and transformational leadership using a Pearson (vertical individualism: r = -.333, n = 34, p = .054). There is a borderline statistical significant relationship between transformational leadership and the horizontal and vertical individualism dimensions of the I-C Subscales.

No statistical significant relationship was found between transactional leadership aggregated scores and vertical and horizontal collectivism and vertical and horizontal individualism. Thus, there are no reported correlations between vertical and horizontal individualism-collectivism and transactional leadership.

What is the relationship between leaders' laissez-faire leadership aggregate scores and followers' individualism-collectivism sub-scale scores? The results indicated that there is a strong significant positive relationship between leaders' laissez-faire leadership behavior and horizontal collectivism (r = .486, n = 26, p = .012), a borderline positive borderline significance between laissez-faire leadership behaviors and vertical collectivism (r = .355, n = 29, p = .059) and a statistical significant negative relationship with vertical individualism and laissez-faire leadership behavior (r = -.413, n = 34, p = .040). No significant relationship was found between laissez-faire leadership behavior and horizontal individualism.

What is the relationship between leaders' transformation leadership idealized influence behavior sub-scores and followers' Individualism-Collectivism sub-score? The Multifactor Leadership Questionnaire (MLQ) has eight factors and the Individualism-Collectivism Scale has four dimensions. Each I-C dimension and transformation leadership factor was correlated individually.

Results point to a strong negative correlation between idealized influence and horizontal collectivism (r = -.502, n = 29, p < .006) and vertical collectivism (r = -.473, n = 32, p < .006). No statistical significant relationship was found between horizontal and vertical individualism and IIA.

Individual analysis of inspirational motivation and the Individualism-Collectivism Scale established a moderate negative statistical relationship between the inspirational motivation and vertical collectivism (r = -.355, n = 33, p < .042). In additional, there is a borderline negative relationship between horizontal collectivism

and inspirational motivation ($r = -.335$, n = 30, $p > .07$). However, the observed negative relationship of inspirational motivation and horizontal collectivism is not conclusive to afford much reliance on these findings.

There is also a negatively imprecise correlation between contingent reward and horizontal individualism ($r = -.322$, n = 29, $p = .089$). No significant relationship between contingent reward and horizontal collectivism and horizontal individualism and vertical individualism were observed.

There was a borderline negative statistical significant relationship between management-by-exception (passive) and vertical individualism ($r = -.344$, n = 27, $p = .079$). None of the other individualism-collectivism dimensions showed any statistical significant relationships with management-by-exception (passive).

Leaders' effectiveness findings revealed a moderately negative statistical correlation with vertical collectivism ($r = -.371$, n = 28, $p = .040$). Also, there an uncertain negative significant relationship between horizontal collectivism and leaders' effectiveness ($r = -.330$, n = 28, $p = .086$). No other individualism-collectivism dimensions show a statistical significant relationship with leaders' effectiveness.

Leaders' satisfaction showed a negative borderline significant correlation with vertical collectivism ($r = -.338$, n = 30, $p = .067$). No statistical significant relationship was observed among vertical and horizontal individualism and horizontal collectivism with leaders' satisfaction behaviors.

The 5Is sub-scale had a negative statistical significance relationship with horizontal collectivism ($r = -.376$, n = 29, $p = .044$) and vertical collectivism ($r = -.414$, n = 31, $p = .021$). No statistical significant relationship was reported between the remaining two dimensions, vertical and horizontal individualism and 5Is.

In summary, the results disclosed that there is no statistical significant correlation among idealized influenced (IIB), intellectual stimulation (IS), individualized consideration (IC), management-by-exception (passive), laissez-faire (LF), and employee effort (EE) with horizontal individualism (HI), horizontal collectivism (HC), vertical individualism (VI) and vertical collectivism (VC). Therefore, there is no reason to believe that any relationship exist between the noted individual I-C and MLQ items.

Qualitative results

Faugier and Sargeant (1997) pointed out that "survey studies in the general population which rely on closed questions are inherently limited by the data obtained" (p. 791). Thus, this study generated qualitative results from respondents' comments on the Multifactor Leadership Questionnaire (MLQ), the Individualism-Collectivism Scale (I-C), the Generalized Leadership Questionnaire and interviews to bolster the quantitative results.

Tausczik and Pennebaker (2010) believed that "by drawing on massive amounts of text, researchers can begin to link everyday language use with behavioral and self-reported measures of personality, social behavior, and cognitive styles" (p. 25). "In addition, the qualitative data permit a closer look at the specific role played by social relationships" (Adatoa, Carter and May, 2006, p. 226).

To deepen the researchers' understanding of this phenomenon, inductive analysis coding was used to organize and code respondents' answers to guide the analysis of the data. This practice is affirmed by Carsten, Uhl-Bien, West, Patera and McGregor (2010) to be adequate for this kind of study. These authors contended that inductive analysis parallel technique used in grounded theory where major themes are discovered as the researcher interacted with the data which is what was done as part of the researcher's analysis.

Leadership interview

Interviewees were professional in their interaction, pleasant and appeared willing to take part in the interview stage of the study as well as the other aspects of the study. Meeting the participants of the study was an important aspect in the data collection phase of the study as it afforded the researcher the opportunity to interact with participants and remind participants of forthcoming deadlines for completing the questionnaires which was October 25, 2011. This meeting also provided opportunities to asked participants for clarification on qualitative responses that were not clear to the researcher and to provide clarification on any questions or concerns interviewees had.

The office assigned by Maritime Financial Group for the interviews was in close

proximity to other offices where interviewees worked; the office and surroundings were clean; had the company's blue and gray signature colors; and draped with vertical blinds for privacy. It was located on the second floor of the company's three story multipurpose commercial building which also houses the company's corporate office, a supermarket, food court and a number of retail stores.

The outside the office had two green loveseats facing each other with a table between the seats for persons waiting to relax between interviews. Interviews were staggered, so at any given time there were no more than two interviews in the waiting area, although most of the times there was one person or no persons in the waiting area. All the company's fixtures in the wait area were consistent with the company's marine theme, team work philosophy and also helped to elucidate and support the confidentiality the study promised.

Interviews were principally scheduled for fifteen minutes each in succession and the allotted time was kept for the most part. Interviewees presented well and were dressed in professional attire on entering the meeting room. After the customary pleasantries, each participant was asked three basic questions about leadership:

1) Are you a leader?

2) What makes you a leader?

3) What makes a leader a leader?

Some sporadic follow-up questions were asked depending on the answers provided for clarification of something respondent said, which sometimes skewed the time between 2-5 minutes in about two instances. Responses to the questions posed generated some common themes which are noted based on independent responses from followers and leader as followers.

Definitional aspects of leadership

Responses to these questions revealed that some of the interviewees did not see themselves as leaders, but as equal to those they interacted with in their work. In some cases, others were behaving in manners consistent with being a leader, like "taking responsibility for a project, coming up with new ideas, sought by others for guidance

and proactively plan their work and life schedules, yet they did not consider themselves leaders." In other situations, interviewees expressed clearly that they were, in fact, leaders, even though they did not hold leadership positions or lead in their family situations.

Further probe provided some common themes that exemplified the qualities interviewees thought make one a leader or diminish leaders' ability to lead, mainly, personal traits, the practice of leadership, leadership in life roles, and service to others. These, qualities are further explained in the remainder of this section and are organized by team leaders, team members and coordinators in the chart below.

Personal leadership traits

Some interviewees when asked what makes one a leader stated emphatically that "everyone is not made for leadership." They believed that "leaders were born with the innate abilities to influence others, must be flexible, have charisma, approachable, be self-aware, be able to work independently, appropriately display one's own humanity, has a strong commitment to self-development, have a desire to elevate professionally above the level of their parents, dedicated, have a take charge attitude, influential, ambitious, multitalented, driven, behaved confidently, have a communication style that transcend organizational structural boundaries and persons, self-motivated, organized, exhibit consistency, team focus and is able to help followers' manage their social, work and family relationships, confidentially."

These respondents contended that those who did not have those specific characteristics were not designed for leadership and should not be placed in a leadership role as to do so can create all kind of challenges within an organization and for followers. Similar responses indicate that leaders must be able to exercise self-control in their personal and professional endeavors, be able to compartmentalize, have a capacity for democratic leadership practices and be able to exhibit resiliency as these are characteristics that make others want to follow their lead.

Some interviewees believed that that they were born to be leaders under the authority of God and because they have the character of Christ. Thus, they exercises informal leadership through their examples, boldness, and transparency and must be

willing and able to challenge the status quo even it is unpopular to do so. Leaders are quick thinkers, had well-developed emotional intelligence acumen, opened to new ideas, are able to observe others for commendation, reward and professional development, treat every situation as unique and are willing to bend a little as every situation is different and require unique intervention. Leaders must also, be able to set SMART goals, be able to learn from peers as well as followers, proactively scan their environment for opportunities and threats, know when to intervene for behavior change and are capable of charting a new course that others are willing to follow.

Similar interchange with other interviewee revealed that to be considered a leader, followers must be willing to listen to the directives of their leader and leaders must be intentional in duplicating themselves. They must be able to see themselves in relation to the situation in their quest of understanding the characteristic of the problems posed. Also, leaders must be positive and have a welcoming personality that build trust with followers and share issues of challenge to followers in confidence.

What's more, irrespective of traits, effective leaders are those who lead followers in some direction, see potential in others and push them to achieve their goals, good, bad, or indifferent, confidently. Still, having a certain trait is not enough to consider someone a leader, instead, leaders must know everything about themselves – their strengths and weaknesses and understand the opportunities and threats that await them and be able to self-manage those attributed that will cause them to derail and leverage the strengths as leaders. Therefore, leaders with certain traits must not only know what those traits are, but must be intentional in developing those traits in order to effectively lead in the right context and find the right people to lead to lead given capacity for a particular leadership approach. It therefore follows that leaders with a particular trait for leadership, if not developed, can make those leaders ineffective in their leadership role and can create a series challenges for the organization and its people.

The role or position of the leader

Although, some respondents considered leadership to be associated with a position someone holds, it should be noted that some persons are assigned to leadership

roles without having the acumen to function effectively in those leadership roles nor do they have a plan for developing the requisite skills.

Not everyone is born a leader but most people can become leaders by receiving the right kind of training and development opportunities that will empower them to grow, not only to follow well, but lead others in healthy ways.

Those who are placed in leadership roles must be good timekeepers, uses spirituality for grounding and direction must be upstanding and be good listeners who are willing to admit when they are wrong and are willing to respect the opinions of others, even though those opinions might not be one the leader might have formulated or considered, previously.

Leaders must be hard working and be willing to go beyond the call of duty. In their planning, organizing, prioritizing and coordinating, leaders must be consistent and not be easily distracted from the goals at hand. They must be committed to lifelong learning, personal development and are able to exercise the authority embodied in their leadership position fairly, compassionately and with openness to new ideas and suggestions.

The self-aware leader

Similarly, leaders must not say that they are leaders, but they must have a clear understanding of what makes them leaders in a general context and in their specific environment. Leaders must have a clear sense of who they are and must not be easily swayed and manipulated to follow the majority.

It is though that only through deeper self-knowledge, self-management and commitment to developing these attributes that leaders are able to gain followers' respect and are able to focus followers' attention toward a common goal. By gaining the respect of followers, leaders are able to get to their destination without too many obstructions and disappointments.

The flip side of this is if leaders do not respect those in subordinate roles or those following their lead, then those leaders would lose the respect of followers and would not grow and develop into effective leaders nor will they be seen as effective leaders.

Leaders are not of the making of leaders, but it is of the followers who decide to follow the lead of the leaders that makes them leaders. Therefore, persons in positions of leadership have an important role to play in the lives of followers.

That is why, to effectively lead others, leaders must have the capacity to recognize the capabilities in followers and be able to see them as full-fledged human beings who are each unique and have the need to attain self-actualization as would leaders.

At no point should followers be treated as commodities or be treated as insignificant since they are gifted professionals capable of generating new information and knowledge that can help the organization grow and should be given credit for their efforts.

Leaders must be democratic in their behaviors and must not "talk down" to followers in a manner that makes them feel inferior or inadequate. This is especially true because leaders have a profound impact on followers' psychological well-being and performance. They must not be rude so that others may want to work with them. In the same vain, leaders should not reprimand the work and not the person while giving followers' opportunities to learn and grow from their mistakes and be empowered in the process.

Developing followers

It follows that leaders must provide feedback about some good attributes followers possess and teach them how to leverage these characteristics in their professional as well as in their personal lives. It is also important for leaders to look at the big picture and find a suitable place in that picture for followers' growth and development by modeling consistent positive behaviors and engaging in appropriate self-disclosure that will be helpful for followers grow and develop from those experiences.

Leaders must also be intentional in motivating and supporting followers toward achieving their full potential and be consistent in their leadership behaviors. Followers view these qualities as important in their followership roles.

As a matter of fact, leaders are natural role models by the nature of their position or behavior so followers look to them for direction, structure, continuality, how to dress and how to conduct themselves and for personal support, especially in times of change, uncertainty and getting acclimated to a new role.

Therefore, how leaders behave and carry themselves in general and in specific context are important markers of how followers see them and why followers might want to follow them.

Consequently, as part of their leadership practices, leaders must behave ethically, be flexible, versatile, have respect for diversity, communicate and encourage communication between and among followers, help followers establish and attain goals through mentoring and coaching and must exercise confidentiality in order to maintain trust with those who follow their lead.

It is also important for leaders to use their position to inspire and motivate followers to recognize their potential and to find professional avenues when they can best develop those potentials.

Those who hold positions of leadership must have the knowledge, skills, abilities and personal characteristics that influence followers to strive for the greater good of the organization and society and to advocate on behalf of followers to get management to do things that are meaningful and beneficial to the wellbeing of followers.

Persons who are called to lead must not abuse their power and must be willing to give and receive feedback and model positive behavior that will provoke followers to become leader themselves.

Furthermore, leaders must be able to take change of a situation and must be able to commands a certain respect because of their role. However, some leaders are not able to bring about change in people or in the work practices because they lack the require structure on which to build and develop their leadership competencies.

In such situations, followers don't do things willingly, but complete tasks out of fear of losing their jobs or getting a poor performance reviews from the leaders who use their position to command full and complete control of followers through transactional means or threats.

The flip side of this kind of leadership practices is leaders who are able to bring about change in people – people want to do their works and may even go beyond the call of duty because they respect those leaders. These leaders are open to suggestions and listen attentively to followers' ideas and suggestions and are not afraid to use those ideas and suggestions and give credit, accordingly.

Leaders who are able to get things done through people exercise influence which is an important leadership attribute that inspire followers to become leaders themselves. These leaders tend to use their influence to get followers moving forward as a team to achieve common organizational goals and objectives. Such leaders also have the ability to show their humanity by showing genuine care for their followers and creating a sensitive work environment when people feel aligned despite differences in ideologies and methods.

Still, leaders point followers in the right direction and must operate with balance, in that they must be able to say no when it is called for, but do so in manner consistent with preserving the follower's dignity and expressing their own humanity.

Knowing and leading those following

They must know what followers are made of, what will make them work as a cohesive team, what will persuade followers to complete required tasks timely and know what will increase followers' willingness to follow their lead. This understanding is empowering, not only to leaders, but to followers who are following the lead of a knowledgeable leaders.

Understanding and knowing and leading those following would provide some baseline information for leaders as to how they can support and motivate followers in accomplishing common goals and objectives. At the same time, leaders must have a good command of communication tools and be able to communicate truthfully, consistently and universally to be effective.

At a minimum, leaders must be intentional in communicating information about goals and objectives, accomplishments, commendations, reminders and learning opportunities.

Some leaders view followers as lazy or lack proper up-bring when they display a lack of motivation in work, but before leaders can take this stance, they must feel what followers feel in their work, social and family relationships through empathic listening, self-knowledge, emotional intelligence and simple but confidential conversations.

Leaders must be willing to get in the trenches and work alongside followers with the same momentum and commitment level as followers because it is the leaders' team involvement that makes a group of people a team.

Leading in changing times

The world has changed; a transactions or events that take place in one part of the world have enormous effects on other parts of the world. The evidence of this is noted in the diversity in, not only, the makeup of the company's customers, ideas and tools that are used at Maritime Financial Group, by the pronounced generations differences and openness of cultural expression, as well.

The world is in a constant state of change and these changes are, not only changing the way Maritime Financial Group meets the needs of all its constituent members, but is also manifested in followers' work attitudes, preparedness and understanding of leadership-followership roles in the organization.

Given these dynamics, leaders at Maritime Financial Group must understand these changes, prepare an appropriate response to manage these changes, develop their own world knowledge as well as foster the knowledge development of those who follow their lead and adopt a flexible posture, as well.

Equally, leaders must have a clear sense of what the policies, procedures and other guiding principles are and adhere to them in a consistent manner as a way of modeling to followers who needs consistent and pronounced leadership examples to know and better understand their followership role at Maritime Financial Group.

Leadership in families and recreational practices

Some interviewees when asked if they were leaders resorted to use aspects of the ordinariness of their everyday lives outside of work to elucidate their leadership know-how.

For example, some individuals said that being the head of his family makes them a leader because they were responsible for the wellbeing of the members of his family.

In some cases, respondents stated that they played sports or are engaged in planning activities for their children school and lead teams through those activities.

Leaders as role models

In other instances, persons felt that they were leaders because they were role models since they carry themselves beyond reproach. They believe that because of their age, position, knowledge, and experiences that it was important for them to behave in a manner that young people could admire and want to emulate.

Furthermore, some persons used a transactional approach to leadership in their family interactions, in that, they rewarded their children for good behavior and for meeting goals.

In some situations, children were mentored and coached through various situations, some of which were inconsistent with the expectations of their parents.

Leading through service to others

Some interviewees categorically stated that they are leaders because they serve others, not because of any official leadership position they holds. They argued that it is an honor to serve others but it is also a major responsibility because those who lead others must model to followers how to serve others and how to behave, as well.

Additionally, leaders must be intentional in teaching others in their words and behaviors to do the right thing regardless of who are watching, the context and the pressures of others.

In serving others, leaders must know what they are doing, set standards of behavior for followship and must be cognizant that others are emulating the standards set by them.

Leading others is a mammoth task, but it is a burden that must be carried with a smile – it is pain and joy all comingled together.

Persons can be leaders because of their position or expertise, but regardless of leadership prerequisites for the leadership role, the role calls for leaders to serve others and model a servant heart.

Leaders' ability to model what it means to serve another is one of the mainstays and spirit of what it means to be an effective team and should be developed tirelessly and practiced for perpetual effectiveness.

Interview summary

The chart in Appendix O provides a summarization of team members and coordinators responses to interview questions. These responses are the definitional aspects of leadership as perceived by the respondents and whether these attributes are attained by birth or something developed by leaders. The chart in Appendix O shows the categories of respondent and their answers by placing an 'X' to indicate association and to see whether there is agreement among the responses from team leaders, team members and coordinators about the definitional aspects of leadership. This can be seen in Appendix O

Out of seventy-two definitional attributes, fifty-eight percent came from followers and the other forty-two were offered by coordinators. Team members provided a total of forty-two attributes while coordinators offered thirty. Sixty-seven of these can be developed and nine were presumed to be genetically linked, but in ten cases it was believed that these attributes can also be developed.

Based on the definitional responses in Appendix O, team members and coordinators submitted five leadership definitional attributes they agreed on:

1) Innate ability to influence;
2) Position;
3) approachable;
4) Behavior and;
6) Modeling positive behavior.

Thus, suggesting that those who are in a leadership must be approachable and behave in a manner consistent with influencing others to accomplish the organizational goals and objectives while listening, being approachable and modeling positive behavior. The innate ability to influence others, which is a characteristic some leaders are born with, can also be developed. All the other leadership attributes are those leaders can and must develop.

The Generalized Leadership Questionnaire (GLQ)

The first question was "what is leadership?" The answers to this question varied and did reflect some very congruent themes that are fixed in people's mind about what leadership is and what it is not.

The themes represent participants' leadership philosophy and definition of leadership and shape their approaches to leading others and in some situations their followership expectations in a particular leadership-followship dyad.

In situations leadership was defined as a behavior and by some participants it is defined in terms of a position one holds, influence, personality, the position someone holds and team focused leadership. Following are some definitional aspects of leadership as posited by respondents.

Influence

Leadership is an important phenomenon and is grounded in the ability of one in a particular role or position to be able to influence, motivate and get things done through others at some predefined time.

It is the ability of a leader to influence others or a team to a cause or common goal. An influential leader has the ability to influence others to think positively and to make them to see their jobs, not so much as a task, but as opportunities for self-development, continued learning and to gain experience that makes them a better individual in the long-run.

Leaders must also have the ability to get others to lead others to get a job or task done feeling a sense of self-worth at completion at the end.

Leadership is the art of convincing an individual or team to display a particular behavior. It is not is not forceful but makes persons want to act in a certain manner through modeling positive behavior that will lead other to complete tasks willingly.

In short, leadership is the ability to influence others to want to follow the lead of the leaders as they enlist the aid and support of followers to achieve a common task.

Leadership is about influencing team members toward a common goal in ways that foster mutual respect for self and others. Is about helping team members know their individual strengths and weaknesses and helping them leverage their strengths in the productive efforts of the organization while managing their weaknesses in the productive process.

Moreover, leadership is the ability to motivate and guide team members as a cohesive unit with the overall picture of meeting the organization's goal and objectives in mind. Far greater it is about serving others as part of a team.

In the truest sense respondents saw leadership as influence. It is about "influencing." It is "the ability to influence people". The ability to influence others to follow"…" It is about "…the ability of a person to influence others to think positively…making them see that doing something is more than a task, but an opportunity to develop one's self and continue to learn and gain experience that makes them better individuals in the long-run.".

Leadership involves "the ability to motivate and influence others to accomplish agreed goals." A leader who operates from a position of influence has "the ability to have all team members responding to one common goal." Influential leaders are "… not forceful but makes persons want to act in a certain manner."

Trait-based

Leadership is about "personality" or style. You either have it or you don't. Therefore, it is only those who exhibit a certain personality trait or style should be allowed to lead.

This is especially true because it is the characteristics or style that leaders possess that makes them effective and efficient in leading a group of people toward a common goal successfully.

These leaders must have some inner qualities that drive them to take charge or responsibility for the outcomes and the wellbeing and productive efforts of the people they are responsible for leading in the organization.

Assumed posture in the organization

Leadership is the role someone assumes to manage an organization in effective ways. It is about "taking charge" and responsibility for the tasks and the people that falls under the leader's jurisdiction in the respective organization.

The Generalized Leadership Questionnaire summary

In Appendix P summarizes the team leaders, team members and coordinators' definitional perceptions of leadership. The responses vary among these three groups and can be seen also in the chart following.

Appendix P shows the responses from team leaders, coordinators and team members about the definitional aspects of leadership. Of the twenty responses, 65% came from team members, followers by 21% from coordinators and 16% from team leaders. The responses varied among these three groups as showed in the chart above, however, both team members and coordinators agreed that those who lead must have the ability to influence others. The ability to influence others tended to be viewed as an innate attribute leaders possess along with personality and style. These have both a genetic linked and can also be developed. The other definitional attributes have to be developed by leaders for them to be functional in their leadership roles.

Measure of effective leaders

How do you measure effectiveness in a leader? When followers were asked how they measured leaders' effectiveness they responded in very unique ways but with some common themes such as creating a vision, measuring results, personal qualities and achieving effectiveness through group activities. These responses reflect not only, leaders' effectiveness, but also followers' expectations of how they expect leaders to behave in their role as leaders, toward them and the ultimate success of the

organization. Therefore, in the remainder of this section, these themes will be expanded with some specific quotes from respondents to elucidate leaders' effectiveness.

Creating a vision

Effectiveness in leadership is measured by leaders' ability 'to create a vision for the future along with the appropriate strategies to produce the changes necessary" to move the organization closer towards its vision by persuading followers to acclimate to change. Effective leadership is, not only, determined by the leaders' ability to get the job done and the results leaders are able to achieve, but by their followers' perception of them as leaders, which include how leaders treat followers in their leadership role.

Measuring results

Leadership effectiveness is about getting results through people with minimal errors in a timely manner and should be measured through followers' efforts and perceptions of leaders' abilities. Effectiveness in leadership is measurable attributes and should be measured in universal ways to help leaders grow from the results.

Furthermore, effectiveness is a measure of leaders' competencies and the qualities individuals bring to the organization to motivate and persuade followers to perform tasks with ease as they endeavor to move the organization forward. In a sense, leadership effectiveness can also be evaluated by the leaders' abilities and the ease to which expectations are achieved through followers.

Therefore, measuring leaders' effectiveness should include feedback from team members by measuring teams' performance in the absence of designated leaders. Effectiveness of leadership can also be measured by achieving a common goal successfully and efficiently, while motivating followers and maintaining good working relationships with those following their lead.

In fact, leadership effectiveness is another way of saying "getting the job done with minimal errors in a timely manner." It is all about "the result;" "…"the ease to which the expectations are achieved" and "how well stated objectives are met." It is all about "quality" – the "quality of outputs of the team members." Leadership

effectiveness can be measured "by the results achieved" and the "desired results." It is "the ability to get the job done." It is about realizing the "desired results." through people.

Personal qualities of leaders

Leaders must have the ability to stand strong in trying times. They must also be able to adapt to changes, manage their time well and also be able to plan and organize their workload well. The effectiveness of leaders is grounded in leaders' knowledge of themselves which include a clear sense of their strengths and weaknesses and must be able to leverage their strengths in their interaction with others while curtailing and working to resolve known weaknesses. Leaders must use the self-knowledge garnered about their strengths and weaknesses to engage in self-reflection and self-development while utilizing the skills of executive development professionals to help them develop to their fullest potential.

In the words of respondents, as a condition of leaders' effectiveness is the idea that leaders are aware of the knowledge, skills and abilities they possesses in relationship their unique "strengths and weaknesses." This knowledge helps leaders identify areas for self-development as well as focus on the "…quality of the individual and what they bring to the organization that can be helpful in moving the organization forward." It is what tells someone whether leaders have the… "Ability to stand strong in trying times" and whether they are able to "…manage [their] time and…" if they are "…able to plan, organize [their] work load…" and "[adapt] to changes…"

Focus on people

Leaders' ability to get things done through teams is a function of their capability to motivate and steer the team toward common organizational goals and objectives. It follows that mutual respect and team success in achieving their objectives are also pronounced measures of leaders' effectiveness in that these determine how well team members function and how results are achieved.

A leader's effectiveness can also be measured by the responses of the team to those persons who are intentionally leading them to some predefined destination or not.

More precisely, leaders' effectiveness is a measure of team members' attitude and feelings towards their leaders, how well the stated objectives are met, how well the observed physical interaction of team members aligned with the organization and leaders' effectiveness.

Also it is the ability of team members to carry out the directives of their leaders', the attrition among team members and the quality of the productive efforts from team members. Most importantly, leaders' effectiveness can be looked at from the vantage point of how they deal with team members and whether they treat them respectfully them as human beings as simple as chattel – to be bought and sold to fulfill the purposes of the organization. In other words the effectiveness of leaders is measured "by their followers."

Effectiveness begins by showing "mutual respect" which is manifested by the leader "…maintaining a good work relationship" and "motivating employees…" The way leaders treat followers is reflected in the "feelings followers" have toward others and in particular the leaders. It is rooted in the quality of their "interactions with others."

Therefore, if leaders deal with [followers] as persons and not just like a worker," the way" followers carry out the instructions of the leader will more than likely produce the desired result." Thus, "the results and feelings of followers" are clear markers of leaders effectiveness as well leaders'; "…proficiency in utilizing the skills of others to help develop their potential."

Measures of leaders' effectiveness summary

In Appendix Q is the summary of team leaders, coordinators and followers' measure of effectiveness. These responses vary among respondents and some common themes were derived through coding and analysis.

Respondents were asked "how is effectiveness measured?" and followers answer varied except for one situation where team leaders and team members agreed that effective leaders are those who "achieve the desired results." Of the twenty-eight responses, 21% were from team leaders, 61% were from team members and 18% were provided by coordinators.

All the other responses were standalone responses from team leaders, team members and coordinators. Two responses, 1) "ability to motivate and persuade people to complete task with ease;" 2) "response of team members to leader," were believed to have genetically linked but could also be developed. The other measures of leaders' effectiveness proposed by team leaders, team members and coordinators can be developed by leaders.

Qualities of effective leaders

Respondents were asked "what qualities make your boss an effective leader?" and followers varied their answers. Followers' interact with the bosses on a regular basis making them good judges of what characteristics make their leaders effective and under what conditions effectiveness is judged. So in this section the themes found in followers' responses to what qualities make their bosses effective are expounded.

More specifically, leaders' transformational qualities, decision-making, personal characteristics and communication and industry knowledge were the derived themes from analysis of responses.

Transformational leadership qualities

One important quality of effective leadership is humility. It is believe that leaders who are unpretentiousness tend to be caring, good listeners, assertive, compassionate, empathic, pay attention to details, communicate appropriately and respectfully at multiple level of the organization, they are knowledge, honest, have a sense of integrity and are driven by unimpeachable personal values. In some situations, leaders' effectiveness is measure by leaders' visionary mindset, flexibility, leaders' ability to motivate others, their ethical fortitude in all dealings, flexibility and efficiency.

Decision-making

Leaders' effectiveness is leaders' ability to challenge the status quo, is not rigid, makes decisive choices, and views things broadly. In doing so such leaders tend to

make challenging task easy, show fairness, sound knowledge of the job and industry and is impartiality. In addition, effective leaders have foresight and were result driven.

Personal characteristics

Some leaders have some personal characteristics that make them effective, mainly their ability to show compassion and empathy and their openness, stance on what's right and what's wrong, patience, understanding, their willingness to sympathize with followers, communicate transparency, clear expectations and are involved completing the tasks assigned to followers.

In some situations leaders were deemed effective because of their ability to plan ahead using knowledge, confidence, analytical skills, teaching skills and foresight to gain followers' trust, to equip them and to move them in a direction that will get the requisite tasks completed in a timely manner.

Communication and industry knowledge

Effective leaders were those who had a comprehensive knowledge of the insurance industry and exhibited the ability to transfer knowledge. This approach allows followers to become more innovative as their self-esteem is reinforced. Effective leaders have the ability to give team members a certain level of autonomy to perform their duties which heighten their level of motivation and the quality of their work.

These leaders were thought to show mutual respect, were effective listeners, give meaningful feedback to followers. They opened to receiving constructive feedback and providing clear development pathways for followers to grow and achieve. Leader with these attributes lean towards being effective in building cohesive teams, fostering team loyalty and tended to achieving results through democratic interaction with followers.

Among team leaders, team members and coordinators, there were forty-two attributes responded thought made their bosses effective. Of the responses, team leaders provided 43% of the attributes, team members suggested 43% and coordinators observed 13%.

Although most of the respondents offered answers that were independent of each other, "the ability to increase motivation" was agreed to by team leaders, team members and coordinators and a factor that make their boss effective. In a similar situation, team leaders and team members both established that the ability to be "ethical in all dealing" was a measure of their boss' effectiveness.

Qualities of ineffective leaders

Leadership ineffectiveness has many facets, but in this section, leadership ineffectiveness is described through the lenses of Maritime Financial Group's team members, however, in this case followers are perceptions about "what qualities make their boss an ineffective leader?", respondents describe leaders' ineffectiveness in terms of personal characteristics and functional behavior.

Personality

Leaders' with unhealthy attitudes tend to be least effective in the eyes of followers. These leaders are more apt to be defensive when challenged and are sometimes cold in their interactions with followers and others. Such leaders tended to operate with a dictatorial style and were more apt to withhold information from followers and only offer information on a need to know basis.

Functional behavior

Ineffective leaders tend to show favoritism, are chronic procrastinator and lack timely communication with the rest of the team. These leaders tend to be self-centered, micro-manage teams members, they are not very good listeners, communicate ineffectively and lose focus under tense situations.

Moreover, they tend to be reluctant to make decisions, have issues with proper time management, inability to deal with conflict constructively, have a "if it is not broken, don't fix it" attitude and lack the qualities to motivate team members. Oftentimes, ineffective leaders involve themselves in office politics, did not execute directives to meet stipulated goals and behaved in a manner that suggested that they didn't care.

These leaders were sometimes not willing to try a new approach, refused to look at the big picture and appeared totally unaware of the impact of their actions.

When asked what factors make their bosses' ineffective, twenty-two responses were received from team leaders (22%), team members (57%) and coordinators (22%). Answers varied, but "favoritism" was deemed by team leaders and team members to be attributes that make their bosses ineffective.

Other matching responses were from team members and coordinators who said that "poor communication" and "inability to listen to others" were attributes that made their bosses ineffective.

Multifactor Leadership Questionnaire comments

Chenail (2009) argued that one of the challenges with qualitative studies is the ability to articulate the findings so that it has global significance. Thus, a crucial step in this study was to triangulate the different data sources in an attempt to neutralize or cancel biases inherent in the methodology utilized (Creswell, 2003).

Because of this, results from the Multifactor Leadership Questionnaire (MLQ), Individualism-Collectivism Scale (I-C Scale), interviews, and the General Leadership Questionnaire (GLQ) was to pooled convergence across the qualitative and quantitative methods used in for this study (Creswell, 2003).

Appendix R is the qualitative responses provided by raters on the Multifactor Leadership Questionnaire about their Coordinators and Team Leaders leadership behaviors. The responses are unique, in that, they reflect raters' impressions of their leaders and coordinators in their day-to-day interaction.

Each column captures important information to help the ratees to learn about their leadership tendencies and how these are perceived by those who follow their lead. Therefore, in the columns following raters provided information about leaders and coordinators can become more effective, the impediments to their effectiveness as well as areas admired by ratees.

Triangulated results

Leadership definition summary

Leadership is defined in many ways. In some cases, leadership is define in terms of a behavior, a style, a situational, a trait, a position, power, type of organization and many more. These diverse ways of defining leadership have unique implications for what is displayed in the leader-follower interaction.

Given this, study participants were required to complete the Multifactor Leadership Questionnaires, a General Leadership Questionnaire and an interview in some cases.

In five situations among the three instruments, respondents felt that leaders must have idealized influence qualities evident by: mentoring activities, leaders respected by followers who place trust in them, ability to provide followers with vision and a sense of mission.

In the case of inspirational motivation respondents reported that: leaders must have the capacity to use symbols and emotional appeal to focus group members' efforts to achieve more as a group and to be able to enhance the team's sprit.

Further analysis with the same three instruments found that two items were congruent in the Multifactor Leadership Questionnaire and the interview responses in individualized influences qualities in that leaders: behave with high moral and ethical fortitude, can count on to do the right thing and communicate high expectations to followers through motivation to become committed to shared vision conduct.

In one situation individualized consideration showed congruency with the General Leadership Questionnaire and the MLQ in that the leaders were expected to give strong affiliation. There appeared to be congruency between the transformational leadership factors but not among the transactional and laissez-faire factors. As a matter of none of the respondents answers agreed or fitted with those factors.

Table 15: Triangulation results: Leadership definition summary

Transformational Leadership	Transformational Leadership	Interviews	General Leadership Questionnaire
Transformational Factors			
Factor 1: Idealized Influences Qualities			
Mentoring.	X	X	X
High moral and ethical conduct.	X	X	
Can be count on to do the right thing.	X	X	
Respected by followers who place trust in leader.	X	X	X
Provide followers with vision and sense of mission.	X	X	X
Factor 2: Inspirational Motivation Qualities			
Communicate high expectations to followers through motivation to become committed to shared vision.	X	X	

(Table 15 continued)

(Table 15 continued)

Transformational Leadership	Transformational Leadership	Interviews	General Leadership Questionnaire
Factor 3: Intellectual Stimulation			
Stimulates followers to be creative and innovative.	X		
Challenge their own beliefs and values as well as those of the leaders and the organizations.	X		
Encourage followers to think on their own and followers to engage in careful problem solving.	X		
Promote followers individual efforts to develop unique ways to solve problems.	X		
Factor 4: Individualized Consideration	X		
Provide supportive environment.			
Listen carefully to individual needs of followers.	X		
Act as a coach and advisor while trying to assist followers become fully actualized.	X		

(Table 15 continued)

Transformational Leadership	Transformational Leadership	Interviews	General Leadership Questionnaire
Give specific directives with high degree of structure.	X		
Give strong affiliation.	X		X
Transactional Leadership Factors			
Factor 5: Contingent Reward			
Exchange between leaders and followers in which followers is exchanged for specific rewards.	X		
Factor 6: Management-by-Exception (Active)	X		
Watches followers closely for mistakes or rule violation and then take corrective action.	X		
Factor 6: Management-by-Exception (Passive)			
Intervene only after standards have not been met or problems have arisen.	X		

(Table 15 continues)

(Table 15 continued)

Transformational Leadership	Transformational Leadership	Interviews	General Leadership Questionnaire
Factor 7: Laissez-Faire			
The absence of leadership (hand off approach)	X		
Abdicate responsibility.	X		
Delay decisions	X		
Give no feedback.	X		
Make little effort to help followers satisfy needs.	X		
There is no exchange with followers to help them grow.	X		
Multifactor Leadership Questionnaire Items -			

Individualism-Collectivism Scale comments

In addition to giving participants the opportunity to provide Likert-like respond to specific statements posed by the Individualism-Collectivism Scale, study participant were also given a chance to provide their own comments as they have experienced individualism-collectivism in their day-to-day work interactions.

In some cases some participants had no comments; however, some participants provided comments that helped illuminate their responses. These free-flowing responses helped to fit individualism-collectivism in the specific Maritime Financial Group operational context. Given this, a summarization of participants' remarks is presented in the remainder of this section.

Group behaviors

Working as a group is important, but it is necessary to have independent thoughts and ideas that are individualistic in nature and serve an individual's purpose, if necessary. In some situations, some members felt that group work is important but it is also very crucial to be consistent in one interactional practice and what one does must be free from the pressures of others.

Still one must be free think one's own thoughts and be able to stand for what one believes in, even if what one stands for is unpopular. Some groups often lead to chaos and are insignificant.

In some instances, some members reported that they did not compete because they believe that team members should all operate on the same level since synergy is a prerequisite for working better and adding to the richness of the group.

Respondent felt that their team members should all operate on the same level since synergy is better for increased work relationships and productivity. Hence, the reason why a respondent reported that it was not a good idea to compete with other team members who are part of the same team.

Serving others

Serving others for the right reasons based on the rule of law that governs Trinidad and Tobago are based on good human conscience which needs to be a fundamental characteristics of any person who stands for integrity, honesty and willingness to serve one another for the good of family, society, nation and the world.

However, the act of serving others starts with one personal relationship with God and understanding of oneself, then home, social network, school, work etc.

Individual behaviors

Each of us regardless of our socialization has some ingrained individualistic tendencies that make us unique. As such, individual as much as they may refuse to admit it engage in individualistic behaviors at times even though they are aware that working in groups is beneficial to their growth; they still continue to let their individual traits and aspirations take precedent.

In some situations some persons firmly believed that they were responsible for motivating themselves and have every reason to stand-up for themselves and be valued in their work interactions.

In other cases, respondents felt that they could not trust their bosses because there was too much favoritism which sometimes had alienating consequences.

It follows that regardless of the consequences; bosses must avoid the urge to engage behaviors that will create division by favoring one individual or group over another.

Triangulated results: Individualism-Collectivism Scale

Among the five instruments, respondents were given an opportunity to provide comments to their responds. This is true for the Individualism-Collectivism Scale as well. Based on the chart above, it was determined that there were items that triangulated between respondents' replies to the I-C Scale and the comments they provided on the same scale.

For instance, respondents believed that they had a responsibility to serve others for the greater good of families, society and the nation they are associated. This aligns with (VC2) which articulates that one has a duty to care for their family, even when it requires sacrifice.

Also, there was triangulation with (VC3) which stated that it was important to respondents to respect the decisions made by my group which is analogous to believing that team members should all operate on the same level since synergy is better for group increased work relationships and productivity. Comparably, the wellbeing of coworkers were important to some respondents (HC2) which is triangulate with the response that said that group work was important but it was also crucial to be consistent in one's interactional practice, as well.

HC2 was also triangulated with the statement that said that serving other for the right reasons based on the rule of law that governs Trinidad and Tobago and based on good human conscience which needs to be fundamental characteristics of any person who stands for integrity, honesty and willingness to serve one another for the greater good.

I feel good when I cooperate with others (HC4) triangulates with all team members should all operate on the same level since synergy is a prerequisite for working better and adding to the richness of the group…for increase work relationships and productivity.

In the case of individualistic items, (VC3) competition is considered a law of nature. This triangulated with respondents' statement that said that each individual as much as they refuse to admit it engage in individualistic behavior at times.

Team members behave this way, even though they are aware that working in groups is beneficial to their growth; still they continue to let their individual traits and aspirations take precedent.

I rather depend on myself than others (HI1), (HI2), and (HI3) all triangulated with the distrust respondents' felt for their leaders' who were seen as engaging in favoritism. This kind of behavior sometimes created division and had alienating consequences resulting in persons engaging in individualistic typed behaviors as a reactionary behavior to their leaders'.

Finally, (HI4) states that respondents' personal identity, independent of others, is very important to them. HI4 triangulated with respondents' statement, it is necessary to have independent though and ideas that are individualistic in nature and serves the individual's purpose, if necessary.

Team members must also be able formulate their own thoughts and be able to stand for what they believe in, even if what they stand for is unpopular.

Table 16: Individualism-Collectivism Scale comments triangulation

Individualism-Collectivism Scale (I-C) Items	I-C Item	Respondents' Comments
Vertical Collectivism		
Parents and children must stay together as much as possible.		
It is my duty to take care of my family, even when I have to sacrifice what I want.	X	X
It is important to me that I respect the decisions made by my group.	X	X
Horizontal Collectivism		
If a coworker gets a prize, I would feel proud.		
The wellbeing of my coworkers is important to me.	X	X

(Table 16 continued)

Individualism-Collectivism Scale (I-C) Items	I-C Item	Respondents' Comments
I feel good when I cooperate with others.	X	X
Vertical Individualism		
It is important that I do my job better than others.		
Winning is everything.		
Competition is the law of nature.	X	X
When another person does better than I do, I get tense and aroused.		
Horizontal Individualism		
I'd rather depend on myself than others.	X	X
I rely on myself most of the time; I rarely rely on others.	X	X
I often do "my own thing"	X	X
My personal identity, independent of others, is very important to me.	X	X

Adapted from Triandis and Gelfand (1998). Converging measurement of horizontal and vertical individualism and collectivism.

Individualism-Collectivism Scale frequency analysis

The chart below represents the numeric and percent frequencies of respondents' answers to the vertical and horizontal collectivism statements on the Individualism-Collectivism Scale.

Although in most cases, respondents provided responses to all sixteen statements, only those related to collectivism were selected for analysis since the study was designed

to examined leaders' behavior and its relatedness to followers' social identity which is a collectivistic behavioral outcome.

Based on the frequency analysis, there were thirty-seven total frequency responses for horizontal collectivism (HC 1: Mean = 3.61, SD = .187, Max = 17, Min = 0, Skewedness = .628) and (HC 2: Mean = 3.2, SD = .102, Max = 11, Min = 2, Skewedness = -.793) and vertical collectivism (VC4: Mean 3.8, SD = .149, Max = 17, Min = 4, Skewedness = 1.98).

Based on these responses, respondents strongly disagreed seventeen times that if their coworker received a prize they would feel proud relatively to agreeing only 12 times to this same statement (HC1). For HC2 respondents strongly agreed eleven times that the wellbeing of their coworker is important to them compared to strongly disagreeing to the same statement ten times and somewhat agreeing and disagreeing four times (HC2).

Respecting the decisions made by their group was important to respondents with ten being the highest number of responses strongly agreeing to this statement and four somewhat disagreeing to the same statement.

Other responses range from somewhat agreeing to strongly disagreeing (HC1; Mean = 3.61, SD = .187, Max = 17, Min = 4, Skewedness = .628). The lowest frequency response was vertical collectivism (VC1, Mean = 3.3, SD = .073, Max = 10, Min = 4, Skewedness = .601) which had thirty-three responses with the highest number of responses being ten strongly agreeing that parents and children must stay together as much as possible.

Summary

The study was designed to answer two questions: 1) what is the relationship between leaders' behavior and followers' social identity? 2) Do leader and followers have the same perception about leaders' behavior? The findings include both quantitative and qualitative results.

Data were collected from Team Leaders, Coordinators and Team Members which together comprise a ninety percent participation rate. Participants were required to complete a minimum of three instruments and a maximum of five instruments.

However, not all participants were required to complete the Multifactor Leadership Questionnaire (MLQ) (N = 60), General Leadership Questionnaire (N = 24) and the Demographic Questionnaire (N = 27).

Only persons in subordinate roles to Team Leaders and Coordinators were required to complete the Individualism-Collectivism Scale I-C) (N = 21) and participant in the interviews (N = 27) in selected.

However, some participants did not complete some questionnaires or provided incomplete information on some instruments. Despite this there was an average participation rate of fifty-five percent and the overall participation rate was eight-one percent. Still, there was a cumulative total of thirty-three thousand items with only 3% of the items missing.

Study participants ranged in age from 23 to 59 and represented person who classified themselves as Afro-Trinbigonian (37%), East Indian (32%) (Indo-Trinbigonian), White Trinbigonian (2%), Mixed (27%), Chinese Trinbigonian (2%). The largest group represented was the Afro-Trinibigonians (37%).

The gender distribution favored female (70%) by more than twice times males (30%). The education levels ranged from secondary level education to graduate degrees. Salary ranged from $60,000 to over $400.001 with a mean range of $140,000 to $168,571.

Two analytical techniques were used to investigate the two research questions. The Pearson correlation was use to examine the relationship between leaders' behavior and followers social identity.

The null hypothesis was disconfirmed because the Pearson correlation showed that the correlation between leaders' behavior and followers' social identity does exist.

Statistical significant correlation relationship does exist between laissez-faire type behaviors transformational leadership behavior and followers' disposition to engage in collectivistic behaviors ($r = .026$, $n = 33$, $p = .026$). The other hypothesis (H_2) is disaffirmed, as well.

The hypothesis (H_1) that there will be a significant positive correlation between the MLQ transformation score and the I-C Collective Scale score was disaffirmed. In

addition, the hypothesis H_2 that there will be a significant negative correlation between the MLQ transformation score and the I-C Individual Scale was also disaffirmed.

There was no statistical significance relationship noted with (H3) leaders' transactional behavior and followers' collectivistic behaviors, therefore, this hypothesis was also disaffirmed.

With regard to presumed statistical relationship between leaders' transactional behavior and followers' collectivistic (H3) and individualistic behaviors, these were disaffirmed, as well since not statistical significant relationships were observed. In regards to leaders' laissez-faire behavior (passive/avoidance), a negatively relationship with follower's social identity (lead to individualistic behaviors) was hypothesized but this was disaffirmed.

Based on the relationship between leaders' laissez-faire behavior (passive/avoidance) and followers' collectivism behaviors, this has been disaffirmed, as well.

Furthermore, a Pearson was conducted on the subscale of the MLQ and IC Scale. Based on this analysis it was found that there is a strong negative relationship between idealized influence (IIA), inspirational motivation (IM) and 5Is sub-scales showed negative statistical significant relationship with followers' inclination to engage in individualistic behaviors but no statistical significant relationship was established with collectivistic behavior for this same variable.

A borderline negative significant relationship was recognized between Idealized influenced (IIB) and respondents' tendencies to engage in individualistic behavior. No other statistical significant relationships were found among the remaining seven subscales and individualism-collectivism inclinations.

Other analysis was conducted using the MLQ aggregate scores and the I-C subscales using a Pearson correlation. A negative statistical significant relationship was found with transformational leadership and laissez-faire and horizontal collectivism. Borderline negative statistically significant relationship was revealed between transformational leadership and vertical collectivism.

Vertical individualism was found to be negatively related to laissez-faire leadership behavior and a borderline positive significant relationship was established with vertical collectivism.

For the second research question, a paired-sample t-test was conducted to examine whether there are differences between leaders and followers perceptions about leaders' behavior.

The paired analysis for the MLQ subscales: IIB, IM, IC and EE did not show differences in the way leaders and followers perceived leaders' behavior. However, there were clear strong statistical significance differences between how leaders (self) and followers (other) perceived leaders' behavior on the following subscale: IIA, IS, CR, ME-A, ME-P, LF, EE, Eff, Satisf and 5Is.

The study also included qualitative results from the comments from both the I-C Scale and the MLQ along with the results from the General Leadership Questionnaire and the interviews. These results showed many common themes, many of the themes triangulated with each other and with items on the Multifactor Leadership Questionnaire.

Chapter IV: Discussion

Marques (2009) said that 'the urge to inquire about a different type of leader emerge from the current trend of globalization, and with that increased exposure of human beings from all walks of life to different ways of acting, thinking, and interacting" (p. 308). In the words of Bernard Bass (1997) "the globalization of industries and the media has made the task easier to spread systemic approaches to leadership" (p. 130).

What is clear is that globalization is here in glaring details; its effects are everywhere and can be felt and seen manifested in very unique ways in the affairs of individuals, groups, organizations, communities and nations as they attempt to understand and respond to the changes globalization brings.

It should be noted that some are oblivious to the real impact of globalization, but whether it's understood, acknowledged or adjusted for, "globalization is the word of the day and the economy is the sector of society most immediately affected" (Lieberman and Miller, 2005, p. 151-152). Still, any adopted leadership approaches must be tailored to fit the local Maritime Financial Group-Trinidad and Tobago cultural context for it to be meaningful to them.

Because of the changes globalization brings, "the emerging economy demands a new view of work and career," but far greater it calls for changing mindsets and it is compelling decision-makers to seriously think about the groundwork required to position and lead individuals, communities, organizations and nations into this new realm of economic engagement and positioning. This is especially urgent because as the effects of globalization are felt closer home, life will change immensely in places like Trinidad and Tobago, the country where this study was conducted.

The idea of holding a job for life or promoted to leadership because of longevity with a particular company will be something of the past and workers will be forced to

change jobs and careers and to maintain and improve their quality of life. And in cases where movement between and among jobs within one organization or another locally is not possible, job will be sought in other nations, leading to issues like brain drain issues that are very noticeable in the healthcare sector and deeper marginalization of those ill-equipped for an interconnected global economic activities. Therefore, "to identify, attract, fill, and retain leadership talent, management programs must focus on hiring strategies, leadership development, and career succession planning" (p. 5).

Also, it is projected that globalization will require less manual laborers and more knowledge workers to work in every level of organizations, communities and nations and this calls for quality leadership, congruent succession planning and leadership development (Lieberman and Miller, 2005). It is these ideas and the fact that "globalization has exacerbated inequalities and insecurities" all around the world that calls for individuals, organizations, communities and nations to develop their leadership capacity for sustainability, equity and to lead differently in this global economy (ILO, 2010, p. 1; Barker and Feiner, 2010).

Benjamin and O'Reilly (2011) said that "academic models of leadership typical adopt a one-size-fit-all rather than acknowledging that leadership requirements may vary across levels and circumstances" (p. 453). Maritime Financial Group by its very nature has it very own unique culture and way of being and doing business, so it fitting to discern the specific leadership requirements, style and the company's specific leadership developmental needs. This is a more so because according to Max De Pree, ""leadership is an act of becoming," suggesting that leaders must continually learn and develop themselves to acquire and attune their repertoire of awareness, knowledge, rituals, instincts, habits and skills to artfully approach myriad complexities of their worlds"" (Burges, 2012, p. 103).

Hence, the impetus for this study was to help persons in Maritime Financial Group Leadership Development Program identify areas for further development and to better understand their leadership propensities and how those behaviors relate to followers' social identity from multiple data points.

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Result summary

To facilitate the objective for this study and to provide feedback to facilitate the program's leadership development objectives, it was important to use a 360 degree feedback loop because this data collection method gives raters an opportunity to evaluate ratees' leadership predispositions anonymously and it also gave ratees the chance to rate their own leadership behavior, as well (Ghorpade, 2000).

Using a multipronged research approach afforded leaders the opportunity to evaluate the information gathered from different sources for congruency, areas of divergence and areas for further and future development.

Results from the various instruments were examined in the aggregate and individual items and showed statistically significant relationships between leaders' behavior and followers' social identity in both instances.

Feedback was in both qualitative and quantitative formats and was gathered primarily from surveys, mainly the Multifactor Leadership Questionnaire, the Individualism-Collectivism Scale, the General Leadership Questionnaire the Demographic Questionnaire and a face-to-face interviews.

Analysis approaches included a Pearson correlation to investigate the relationship between leaders' behavior and followers' social identity and a paired-sample t-test the mean differences between leaders' perceptions about their own leadership behavior and the perceptions of others about leaders' leadership tendencies.

Both qualitative and quantitative data was collected and data was examined using aggregate and individual items along with the testing the four hypotheses. An inductive analysis approached was used for coding and organizing qualitative data along with triangulation assessments. These enquiries were designed to investigate two questions: 1) what is the relationship between leaders' behavior and followers' social identity? 2) Do leaders and followers have the same perceptions of leaders' behavior?

The study involved seventy-four participants and ended up with a 91% active involvement rate. On average, there was approximately eight percent of missing data

per participant although not all those involved completed all the surveys. Respondents were grouped by Team Leaders, Coordinators and Team Members.

Participants' ages ranged from 23 to 59 years with the average age being 45 years. The average salary fell between $60,000 and $400001.

Ethnic grouping were primarily Afro-Trinibigonians, East Indian and Mixed Race with Whites and Chinese being the least pronounced members.

Female participants were more than twice times male participants; seventy-nine percent of all respondents were single while twenty-one percent reported being in marital non marital common law relationships.

Tenure with supervisor ranged from one year to thirty years with a mean across the group is about nine years while tenure with the company ranged from one year to twenty-two years with a mean tenure is about nine years.

Results from the Multifactor Leadership Questionnaire and the Individualism-Collectivism Scale were primarily quantitative with some qualitative comments and solicited responses. Scores were analyzed based on the aggregate and on individual variables.

The results for the Pearson were used to answer question one (what is the relationship between leaders' behavior and followers' social identity) and the sample-paired t-test was used to address question two (Do leaders and followers have the same perceptions of leaders' behavior?).

A summary of the Pearson results revealed a strong statistical relationship between individualism-collectivism orientations suggesting that these two variables are related, in that the variables tend to go up and down together. A strong statistical negative relationship is shown between transformational leadership and collectivism ($r = .026$) meaning that as transformational leadership go in opposite direction when collectivistic behaviors are displayed; no statistical significant relationship existed with individualism and transformational leadership.

No statistical significant relationship existed between transactional leadership and individualism-collectivism. However, there is a strong statistical significant relationship between laissez-faire leadership and collectivism ($r = .036$) suggesting that

followers are substituting for the leader or treating the leader as an out-group member; but no statistical significance relationship was found with laissez-faire and individualism.

Aron, Aron, Tudor and Nelson (1991) pointed out that "several current social psychological approaches emphasize differences between the perspective people have of their own versus others' behavior; some of the associated research suggests that such differences are less when other is in a close relationship to self" (p. 241). This is more so because ratees used their mental and social mechanisms to evaluate their perceptions of the relatedness of their leaders' behavior and their social identity (Chang, 2008).

Thus, the results sample-paired t-test there were cleared indications that there was a statistical significance differences between the means of leaders' (self) and followers' (other) scores suggesting that the way leaders perceived their leadership behaviors is entirely different than the ways followers view leaders' laissez-faire behaviors (r = .007).

However, there is no statistical significant different in means score between leaders' (self) and followers' (other) score for transformational and transactional leadership. Still, leaders were more inclined to rate their behavior more favorably evident by higher means scores. Overall, the results indicated that there isn't much of a close relationship between leaders and follower given the "actor-observer discrepancies in the attribution process of "self" [leader] and "other" [follower] (Aron, Aron, Tudor and Nelson, 1991, p. 241).

The qualitative results came from the comments from the MLQ, I-C scale and face-to-face interviews and the General Leadership Questionnaire. Based on the interview results there was congruency between the way Coordinators and Team Members defined leadership. Both groups defined leadership in terms of influence, position, approvability, good listening and behavior, however, there were a sizable number of varied definitional items among the three groups.

From the General Leadership Questionnaire Team Leaders, Coordinators and Team Member defined leadership in terms of influence. No other definitional terms agreed among the three groups. On the leaders' effectiveness items, Team Members and

Team Leaders agree that leaders' effectiveness is about achieving the desired results. Team Members, Team Leaders and Coordinators denoted that a measure of leaders' effectiveness is associated with the qualities the leader brings to the organization that can help the organization move forward.

In terms of leaders' effectiveness leaders' Team Leader, Coordinators and Team Members noted that leaders' who are able to increase followers' motivation is effective, but Team Leaders and Team Members reported that effective leaders were those who were good listeners. All the other characteristic of leaders' effectiveness varied among the three groups. In the case of qualities of ineffective leaders both Coordinators and Team Members agree that poor communication and inability to listen were markers of ineffective leaders, however, Team Leaders and Team Members felt that favoritism was indicative of an ineffective leader. Comments from the MLQ provide attributes raters admired about leaders, impediments to effectiveness and what leaders need to do become more effective. Much of what was presented by the interviews and General Leadership Questionnaire were mirrored in the MLQ comments.

Methods triangulation was used by integrating two closed-ended questionnaires and interview and the opened-ended General Leadership Questionnaire and based on the Multifactor Leadership Questionnaire, some of these variables triangulated with the feedback received. Allen, Eby, O'Brien and Lentz (2008) quoted Jick (1979) who said that "the use of multiple sources of data helps combat concerns over mono-method bias and improves construct validity through triangulation."

More specifically, respondents defined leadership in terms of the MLQ idealized influence: mentoring, respected by followers who put their trust in the leader, and provided followers with vision and sense of mission triangulated with what respondents shared in face-to-face interviews and on the General Leadership Questionnaire about their perceptions of leadership and their leader. The MLQ statement "high moral and ethical conduct," and "can be count on to do the right thing" triangulated with responses from the interviews.

With regards to the interview replies, respondents said that "leadership is about enhancing the team spirit" and the "use of emotional appeal to focus group members'

efforts to achieve more as a group." Also, respondent believed that leadership is about "communicating high expectations to followers through motivation to become committed to share vision" which agreed with the MLQ. Finally, the MLQ item "give strong affiliation" paralleled with the respondents responses on the General Leadership Questionnaire. No other items triangulated.

Several of Individualism-Collectivism Scale (I-C) variables triangulated with persons' comments on this instrument. For instance, in the case of vertical collectivism comments agreed with "it is my duty to take care of my family, even when I have to sacrifice what I want" and it is important to me that I respect the decisions made by my group." The items "the wellbeing of my coworkers in important to me" and I feel good when I cooperate with others" agreed with respondent comments.

In the case of horizontal individualism, there was agreement with all four items and respondents' comments suggesting that there are strong inclination to be individual focused among peers. This is confirmed by the vertical individualism that said that "competition is the law of nature" and the comment provided.

Erwin (2010) believed that "it is important to understand the extent to which an employee identifies with various individuals and groups. Scholars affirmed this by recognizing that employees' attitudes and behaviors are affected by the degree to which employees identify with their workgroups" (p. 69). So if leaders lead their work teams, the way leaders take the lead they will influence the way followers behave towards others in the group as well as the leader. In other leaders must be seen as a prototypical leader by group member.

However for this to be so, Williams, Snell and Thomas (2011) insisted that "leaders do not live apart and distinct from [followers] who are a part of the overall chain of an organization, and leadership skills are more useful when developed holistically, rather than in isolation" (p. 22). Therefore, those who lead must understand the group they leaders so that their behavior and approaches fit the context and the people they are leading.

This study was designed to answer two questions: 1) "what is the relationship between leaders' behavior and followers' social identity?" 2) "Do leaders and followers

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have the same perceptions of leaders' behavior?" In answering the first question using a Pearson correlation, it was clear that several relationships exist between leaders' behavior and followers' social identity in the aggregate and with individual items with different levels of significance.

First, the correlation between the two I-C sub-scales, Collective and Individual, was positive (r = .498, n = 38. Because there's a positive correlation between individualism and collectivism, these concepts are not opposites at all. If they were, they'd be negatively correlated.

Secondly, a fairly strong negative relationship does exist between transformational leadership and followers' collectivistic behaviors but no statistical significant relationship is noted with individualistic propensies and leaders' behaviors. Thus, suggesting that as leaders engage in transformational leadership behaviors followers' social identity or collective behavior tends to go in the opposite direction.

Similar findings were noted with laissez-faire leadership behaviors and followers' social identity (collectivistic orientation) showing that when leaders abdicate their leadership responsibilities, followers tends to become closer as a group, thus treating the leader as an out-group members and reverting to leading themselves.

Þahýn (2004) pointed that "transactional leadership is based on the reciprocal changing of the duty and reward that are controlled by the [leader]. In this leadership, the sources, human skills, the financial sources, material, and technology are administered and the workers' needs are covered" (388). Therefore, "transactional leaders primarily approach followers when mishaps, mistakes or problems become evident. In this way, leaders avoid intervention until something has gone awry, amiss or wrong" (Brymer, Gray, Cotton & Carpenter, 2010, p. 95).

Hence, there no statistically significant relationship was observed with the transactional leadership and individualistic and collectivistic orientation suggesting that transactional leadership behaviors will do nothing to enhance or hinder followers' social identity. Individualistic orientation was not shown to relate to transformational or laissez leadership behavior. Therefore, the results can be interpreted that transaction or

interchange of information between followers and their leaders has is unrelated to followers' social identity (Brymer, Gray, Cotton & Carpenter, 2010).

In case of the individual variables for transformational leadership, idealized influence (A) showed a strong negative correlation with followers' social identity (collectivistic orientation). This finding revealed that when leaders are admired, respected and trusted and followers want to emulate them, followers' inclinations to display collectivistic behaviors go down.

However, when leaders advance their needs over those of followers, followers' tendency to involve in collectivistic behaviors will diminish as follower will tend to want to emulate the individualistic behaviors modeled by the leader. It followers that if the leaders is exhibiting unhealthy leadership behavior that followers will adjust their behavior to coincide with the environment created by the leaders. What is also true is that leadership evolving in Maritime Financial Group is affected by the organization and the border Trinidad and Tobago cultural context (Bass, 1997).

A strong negatively statistical significant relationship is noted with inspirational motivation (IM) and 5Is and followers' social identity (collectivistic orientation). Such relationships suggest that as leaders, who are able to motivate followers, give them challenging work, heighten the individual and team spirit and create an enthusiastic and optimistic work environment, will find followers displaying less collectivistic behavior and vise vasa.

Bass (1997) argued that "self-interested pseudotransformational leaders may impress their followers in the same way, but their purposes are clearly different and are likely to be explosive rather than uplifting" (p. 133). Still, Dvir and Shamir (2003) pointed out that it is the leader-follower compatibility that serves as the trigger for transformational leadership behaviors.

There are borderline statistical significant negative relationships with idealized influence (B) and leaders' effectiveness. These findings revealed that when leaders behaviors reflects the importance of values and belief, having a strong sense of purpose and consider moral and ethical outcomes of behaviors and the importance of having a collective sense, followers' inclinations to display collectivistic behaviors will go down.

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When leaders advances the opposite behaviors, followers involvement in collectivistic behaviors will go in the opposite direction.

Further analysis was done with the aggregate items and individual items of the Multifactor Leadership Questionnaire (MLQ) and individual variables (HI, HC, VI, VC) and the vertical and horizontal individual variables of the Individualism-Collectivism Scale.

Despite the size of the sample available for some of these analyses, the results are still worth mentioning as they provide some basis for examining what behaviors will produce vertical or horizontal collectivistic or individualistic behaviors. Observed in the analysis are negative relationship with horizontal collectivism and transformational leadership behavior and a borderline negative statistically significant relationship with vertical collectivistic behaviors.

These findings were similar with transformational leadership behavior and the aggregate individualism-collectivism results, indicating that there is a clear negative relationship between transformational behaviors and followers' social identity which is different than the proposed hypothesis that transformational leadership will have a positive relationship with followers' social identity.

Examination of the individual items of the Individualism-Collectivism Scale (I-C) showed that there a strong negative relationship between followers' social identity and horizontal and vertical collectivism and idealized influence (IIA) and inspirational motivation (IM), but the vertical collectivism disclosed a borderline for IM.

Similar findings were noted with the aggregate analysis for idealized influence (A and B) and IM but no relationship was noted in the case of IM and the individual I-C items.

In the case of contingent reward, a marginal negative relationship is observed with horizontal individualism meaning that contingent rewards encourages individual to seek their own self-interest above and beyond their peers. No statistically significant relationship was observed with contingent reward and the I-C aggregate items.

In the case of management-by-exception there is no statistical significant relationship with the I-C aggregate items but there is a noted peripheral negative

statistical significant relationship with vertical individualism (VI) when leaders manage-by-exception (active) indicating that followers are more apt to seek their own individual interest by fostering relationships with their superiors.

A peripheral negative relationship is reported between leaders' effectiveness and followers' partiality to engage in horizontal collectivistic behavior which could only mean that as leaders are less effective, followers seek more in-group relationships with their peers and vice versa.

Similarly, vertical collectivism confirmed statistical significant relationship with leaders' effectiveness, follows' satisfaction with leadership behavior and 5Is so as leaders increase in effectiveness, satisfactory and 5Is followers will seek less vertical collectivistic relationships but will seek more vertical collectivism when leaders' effectiveness lessens, satisfaction dwindles and 5Is become less pronounced.

In the case of 5Is, there is a moderately statistically significant negative relationship with horizontal collectivism signifying that as 5Is behaviors increase, followers will display less horizontal collectivism relationships but will seek more of these relationships as leaders' 5Is behavior subsides.

There are no revealed statistical significant relationships with transactional leadership and any of the four I-C Scale variables (HI, HC, VI, HC). These findings are consistent with the result from the examining the aggregate I-C Scale items with transactional leadership. Thus, leaders employing transactional leadership behaviors will not influence followers' inclination to behave in a self-centered manner or on behalf of the collective.

This does not mean that is of no value to understanding the exchange process at Maritime Financial Group, but this may mean that leaders operating on the far extremes of the transformational leadership continuum show stronger statistical significant relationships with whether followers will behave in more individualist or collectivistic terms.

Bass (1997) quoted Graen and Uhl-Bien (1991) who posited that "although leader-member exchange may begin with a simple transactional relationship, for effectiveness, it needs to become transformational" (p. 130). Still, "…. leadership and

management practices must be informed by the ecology of the organizational environment in which employee resides and in which markers changes constantly" (Williams, Snell and Thomas, 2011, p. 22).

With regards to laissez-faire leadership behavior, what is consistent is that there is a positive statistical relationship between laissez-faire leadership behaviors and followers inclinations to engage in collectivistic type behaviors in both the analysis of the aggregate and individual items (HC, VC).

There is borderline positive statistical significant relationship in the case of vertical collectivism and laissez-faire leadership behaviors which is still noteworthy. Also, a statistical significant negative relationship is noticed between followers' vertical individualistic behaviors and laissez-faire leadership behaviors.

Martinson (2012) quoted Kotter (1990) who identified three responsibilities associated with leadership: "1) to set direction; 2) align people; 3) ultimately to motivate and inspire others toward the fulfillment of the leader's vision or direction" (p. 134). So when leaders' abdicate their leadership responsibilities, it means direction is not clear or set, people are misaligned to the mission vision of the organization, lack motivation and inspiration which can cripple any organization over time.

Henrikson (2006) considered "delegating planning and decision-making to others runs against the grain of many potential leaders because by their very nature leaders want to make decision and enjoy making decisions" (p. 511). As a result, these findings revealed that when, leaders abandon their leadership responsibilities, followers tend to band together to seek their own self-interest and even to lead themselves in way that may not align with the mission and vision of the organization. To motivate and inspire followers leaders must change these leaderless conditions by connecting with followers" at a fundamental level where they instill a sense of belonging and enthusiasm for the big dream" (Martinson, 2012, p. 134).

Haslam, Reicher and Platow (2011) recognized "that leaders must know not only how to mobilize people but also to direct that mobilization so as to bets achieve results. They must envisage the group and its future, not only dramatize that future, but

also us their resources effectively in order to build a future that realizes group aspirations" (p. 188).

So when leaders abdicate their leadership duties, it means that followers will self-lead in such a way that the leader is an out-group member to be excluder of the group's activities because of lack of trust and respect for that leader (Schein, 2011).

In situations when leaders are physical or emotional absent, followers may even put on mask or wear all kind of armor if they are wounded by that leader to insulate themselves from the discomfort of an unstructured and even dysfunctional work environment. As suffocating this maybe, such behavior protects them from being vulnerable which are contributors to the feelings of frustration and disconnected (Brown, 2012).

Still, prolong masking may lead to the blurring of line between reality and fiction and may result in more inwardly focused followers with an interest in themselves than the collective because of the broken trust. This may diminish the group's capacity to function collectively, thus important task may not be accomplished or important planning and developing processes to grow the business may not happen.

Henrikson (2006) said that "it should be the norm that 90 percent of the time employees are involved in planning and problem solving that affect their work and work environment; excluding them is a sign of disrespect" (p. 511). Therefore, self-leadership has its place but there must have a development bent to it and the intended purposes must be clearly articulated to all involve, otherwise it can be construed as abandoning one's leadership role.

However, Yukl (1989) argued that when followers substitute the leader, that makes the leader irrelevant and in some ways redundant in the organization. But if this is an accidental intent, how are those intended to follow lead with precision and with the greater good of the organization in mind? Who will evaluate their efforts and what might be the measure for such an assessment?

One of the points raised by respondents is that favoritism is a prevalent point of contention among the teams. Therefore, it is easy for someone who is favored by the leader to emerge as a substitute leader, thus adopting the same leadership behaviors as

the leader who has abandon their leadership role or was not leading or leading dysfunctionally. The substitute is likely to emulate the leaders' incongruent behaviors, thus producing similar results. Leaders have a responsibility to define the mission, vision, advance the organization's purpose and formulate strategically aligned goals for the organization.

But, if followers are leading and lack the acumen and other resources to launch the organization forward, important organization objectives and the quest to be best-in-class might be stalled. The other piece of information that is important to note, is that leaders who are paid to carry out a particular responsibility and does not are engaging in highly unethical behavior and is also modeling healthy leadership practices for those who are following and who themselves may one day become leader and adopt.

Maritime Financial Group use teams as the primary way of meeting its obligations to it internal and external customers, "teamwork doesn't mean that there's no one person on the unit or in the organization with final authority" (Henrikson, 2006, p. 511).

Shepperd and Arkin (1991) state that "*striving for success seems to pervade every aspect of human interaction from the classroom, to the playing field, to the corporate boardroom. Individuals would be expected to reach for any and every advantage to facilitate performance, including eliminating obstacles or disabilities that might interfere with success. Nevertheless, research shows that individuals are sometimes willing to create impediments to performance, making failure more likely*" (p. 79).

Hence, laissez-faire behaviors if left unattended will continue with permanency, thus creating an underdeveloped work-teams and highly toxic organization that may survive but will be forever marginal and less-in-class. It is therefore necessary for leader to walk according to the real meaning of leadership, practice what they preach and lead by sound examples, because it is by leading by example is what make the vision come alive and values tangible (Henrikson, 2006).

Correlation and hypothesis testing

The null hypothesis H_0 said that leaders' behavior and followers' social identity are unrelated (will neither lead to collectivistic or individualistic behaviors). This has proven not to be the case and there is adequate corroboration to support the rationale to disaffirm the null.

For example, the both to qualitative and quantitative results seem to point to behavior that will lead to more collectivistic and/or more individualist behavior when leaders display more transformational and laissez-faire behaviors.

It was surprising to find that laissez-faire leadership behaviors leads to more collectivistic behavior, but closer reflection on this relationship bring to mind that persons are naturally relational and will seek out relationship where their need for community can be attained through interaction with others with whom they believe they have some common interest.

In the case of leaders who have abdicate their responsibility, followers may form closely knitted groups as a way of keeping their self and social identity in tack, In that case, followers will treat the leader as an out-group members. A leader may emerge but there is no guarantee that those in the group will be adequately led by such a leader or that the leader's motive are organizational or grouped centered.

Cregan, Bartram and Stanton (2009) held that "transformational leadership is not based on formal authority but on individuals' perceptions of extraordinary abilities" (p. 708). For that reason, the second hypothesis is H_1 = leaders' behavior that is transformational will be positively related to followers' social identity (lead to more collectivistic behaviors).

In spite of this result, this hypothesis has been disaffirmed, in that leaders' transformation behavior was negatively related to followers' social identity. What this meant is that the more leaders engaged in transformational leadership behavior followers' collectivistic behavior tended to go in the opposite direction.

Cregan, Bartram and Stanton (2009) said that transformational leaders "help create and develop respondents' social identification" with Maritime Financial Group, which "deepens a followers commitment to the group" (p. 705).

Nonetheless, if leaders see their role as instilling fear in followers or leaders can't be trusted for one reason or another, or some team members are treated more favorably than others, then followers would not know how to response to leaders' transformational leadership behavior, thus leading to a negative response towards the collective.

An alternative interpretation of treating these results is to think of transformation leadership as a way of priming persons to become leaders themselves by enhancing their self-esteem and self-concept through developmental and affirming gestures.

Another way of examining leaders transformation behavior is when leaders' used tactics to influence followers "to carry out an immediate request," "to create a favorable image," "build better relationships" with and among followers and attempt to "influence policy decisions or the allocation of scarce resources" followers' collectivistic behaviors were negatively displayed suggesting attention away from the collective (Yulk, Seifert and Chavez, 2008, 609).

Mummendey, Kessler, Klink and Mielke (1999) pointed out that "people prefer a positive self-evaluation that is based on their own judgment as well as those of others" (p. 229). Therefore the display of less collectivistic behaviors among followers is an indication that leaders who engage in transformation behaviors were providing some pathway for followers' to self-correct their in-group inferiority by "re-categorization to a higher level," thus, seeing themselves in a higher category (Mummendey, Kessler, Klink and Mielke, 1999, p. 230).

That is why when followers engage in less collectivistic behaviors, this may suggest there is a perception of inferiority or instability in the group thus, leading group members to seek out other avenues to relieve themselves of their negative feelings and low self-esteem associated with their feelings of an out-group member among their current team members.

In this case, followers will advance their individual self-interest at the expense of the collective and since social identity is concerned with those aspects of the identity that is derived from group membership, members will seek out opportunities to evaluate their self-esteem.

Feeling like an out-group member may also suggest inequity in the distribution of limited resources or differences in religious, political and other values (Rubin and Hewstone, 1998). However, "people who engage in high levels of discrimination tend to possess low self-esteem for some other reason, perhaps even as a consequence of the discrimination" (Rubin and Hewstone, 1998, p. 41).

Skevington and Barker (1989) indicated that something maybe happening in the group that is having a negative effect on aspect of persons' identity. The something referred to here are the qualities of ineffectiveness reported by respondents like favoritism, procrastination, inauthenticity, poor communication style, micro-managing followers, dictatorial style among other things.

Given these behaviors, it follows that members in lower status positions on the team will seek to elevate their less positive social identity and self-esteem by aligning with members of higher status groups to gain a positive social identity and high self-esteem.

Hence, the need to compromise in-group relationships with other team members to feel valued individually in higher status groups. Cardon (2008) believed that vertical collectivism allows persons to see themselves and an in-group member with persons in high status groups.

This could mean that followers see the collective as less important in meeting their needs because of an unsatisfactory position in the group which led them to engage "in strategies to cope with and overcome the unsatisfactory status position" (Mummendey, Kessler, Klink and Mielke, 1999, p. 229). "Scholars believed that the extent to which employees perceive that they are different from colleagues may affect organizational outcomes such as absenteeism and turnover intentions" (Erwin, 2010, p. 70).

Marsh, Bradley, Love, Alexander and Norham (2007) reported that "human societies have always maintained a hierarchy among their members: rich/poor, strong/weak, leaders/followers — such classifications are universal" (p. 26) and can be defining.

People tend to know their placement in society, even though some may not accept it. However, feeling as an out-group member to a group to which one has always belongs can be an indication that something else is at play.

Erwin (2010) argued that "individuals who are emotionally attached to their workgroup, feel that they belong in the group, are concerned about the group's goals and outcomes are more likely to exhibit positive behaviors and attitudes toward the group" (p. 70).

Hypothesis two

Thirdly, hypothesis H_2 = leaders' behavior that is transactional could be negatively or positively related to followers' social identity (lead to collectivistic or individualistic type) is plausible. There was neither a negative or positive relationship with leaders' transactional behaviors and followers' social identity in the aggregate or with individual items suggestion that it is plausible that these two constructs are unrelated. Erwin (2010) pointed out that "social identity theory (Turner, 1982) posits that individuals possess a social identity based on their membership in socially distinct groups" (p. 70). Therefore, feeling of connectedness to the collective is not influenced by quid pro quo of enticements between leaders and followers are not sufficient to sway followers to engage in more or less individualistic and collectivist behavior. Also, the enticements offered by leaders could be are inadequate to shift followers social identification needs up or down.

Finally H_3 = leaders' behavior that is laissez-faire (passive/avoidance) will be negatively related to followers' social identity (lead to more individualistic type behaviors). This has proven false in that leaders' laissez-faire behaviors was showed to be positively related to followers collectivistic behaviors. These results imply that when leaders are not leading followers are not following but may be forming cliques which

can sometimes grow toxic or develop abhor leadership mannerism which may be incongruent to leadership that will move the organization to a sustainable future. One may argue that this could have been a case of collective leadership, but for the claim of collective leadership to stand, there has to be functional leadership behaviors displayed.

The laissez-faire leader would have had to be interacting with team members and share in leadership responsibilities (Hiller, Day and Vance, 2006). Then again, this did not appear to be the case since respondents reported in their interview and on the General Leadership Questionnaire (GLQ) that leaders had a responsibility to take charge, get things done through people, have followers, be approachable, provide service to others, supportive, model appropriate behavior among other things but did not practice those leadership behaviors.

Therefore, as leaders lead less, followers became more cohesive as a group, but treat the leader as an out-group member. The leaders in this situation could have been could have "preemptively create or report debilitating circumstances that interfere with performance to provide a persuasive non-ability explanation should failure occur…by enhancing the performance of a relevant comparison other…and providing their opponent with resources that promote a better performance" (Shepperd and Arkin, 1991, p. 79).

In such situations, identification with the leadership dyad (group) tends to be weak as is the case with laissez-faire leaders, followers tend to view themselves primarily as unique individuals and not part of a collective involving the leader. Social relationships among team members determines the strength of the collective among them and the capacity of the group to work toward achieving the goals decided by the collective (Cregan, Bartram and Stanton, 2009).

Paired-sample t-test

A paired-sample t-test was used to answer the second research questions which is "do leaders and followers have the same perceptions of leaders' behavior?" The results from the paired-sample t-test on the aggregate scores indicated that there's no

difference in how leaders see themselves and how followers see them on the transformational leadership behaviors and transactional leadership behaviors. However, there is a highly significant (p = .007) mean difference between how followers view their laissez-faire leadership behaviors and how leaders perceived those same behaviors. In all three circumstances leaders tended to ranked their behavior higher than followers did suggesting that leaders may have blind spots or followers rate differently because of engagement dynamics.

Taggar, Hackett, & Saha (1999) quoted in (Hiller, Day and Vancep (2006) "found that student work teams were more effective when the mean level of individual leadership (rated by other members) was higher", this is not true in this case as leaders rater themselves higher (p. 388). Thus, the differences in mean may suggest that leaders have a blind spot that prevent them from seeing their behaviors for what it is.

Also, the "traditional view of leadership presumes a top-down influence of the leader on followers" but with the ease at which persons can access information, they are aware of knowledge, skills and abilities leaders must have and what kind of interaction they need for their needs to be met, but fail to see these in their leaders give the lack of incentive for leaders to adjust their behavior (Hiller, Day and Vancep, 2006, 388).

The noted different in mean scores may also be due to the organizational culture and the bureaucratic organizational structure that filters vertical and horizontal interactions, thus making it difficult to assess behavior accurately. A point worth noting is that there were quite a few pieces of missing data for laissez-faire leadership behavior indicating that persons might have been careful in choosing their responses, not knowing who might have had access to the results.

Analysis on individual items was conducted, as well. The results confirmed that a correlation between leaders' (self) impressions about their idealized influence (IIA) and followers (other) impressions of the displayed behaviors. No other paired-sample items were found to have correlated with statistically significant. Since idealized influence (IIA) was found to consistently occurring in all the individual item analysis with statistical significance, it is clear that idealized influence is viewed as an important

component of expected leaders' behavior. This realization may have enormous organizational implications for achieving different organization outcomes.

With regards to the paired-sample t-test analysis, idealized influenced (IIB), inspiration motivation (IM), individualized consideration (IC) and extra effort (EE) were not found to have statistical significant mean differences. The lack of statistical significant relationship suggests that individualized items have no importance in understanding how leaders behave in this specific cultural context.

The other items, idealized influence (IIA), intellectual stimulation (IS), contingent reward (CR), management-by-exception (passive), management-by-exception (active), laissez-faire (LF), leaders' effectiveness (EFF), satisfaction with leadership (satisf) and 5Is all showed statistical significant different in the means score. Although the sample was small (N = 18), there were still statistically significant difference between the means. Thus alluding that there are variations in the way in which leaders and followers think about leadership may be reflected differently behaviorally.

Qualitative results

Paulhus and Reid (1991) stated that "a potential source of inaccuracy in self-reports of personality, attitudes, and behavior is the tendency of (at least) some subject to engage in socially desirable responding (SDR)" (p. 307). Still, the differences noted in the sample-paired t-test are corroborated with the responses provided from the interview of Coordinator and Team Members and the responses received from Team Members, Coordinator and Team Leaders. Close inspection for interview summary also showed that Team Members and Coordinators agreed that the definition of leadership should embodied "innate abilities to influences other" one must be in a position and one must be approachable, good listener and behave like a leader to be a leader.

Out of over seventy items, these were the only five items that both groups agreed where qualities of a leader suggestion that everyone see things a bit different.

Different perceptions of the same issues and concerns are not bad, in that it encourages diversity of thought and acknowledge multiple intelligences.

However, from the evidence, it would appear that the divergence of looking at these same thing is an impediment to group cohesiveness, thus leading members of these groups seek affirmation and self-identification an individual gratification elsewhere.

Similar results were received from the General Leadership Questionnaire (GLQ). Team Members, Coordinators and Team Leaders completed this instrument. Based on their responses there was only one area in which all there groups responded congruently, which is the ability to influence others. One Team Leader, Two Team Members and three Coordinators saw influence as an important attribute of leadership out of twenty responses. All the responses were independent of each other.

Gilbert, Krull and Malone (1990) submitted that *"the mental representation of a proposition or idea always has a truth value associated with it, and by default this value is true. The true value remains unaltered when the idea is subsequently assesses to be true, but is change when the idea is subsequently assesses to be false"* (601).

Triangulation

Based on triangulated results respondent were consistent in how they responded on the Multifactor Leadership Questionnaire (MLQ), the interviews and the General Leadership Questionnaire in five specific leadership behaviors suggesting that they were certain that these elements were important attributes of leadership.

Respondents particularly felt that leaders need to be involved in mentoring followers, must show respect for followers who place trust in them, provide vision for followers to follow, use focus symbols and emotional appeal to focus group members' efforts to achieve more as a group, and to enhance team spirit. There were four items to which there were only two items that matched from the MLQ and interviews. These items were that leaders need to communicated high expectations to followers through motivation to become committed to shared vision, can be counted on to do the right thing, exhibit high moral and ethical conduct and give strong affiliation.

The based for the triangulation of responses were statements from the Multifactor Leadership Questionnaire. All the areas of triangulation were transformational leadership qualities. There no triangulation with transactional and laissez-faire items and results from the General Leadership Questionnaire and the interview results. Generally, the results attained indicate what followers expected of leaders and in leaders and what leaders and coordinator see as leadership qualities they should have or other leading them must have to qualify as leaders.

Theoretical implication

The University of the West Indies which is the supported by 14 Caribbean governments and is considered the flagship university in the Caribbean lacks the baseline scientific inquiry knowledge, skills, abilities and intellectual culture needed to explore and sustain leadership research (Lewis and Simmons, 2009). Added to this, there is limited regional and national institutional capacity for generating leadership knowledge (Lewis and Simmons, 2009). Hence, this study will serve as the impetus for creating dialogue about leadership and followship that will spark a more congruent way of thinking about leadership in the Trinidad and Tobago context and the Caribbean with global mindfulness and sensitivity to the uniqueness of places.

Through this level of activity, it is presumed that a meaningful research agenda can be can be developed and attained that is culturally aligned to identify the leadership knowledge, skills and abilities suited for developing a different kind of leadership models so desperately needed in Trinidad and Tobago in every sector of governmental agencies, industry, classroom, nonprofits and other organizations. Only with this kind of approach to leadership can the work culture be transformed and teaching and learning about leadership can be better aligned to the Trinidad and Tobago and in the Caribbean context.

Leadership educators and leadership development consultants can be important catalyst in shaping the leadership discussion and educational alignment with competencies requirements in Trinidad and Tobago. To garner some baseline

confirmatory information it's important to identify areas of leadership inconsistencies, it is imperative to conduct leadership-followership research on-the-ground: 1) to evaluate the leadership models associated with some of the failed organizations and countries to see where the gaps are; 2) cross-culturally investigate leadership behaviors from the vantage point of what leadership behaviors country 'A' is exporting to country 'B' and how what's imported might be impacting country's B internal operations.

Also, given the importance of social identity in human wellbeing, a better understanding or developing a social identity leadership measure may be a suited addition to building resilient person and organizations. Also, on a theoretical level committing resources to finding out the optimal leadership-followership mixed required for best possible engagement and productivity levels are paramount. It should also be investigated to see whether the way someone defines leadership dictate or drive their leadership behavior.

Clearly, globalization has changed many things and in some cases everything as we knew it a year ago has gone through some kind of transfiguration. Thomas L Friedman (2005) believed that:

> *The experiences of the high-tech companies in the last few decades who failed to navigate the rapid changes brought about in their marketplace by these types of forces may be a warning to all the businesses, institutions, and nation-states that are now facing these inevitable, even predictable, changes but lack the leadership, flexibility, and imagination to adapt-not because they are not smart or aware, but because the speed of change is simply overwhelming them (p. 46).*

Still, the acumen required for dealing with and functioning in a changing global environment is uncertain but no one can afford to stand still. However, what is clear is that what worked yesterday may have outlived its relevance in most, if not all, aspects of professional, academic, family and other areas of societal life and engagement.

Because of this, Maritime Financial Group will need to rethink our leadership models to fit a world that is experiencing drastic and ill-defined transformation. These events require a different kind of engagement; a different kinds leadership and followership models; new and exciting and congruent leadership and management curriculum and benchmarking and other evaluation systems and strategies; new leadership models for leading change; investigating what is proper mixed of leadership-followership engagement that will leads to optimal leader-follower engagement and relationship and our definition of leaders and its relatedness to leaders' behavior.

In a world where everything has changed or is changing in people's attitude toward leadership-followership roles and worklife, it is important for workplace professionals, academics and future leaders to deepen their understanding what are the optimal leadership-followership relationship required for wholesome leader-follower interaction and peak performance. It is only through focused cross-cultural investigation that will provide this depth of understanding that will bring management and leadership curriculums in alignment with knowledge, skill and abilities required for leadership and congruent followership.

In order to gain this kind of understanding, it is imperative for workplace professionals, academicians and future leaders to become more involved in meaningful and engaged scholarship among different academic disciplines, across organizations and cultures and across learning environments. It is only through this kind of engagement that leaders will be able to become more functional in their leadership roles given the potential for this kind of research to provide richer leadership ready knowledge, skills and abilities insights for leadership mastery and proper succession planning.

Social implications

Human Resource Development (HRD) professionals have long been involved in career development; yet with the transition in focus from the organization to the individual, it is essential that HRD professionals understand how the two entities relate to achieve smooth transitions across and within organizations. This area of inquiry is

relatively new and offers a vast opportunity for educators, HRD, management and leadership researchers to explore processes and methods that can assist both the individual and the organization to achieve success. Exploring and understanding the elements of employee development, change, economic and career stability may add value to the life of the employees, their community and the workplace.

There are very few tools and resources available to the individual. Banks' Self-Assessment and Sufficiency Career Planning Model (2006a) is designed primarily for individual development within organizations. It could be tested and/or used by HRD professionals within the course of their research to enhance individual capacity for leadership within organizations. One area of workplace development professional can explore for helping leaders develop may be leadership coaching.

Career coaching is a relatively new field that provides extensive opportunity for HRD and leadership development research. HRD professionals can further explore the concepts contained within this study to address industry/sector issues related to external labor market conditions and socioeconomic influences of why and how individuals make career transitions across and within organizations throughout the world.

Practical implications

Brown (2012) said that "the term leaders have nothing to with a position, status, or number of direct reports" (p. 185). Hence, it is important to put leadership in context so leaders understand their role in humanizing education and work. "This means understanding how scarcity is affecting the way we lead and work, learning how to engage with vulnerability, and recognizing and combating shame" (Brown, 2012, p.184).

Leadership means many things to many people, even those who are not practicing leadership. Still, what is important is that there are clear determinate of the effectiveness of those who are leaders because of their position, behavior or trait. Leadership educators must become aware of the most important basic minimum knowledge, skills, abilities and attitude requirement for new leaders entering the

organization. It follows those criteria for deciding who is a leader or a follower and at what point in the engagement should that roles be clearly differentiated?

Leadership is a unique and universal phenomenon that permeates the lives of individuals, organizations, communities and nations in very noticeable ways. Despite the challenges posed in defining this phenomenon, what is clear is that leadership is contextually driven and that not everyone who is a leader or leadership style or trait is suited for every circumstance.

Research in the area of leadership has been pervasive and varied. Nonetheless, the changing, chaotic and complex operational environments of contemporary organizations, leadership practitioners and researchers are expected to become more flexible and adaptable when investigating leadership phenomenon and using such information, especially, its relatedness to micro-organizational behaviors to better understand the influence of basic human needs and behaviors in the leadership-followership dyad.

It is believed that continued leadership research will help to further identify the competencies needed for effective leadership and how to use these criteria for selecting, developing and retaining suitable leaders. This is especially true in an environment where factors like new, expanded and emerging markets, workplace and other demographic shifts, globalization, uneven retirement, increasing health and other costs, social evolution, disparities and displacement, failing educational system and incongruent and inadequate quality educational programs, declining birth rate, aging workforce, outsourcing, off-shoring, a dwindling middleclass and issues of that should be of concern to leaders as these place pressure on organizations, all over the world.

As leadership researchers continue refine their definition of leadership, greater understanding of the philosophies governing leadership and followership, particularly, the qualities that make the leadership-fellowship dyad useful. Thus, more congruent leadership training and development programs can be developed from research findings with clear criteria to evaluate the transfer of new leadership knowledge, skills and abilities and assess the success of such programs. Practitioners must be intentional in situating training programs to address the pace and pressures of the workplace and will

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need to be emphasizing the importance of cognition and setting time for providing adequate time for participants to practice the new skills.

Individuals have very unique personality characteristics that make them authentic and effective leaders or committed followers. Hence, personality which is multifaceted and is shaped by biological factors, environment stimulus, histories, social learning and other life experiences can be an important element in understanding the characteristics of the leadership-followership dyad. Therefore, all these attributes practitioners can help determine the leader's responsiveness, beliefs system, values and the likes which are all part of the leadership-followership interaction.

Likewise, attributes of leaders' personality derive from infancy and childhood experiences and these dictate how leaders lead, are led, their responses to followers and the world around them and how they lead in general and specific situations. In some instances, where leaders' behavior or chosen leadership style is considered dysfunctional, such leaders can destroy the Esprit de corps of organizations by the behavior they model, their treatment of followers and the hostile environment they create by their chosen behavior. For that reason, the organizational climate leaders creates shapes the culture of the organization and can have both positive and negative consequences on followers' work attitude, followers' perceptions of the leader, fellow group members, and the overall tenor of the organization.

For those reason, since leaders are the ones who are the cultural architect in organizations and the one who decides how things are done, including connecting people's experiences with reality and the organizational goals with reality they must be the right leaders for the situation.

Therefore, as a member of the leader-follower dyad, leaders establish the standards for group members' behaviors, including the consequences. Hence, given the persistent leadership vacuum in organizations, it is important for the leadership selection, leadership development and succession planning process to have a robust Human Resources leadership staffing plan that will ensure that the right persons are selected, developed and retained for the respective leadership roles.

Still, Blades (2006) noted that when followers' interact with their leaders, each interaction leads followers to become either more engaged with their work and the organization or psychological disconnect. If the interaction is more negative than positive, followers will become disengaged and increasingly disconnected from others and the organization.

Disconnected followers will eventually spiral into apathy which ends up costing the organization large sums of money (Blade, 2006). Getting followers motivated and excited about their employer require strong leaders who will display trust, integrity, respect and reliability irrespective of the environment.

Maccoby (2007) concluded that what makes a successful leader depends, not only, on their message and their skill in getting it across but also on their grasp of what followers want from them" (p. 1). Thus, when followers feel connected in meaningful ways to their affiliated organization, this connection supports their social identity, self-enhancement and self-esteem.

McAdam (1998) wrote that "the telling of stories is the principle mode through which people make social sense of human behavior and motivation – their own included" (p. 1125). For this reason, understanding what leaders bring to the workplace and to their respective leadership-followership roles can provide some important information for helping leaders to develop more holistically.

The attributes brought to leaders' respective roles can be instrumental in launching the individual, teams as well as the organization forward or these traits can be major can be major stumbling blocks to the individual, teams and the organization effort, which can eventually lead to derailment and need to be understood through the leaders' unique histories.

After all, McAdam (1998) believed "people life stories themselves exist as a psychological construct worthy of scrutiny on their own terms." This can "help [leaders] understand themselves better, to relieve suffering or alleviate symptoms, and enhance the collective, scientific understanding of human behavior and experiences" (p. 1126).

Thus, it is important for leadership educators, organizational development and leadership development professionals to aid both leaders and followers understand better what they possess that can help or hinder their progress, as well as team's and the organization's success. This can best be attained by helping leaders trace their life histories to discern where they might have acquired their respective leadership posture, knowledge, skills, abilities and attitudes from and examine theses to see how the found attributes are helping or hindering meaningful leadership followership relationship in the respective leadership-followship engagements.

Also, with the proliferation of web-content and opportunities to use the Worldwide Web and to create content, more ways to use this tool to facilitate more interactive web-based leadership training program should be sought. Also, persons are using site like LinkedIn, Facebook, Twitter and other such tools to engage with content and others and even create profile and social and professional content, therefore, more linguistic analytical approaches should be considered in help persons deepen their understanding of themselves, other and their leadership style though their written and spoken words. This approach to leadership development has enormous as leaders themselves will become more

Similarly, the need for creative thinking leaders is an imperative in this global-glocal operating environment for new industries to be created in Trinidad and Tobago and elsewhere. It is important to build in components assess for different levels of creativity capacity as this a precursor for innovation and change in leadership development activities.

Implementation

The relationship of leaders' behavior on followers' social identity is relevant to organizational practitioners, academicians, leaders and followers. This is especially true since social identity and its relatedness to leadership behavior is studied minimally and as such these constructs are not well understood, nor are the full benefits ascertained.

Therefore, "a positive evaluation of the leader also helped develop a positive social identity which improves one's own self-concept.

That is why, how followers feel at work determined their feelings of connectedness to others in their worklife and could have negative effects on their level of productivity, creativity, collective behaviors and willingness to remain with the incumbent organization. Hence, one goal of this study was to heighten leaders' awareness of the relationship of their behavior and followers' social identity by making the results of the study available as is practical and usable as possible given copyright and other restraints placed on the researcher.

George (2003) argued that although some leaders may be born with leadership potential, they must all work at self-improvement to become great leaders. Increasing the responsiveness to leaders' behavior and followers' social identity requires communicating the findings in plain language so as to attract and develop interest among a diverse group of persons and to enjoin as many interested parties to the study as possible. Equally, the intent is to make the findings useable for Maritime Financial Group, Ltd, Human Resources Development (HRD) practitioners, HRD researchers, organizational clinicians, recruiters, instructional designers, Human Resource Consultant and others who have an interest in the wellbeing of followers' and their level of productivity and overall success in their worklife.

Hence, the first strategy for disseminating the results were negotiated with Maritime Financial Group about the terms and conditions of the engagement so that everyone has a clear understanding of the overall process, ownership of the results, how and when the findings were communicated and the steps for resolving variances in any aspect of the study. Periodically findings were communicated to Maritime's Financial Group CEO and Chairman and the Human Resource Team; however, primarily the research findings were disseminated through interaction with my dissertation committee, advisor, members of the scholarly and the practitioner communities as part of the vetting and publication process.

Furthermore, given the interdisciplinary nature of the study, it lends itself to teaching and conducting collaborative research studies that further elucidated the

relatedness of leaders' behavior to followers' social identity both in the Trinidad and Tobago and globally. Similarly, the researcher consulted will organizations and develops workshops and college courses around the topic while teaching at the university level. These activities provided adequate opportunities to disseminate materials on the research findings, to gauge receptiveness to the findings and to refine approaches to understanding the phenomenon or even widen the study internationally.

Kark and Shamir (2002) held that "engendering identification can facilitate followers' functioning and organization outcome" (p. D1). Hollander and Offermann (1990) reminded us that, not only, does leadership depends on the responsiveness of followers, but there is a need to develop a better understanding of followers' role in "power sharing, power distribution, and in informal influence and their effects" (p. 186).

Recommendations based on findings

Given the discoveries from this study, it is clear that there are some observed behaviors that can be problematic for Maritime Financial Group's progress and global positioning are require redress. Based on these idiosyncrasies, it is fitting to intervene deeper within the organization to understand and correct the behavioral inconsistencies to the organization global positioning and local strengthening.

The findings are consistent across the Multifactor Leadership Questionnaire, the General Leadership Questionnaire and the interviews. In particular leadership behaviors that were expected to produce specific outcomes were showed differently. Transformational leadership was hypothesized as having a positive relationship on followers' social identity, instead, it shows as having a negative relationship.

Eisenbeiß and Boerner (2011) found "that transformational leadership promotes followers' creativity but at the same time increases followers' dependency which in turn reduces their creativity. This negative indirect effect attenuates the positive influence of transformational leadership on followers' creativity" (p. 1).

Consequently, predefine objectives for transformational leadership behavior must be clear as being transformative without some clear direction for supporting the

greater good, can foster group think and passivity and resistance to new ideas all of which stifle personal development, ambition and maintenance of the status quo.

More attention must be paid to these kinds of behavior, especially laissez-faire because their roots are in the historical dogma and persons' educational socialization experiences grounded in the informational processing teaching and learning model. The information processing model of teaching and learning is where the teacher is seem as the fountain of all knowledge and the learner is a receptacle to be poured into. This kind of teaching and learning modalities leaves persons less capable of innovative transformation leadership behaviors, hence the incessant focus on the task than the people and investment in self-preservation rather than self-development and followers' development. That is what the results showed derivative behaviors like favoritism, procrastination, poor communication, micro-managing, dictatorial leadership style, slow to release information among other less functional behavior.

The educational paradigm, religious values and other socialization processes create elements of dependency which can block creative processes necessary for innovation and future growth. Therefore, it is paramount to find balance in the application of transformational leadership strategies as "transformational leadership was positively related to both followers' dependence and their empowerment and that personal identification mediated the relationship between transformational leadership and followers' dependence on the leader" (Kark, Shamir, and Gilad, 2003, p. 246).

Transactional leadership was thought to have a positive or negating relationship on followers' social identity turns out not to be related at all. Given the nature of the organization's work, it is important for the organization to deepen its understanding of its exchange with followers as using the wrong exchange protocol can lead to the inappropriate kinds of outcomes.

Laissez-faire leadership was believed to produce a negative social identity; instead leaders who employed laissez-faire behavior positively encouraged followers to engage in more collective behaviors. However, closer analysis of data from the three sources (MLQ, GLQ and interview) showed that there are noticeable differences in the

way leaders and followers define leadership, how leaders are to lead and what constitute leadership effective/ineffective.

Divergence in what constitutes effectiveness and ineffectiveness is an indication that leaders and follower are not signally focused on the same organizational goals and objectives. This may be an indication that it is not a focal issue in organizing, assigning and evaluate person work and relatedness to the organization. A corrective strategy would have to be tied to the organizational mission performance so that it becomes a pervasive aspect of organizational live, culture and a part of the matrix used to evaluate persons' performance and provide rewards.

What is clear is that what is believed to be good leadership is differently represented between leaders and followers in very noticeable ways. These differences suggest that leaders know or have ideas about what means to lead another, but they are doing what they know to do, hence followers are treating them as out-group members.

Platow, McClintock and Liebrand (1990) pointed out that "subjects, in general, evaluated in-group members more favorably than the out-group members. For leaders to be seen and respected in their role as leaders, they must increase the visibility of their in-group membership to their team in positive ways which can increase the expression of those aspects of in-group identity. This would increase their ability to lead and would attract sanctions (Reicher, Levine, and Gordijn, 2011).

There were many instances where the way Team Members, Coordinator and Team Leaders defined leadership, what they identified as effective and ineffective leaders were very divergence. The varied way in which these three groups responded is an indication that they see thing very differently and that can be a problem for any organization because goals are differently defined. This disconnect appear to be producing a level of dysfunction within and among teams. Hence, since leaders are leading one way and followers in another given the differences in perceptions about leadership-followership, the most suited intervention would to use what followers expect to see in leaders to offset those behaviors they see currently in leaders that are incongruent. The identified competencies or behaviors should be part of the leadership

development curriculum. As well, once these are established as required competencies, leaders must then be evaluated based on these to identify gaps for further development.

Respondents also provided behaviors they felt were appropriate for leaders to have in their definition of leadership. In the chart following behaviors reported on the MLQ, GLQ and from interviews about leaders' behaviors as reported by Team Leaders, Coordinators and Team Members are presented. Maritime Financial Group must pay particular attention to the words and impressions of subordinates as these can be pivotal and creating a more cordial work environment and productive teams so persons can feel heard and understood.

Leaders adopting laissez-faire type leadership behaviors were viewed as ineffective by raters on the MLQ, GLQ and on the interviews. Palmer, Walls, Burgess and Stough (2000) argued *"leaders were once seen to control, plan, and inspect the overall running of an organization, in today's more service-oriented industries leadership role are also to motivate and inspire [followers] to foster positive attitudes at work, and to create a sense of contribution and importance with and among employees"* (p. 5).

Thus, when followers find themselves leading themselves as a normal course of following, the question is who motivating and inspiring them "to foster positive attitudes at work, and create a sense of contribution and importance with and among [others]" (Palmer, Walls, Burgess and Stough, 2000, p. 5)?

Respondents reported leadership behaviors that fit a laissez-faire type leader and some developmental areas to lessen those behaviors are presented in their replies to on the qualitative instruments. It might also be important to follow the trajectory of the noted laissez-faire behaviors so as to formulate congruent interventions that would lessen incidences of having no leadership because if followers are leading themselves, then the question should be: to where are they leading themselves? Are the desired outcomes being attained or are they aligned with the organizational goals?

Impromptu leadership may produce some positive results in the short-run but over time it will impact the espirit de corp of the organization. The corrective behavior presented can be used to develop a set of leadership competencies the company values

since it originated from within the company and from varied levels and do reflect an understanding of what leadership should look like. However, most of the persons in leadership roles were with Maritime Financial Group the longest, suggesting that they have moved through the ranks of the organization to their current leadership role.

Therefore, it is possible the organization failed *"to build a systemic onboarding process to accelerate success and protect their investments in new [leader] acquisition, and as a consequence assimilation is left to a combination of happenstance, personal initiative and adhocracy."* Also, it is possible that *"leaders misread and misjudge the dynamics, expectations and requirements of their…new role, and as a consequence missteps, mismatched expectations and cultural mis-estimation…"* (Leader OnBoarding, 2003, p. 2). These skills can be developed to help the leader become more effective and to counteract the less than acceptable leadership behavior by the teams. Reported in Appendix V: Leader laissez-faire behaviors and corrective measures.

Recommendations based on researcher's observations

Some people have a natural propensity for specific leadership traits, but if these are not developed, they will not be able adequately use those traits to influence other to follow. Although, someone is not born with a particular propensity for leadership, they can and must be developed for effective leadership where it is believed there is potential to lead other, as well.

Also, the quality of leadership is influenced by the quality of followship, so if leaders want followers with reasonableness, follow through and fair understanding of an organization, then leaders have a responsibility to adequately develop and equip followers, not only for congruent followership, but lead in their current roles and also for future advance leadership.

Maritime Financial Group have a responsibility to look beyond the trait in leadership selection process and pay more attention to the behavioral attributes, persons' true potential for effective leadership, capacity for lifelong learning and potential to advance leadership roles. The things that defined leadership in the past are doing less to determine who is most suited to lead and in what context as the

complexities determined by globalization calls for information that is more readily and universally available because things are ill-defined and require a creative response that can be quickly formulated.

Leaders are being identified more by, not only those who have the information, but those who can manipulate that information and even create new information to achieve the organization's objectives. Therefore, the organization must pay more attention to those who have the information and can use that information in novel ways to help the organization grow it people by increasing the capacity of the organization to increase its operations.

Limitations of the study

Overall the study was designed to examine the relationship between leaders' behavior and followers' social identity. However, the correlation technique used were limited, in that the technique were only able to establish a relationship existed, but did not assert an underlying causative element for the relationship since an experiment was not part of the research design for this study. Also, there are some unique cultural nuances, such as heavy involvement in national holidays and other commemorative activities, sociopolitical dynamics, a State of Emergency, Curfew, and an increase incidence of serious crimes that have skewed the timeline for the study. In addition, Maritime Financial Group escalated end-of-year workload and planning requirements. The accelerated demand for service due to the narrow window of operation brought about by a 4.5 month long curfew and the competitive nature of the financial services industry in Trinidad and Tobago limit the time commitment to the study and in many ways hampered the participation levels.

Although it was expected that study participants provided truthful responses, it was possible that by having to respond to four different questionnaires affected the consistency of responses persons provided. Evenly, there was a cost and other constraints that affected the timeline, the inability to do a comparison group (s), diversity and overall quality of the study population. Attempts were made to manage

these events by collecting data from multiple perspectives and through triangulation techniques so that these constraints had minimal effects on the overall quality of the study.

In the case of internal validity, historical events, such as retirement, changes in leadership approaches, restructuring, attrition, training and developmental interventions targeted towards leaders and followers or followers' perceptions of their bosses behavior have changed or changes in leadership selection strategies occurred during the study and may produce different results that were beyond the control of the researcher. It was believed that leaders' behavior relates to followers' social identity, but followers' unresolved psychological and other challenges, as well coworkers' inappropriate behavior may have a negative relationship to followers' social identity.

People sometimes did not want to report private behavior, or they overstated or understated their behavior or the behavior of the leader on the questionnaires. This could have skewed the results as there was very little opportunity to ask for clarification (Clegg and Associates, 1999).

Moreover, leaders' psychological characteristics or unsolved psychological challenges or changes in work settings (bureaucratic verse a learning type organization) could have influenced how leaders lead and followers follow.

Since a research population was used, randomization and stratification were not relevant. The use of a single well-defined population could have compounded issues surrounding internal validity and external validity as far as generalizing to other populations is concerned.

Because four instruments were used for this study, repeat testing could have influenced study participants' responses and may have skewed the overall results of the study.

Individual in leaders-follower relationships at Maritime Financial Group with at least two reports or a follower who had been working with the specific leader for at least six months were targeted for this study. Issues surrounding construct validity rested mainly with the fact that followers' social identity could have influenced behaviors other than the follower's bosses.

For the study only leaders who had at least two reporting followers who had been led by the same leaders for at least six months were selected for the study. However, there were some natural concerns with regards to the external validity of the study. First, the research population size did not appear adequate. There was also failure of respondents to respond to questionnaires.

There may be some cultural nuances associated with the country and the organization that may affect the external validity of the study. Specifically, there was a State of Emergency and 9pm Curfew which lasted about five months, thereby affecting efficiency and limiting people's movement and public access to computer equipment as people had to rush home to beat the 9pm curfew (The Economist, 2011; John-Lall, 2012).

This State of Emergency was especially damaging to the study, since company access to computers for activities beyond work were limited to some staff members given technology safety concerns. Some of these issues were addressed by stressing the importance of the study and the benefit to Maritime's operations, friendly third party reminders and follow-up, phone or Email reminders were sent where appropriate and necessary (Cohen, Manion & Morrison, 2000).

Organizational research is not commonly practiced in Trinidad and Tobago or at Maritime Financial Group, thereby making the learning curve a bit steep and hurried for company employees.

Future direction of leadership

Leadership as a concept has been around formally for many years. Within the last 200 years the leadership has been probed, conceptualized and debated on many fronts (Grint, 2011). All this because leadership has enormous contextual differences and those involved in leadership has their own historically grounded philosophical leadership approaches (Haslam, Reicher & Platow, 2011).

Avolio, Walumbwa & Weber (2009) recognized that "leadership is no longer simply described as an individual characteristic or difference, but rather it is depicted in

various models as dyadic, shared, relational, strategic, global, and a complex social dynamic" (p. 422-23). However, the relevance of leadership in many contexts has come under scrutiny with the advent of globalization, the many ill-defined things globalization has brought and insidious shortcomings of many leaders internationally. It is these divergent issues and the global trends that call for a more focused examination of leadership in context for the right kinds of leadership models to be emerged. This is especially true, because these trends, not only, are pervasive and ill-defined, but profoundly invasive and leaders need to know how to address these issues in a short time (McCall, 2010).

As a result, there seems to be a leadership vacuum. Evidences of this are connected with the economies that are at a standstill, education systems that seem out of sync with the realities of an interconnected global system where graduates seem less and less capable of leading in an ill-defined global economy. Given these issues, there is a serious need to rethink leadership competencies requirements, who is fit to lead and in what context. Addressing these issues call for new ways of thinking and examining leadership, followership and leaders' behavior and how these related to followers' outcomes. To begin this process, it is important for those involved in leadership to do the following:

It is crucial to reexamine leadership development models for congruencies and fit with a constantly changing global operating environment.

Choo (2008) "invited management educators to rethink management education and development and examine their own presuppositions and presumptions underpinning program development and design" (p. 117). This is an imperative because education preparation models will have to adopt more scholar-practitioner models for developing leaders. More so because leaders will have to solve many problems, quickly. This will require future leaders to think critically, think creatively and think for innovation and change to solve critical problems faced by organizations. In fact, scholars would have to know more about what practitioners do and the challenges they face. This requires more intentional approaches to engaging on the practitioner level so that theories, framework and models are more useful to real-world problems in

organizations that are metamorphosing instantaneously. Therefore, scholars-practitioners must generate solutions quickly as globalization imply that the shelve life of product and service ideas and solutions are short. Obsolesce comes quickly and invested resources takes longer to recoup return on investment and the generating of new resources take a much longer.

Many of the old operation paradigms that are still driving organizations processes, practices and operations need to be reexamined for relevance and fit as many of the conditions that resulted in the creation of the existing paradigms have changed drastically.

Issues of diversity in leadership has to be taken seriously as many of the things globalization has brought can only be properly dealt by having a firm commitment to diversity and understanding of the issues of diversity, what it will means to lead a diverse workforce, develop a diverse workforce and engage a diverse workforce in a changing interconnected global operating environment. This is an imperative as the free movement of people, their culture and their ideas are borderless and complex and need to be part of leaders' competencies as competition hinges on having these competencies and knowing how to use these functionally.

It is critical to have clear markers of what is functional leadership and what is dysfunction leadership in deciding the core competencies for effective leadership and followers' wellbeing.

Leadership will have to be seen more as a behavior rather than something embodied in a position as leadership will have to be expected at every level of organizations as things are too ill-defined and changes too fast so all the resources within the organization will have to be tapped for organizations to grow and succeed. What this means is that leaders will have to be developed by persons at every level of the organization as an aspect of succession planning and competitive positioning.

Organizations need to be more intentional in what they adopt as a leadership model. Entities must give serious thought to the context in which they operate, what they want to achieve and the kinds of people and how they want to develop persons' leadership capabilities and develop the leadership model, accordingly. Consistently,

using reactionary models of leadership to achieve long-term goals take the organization in directions it has no right to have taken and in a direction that create more uncertainty than direction for competitive placement in this global economy.

Reactionary leadership behaviors are necessary given the many ill-defined things brought on by globalization but this cannot be done perpetually. But such reactionary behaviors must be done from some fundamental processes, systems and practices that can deepen leaders' understanding of the issues faced. Reactants and responses must become the units of analysis for capturing lessons learned and deepening leaders' concept of themselves, their leadership propensities and areas for further development.

Students who decide to study leadership or decide to become leaders must be developed within their unique histories which include their socialization journey. Doing differently develop fragmented leaders less capable of being authentic and compassionate leaders who can engaged followers with deeper understanding. Student must be able to grasp what they are taught, but far greater they must be able to manipulate that content in such a way that it can fit whatever context they must lead. That will require future leaders to know what they possess in terms of congruent competencies, but they must also know the things that will impede them of becoming effective leaders.

Being able to assess leaders properly in the selection process leads to more focused development inter, developing better selection criteria and selecting the right kind of leaders to fit the operational context. To come up with the right kinds of criteria succession planning has to be a mainstay of organizational planning if the right kinds of leaders are to be selected for the varied and global leadership roles created by globalization trends. In fact, intentional succession planning seems to be the appropriate antidote for past failed leadership because persons placed in those failed leadership roles were placed based on based on their ability to complete a task, so existential affiliation or some trait rather behavioral characteristics.

The failure to examine behavioral characteristics from a socio-historical perspectives leads to the selection of leaders not well suited to lead past the tasks or to

lead in a complex interconnected economic environment which calls for leaders with greater self-management, self-awareness, diversity awareness and management, critical thinking, problem-solving, strategic people development and management skills, strategic probing, intense boundary spanning, negotiation, culture and multicultural awareness and management and must be able to lead multi-level, multinational, multicultural-team and virtual team and in a complex, ill-defined constantly changing operating environment.

Conclusion

Hooker (1928) said "fully as great variety and uncertainty exist regarding the functions of leaders, the qualities essential or desirable in them, their motive and rewards, the conditions favorable to their development, and the techniques of leadership" (p. 605). These issues were prevalent in 1928 and so are they today but as Thomas L Friedman (2005) author of the "*The World is Flat*," said only "those who can create value through leadership, relationships and creativity will transform the industry, as well as strengthen relationships with their existing clients" (p. 14).

Clearly from the results of this study leadership means different things among Team Leaders, Coordinators and Team Members and this variation means leaders will lead the way they view leadership and followers follow the way the see the leader or perceived their followership role. Since, the company uses teams in its operations, each team may have its own unique way of functioning, but even if that is true, who is steering the operations and strategic position of the company? These conditions exist today in an environment full of uncertainty on all fronts and they require a full grasp by Maritime Financial Group's leadership of the importance of suitable leadership for stability, long-term sustainability and future positioning in a global economy. The entity must be clear of "what a leader has to be, what a leader has to know and what a leader has to do" (Buoziute, 2006, p. 116) if they are to be suitable ready for competitive placement in the local and the global economies.

Melendez and Pritchard (1985) pointed out that according to schema theory "when people encounter new information, they attempt to understand it by fitting it into what they already know about the world" (p. 400). Hence, Marsh, Bradley, Love, Alexander and Norham (2007) said that "while the need to belong is a basic aspect of being human, the ways in which we satisfy this need have changed significantly over time" (p. 8). This idea is true for Maritime Financial Group as well since this study unearthed many significant areas for new learning, not only about leaders' behavior and its relatedness to followers' social identity, but to other outcomes, such as leaders' effectiveness, leaders' ineffectiveness and the varied ways of defining leaders within the organization. The company will have to put this in some context, starting with the known situations within the organization, understanding them fully and addressing them collectively.

Still, understanding the results is one thing, but realizing the need to succinctly communicate what those results means universally is just as important since the results show very pronounce differences in the way Team Leaders, Coordinators and Team Members see leaders' behavior. Improvement in communication might be a suited intervention, but most of all it is important to communicate the noted differences in what leadership means among the three groups.

It is equally important to address the reported perception of laissez-faire type leadership behavior reported of Team Leaders, Team Members and Coordinators because these behavior on periphery of dysfunctional leadership behavior which has enormous negative implications on the esprit de corp of any organization, including Maritime Financial Group.

Tausczik and Pennebaker (2010) argued that "language is the most common and reliable way for people to translate their internal thoughts and emotions into a form that others can understand" (p. 25). Therefore, spending some time understanding the information provided by this study is important for Maritime Financial Group, Ltd. since it affords the company opportunities to better understand leaders' perceived behaviors, the suitability of its leadership selection approaches and the requisite

development and succession planning activities for forging a path for a sustainable future.

It is only by taking such a step that will allow the company to better serve its internal and external customers in an undulating globalized economic environment.

Ackerman (1996) recognized that this is important because everything is not for everyone as persons may desire a status position but their vocational interest may be misaligned, thus leading to some of the noted incongruent leadership behaviors and the varied way in which leadership behavior is defined and intellectualized. Skinner (2005) said that "such behavior raises most of the practical problems in human affairs and is also of particular theoretical interest because of its special characteristics. The consequences of behavior may "feedback" into the [entity]. When they do so, they may change the probability that the behavior which produced them will occur again" (p. 60).

Leadership is a group phenomenon so it is only natural when leaders abducted their leadership role that followers' group identification become more pronounce evident by the way followers unite into tightly-knitted groups to lead themselves or to get away from unpleasant interaction with their leaders. "All human beings have a natural desire to belong to a community. It gives a sense of security; a feeling that we are rooted somewhere"(Ferguson, March 30, 2012).

Leadership is everywhere and it is required everywhere, yet we cannot discount the varied ways in which leadership unfolds in different context and the behaviors that result. It can be found in the boardroom, the classroom, the school yard, playground, the military, the community, teams, departments, groups, politics, nations, the mom and pap store or grocery, in homes and in about everywhere there are social engagements. It is defined in terms of a group, skills, style, a position, a behavior, personality, formal, informal, and sometime a trait and much more.

All these have been probed at different levels in organizations multiple times and in different context but in this new era of unsuspecting change where everything is affected by globalization, a new level of investigation will be required periodically for better understanding of leadership-followship dynamics and for future positioning and long-term sustainability. This is true also at Maritime Financial Group, in that, the way

team leaders, team members and coordinators defined and measured leadership behavior and leaders' effectiveness were different.

Added to this, Lewis and Simmons (2009) raised concerns about cultural convergence vulnerability that threatens Trinibigonians and others in the Caribbean. Many things are imported included leadership mannerisms that sometimes don't fit the unique cultural context in which Maritime Financial Group operates and where training in the distinctive leadership knowledge, skills and abilities are yet to be fully explored and developed in a congruent manner to suit the company's needs and to steer the company for another fifty years.

Boyce, Zaccaro and Wisecarver (2010) believed that "leadership development generally occurs through three mechanisms – formal instruction, work assignment, and self-directed learning" (p. 159). Leadership knowledge, skills and abilities (KSA) are different given the varied cultural influences, personalities, the unique situations and many other changeables that are involved. Hence, it is important for the company to think about leadership (KSAs) in those contexts to truly develop their leaders to perform in their unique function with greater understanding of their role and their responsibility toward followers in their unique context.

Since leaders cannot do everything alone, they rely of followers to carried out these functions and need to learn how to "dispensed and involve sharing power and engaging others' talents through empowerment" (Hollander and Offermann, 1990, p. 179). Leaders at Maritime Financial Group need to see themselves, not only, through their own eyes, but through the eyes of these who follow their lead and that, in of itself, is developmental which is why a 360 degree data collection approach was used.

Hollander and Offermann (1990) contended that "both leadership and followership can be active roles, given the reality that hierarchical organizations require both at every level" (p. 179). Kark and Shamir (2002) concluded that "behaviors of the leaders that are focus on the group linking the self-concept of individual followers to the shared values and key role identities of the group, can prime the collective aspect of followers' self-concept" (p. D4).

The role of followers cannot be viewed as passive, but symbiotic with leaders' since followers tend to engage with and follow the lead of leaders for numerous reasons. Some noticeable followership behaviors are evident when followers: 1) believe in the process; 2) feel connected to others in the organizations; 3) feel they can relate to what's being presented to them; 4) feel they can make a valuable contribution towards accomplishing the mission or vision of the organization; 5) feel supported in their followship role; 6) are made to be themselves; 7) respect the leader and feel respected by them; 8) view the leader as honest but will reject those who are dishonest or otherwise dysfunctional. Therefore, the quality of the followship has enormous implications for Maritime Financial Group as well as many other organizations that have a desire to improve their organizational effectiveness.

Leadership is multifaceted, but despite this it is important for leaders to know how their behavior influences followers' outcomes, including followers' identities and the goals that are achieved through their behavior. Because of this new era of interconnected operational environment, leadership research would have to be heightened and be more intentional. That would require leaders and future leaders to immerse themselves in learning how to become leaders for the specific context in which they operate or will operate through intense boundary spanning, cross-cultural engagement and life-long learning and perpetual scholar-practitioner research activities. McCall (2010) believed that "experience—not genetics, not training programs, not business school—is the primary source of learning to lead, and although our understanding of this kind of experience is far from complete, it is absolutely the place to start" (p. 3). These activities would help to determine what is the correct mix of leadership behaviors required to best facilitate leaders' effectiveness, change and develop more produce more useful scholar-practitioners models of leadership development.

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Appendix A: Letter to volunteers

June 7, 2011

Dear Volunteer Study Participant:

Thank you for your willingness to participate in this study. As a voluntary participant in this study there is no cost or risk to you for participating. Also, as a participant, you will be given three questionnaires designed to take about 25 to 45 minutes to complete all the items. The general items (Part I), Individualism-Collectivism Scale (Part II) and General leaderships Questions (Part III) are designed to be completed together and will be administered first. The third questionnaire is the Multifactor Leadership Questionnaire or the MLQ (Part IV) which will be completed two weeks following the completion of Part I, Part II and Part III. Part I consists of 9 general items about you, your education, your job, your tenure with the company, your ethnicity and your annual earnings. Part II is the Individualism-Collectivism Scale consists of 16 items designed to assess your attitudes and beliefs about yourself right now. Part III is a generalized questionnaire consisting of 4 questions designed to get your impressions about leadership. Finally, Part IV which is the Multifactor Leadership Questionnaire has 45 items that measure your team leader's or supervisors' leadership style/ behavior/types from passive leaders, to leaders who give contingent rewards to workers, to leaders who transform their workers into becoming leaders themselves. With this, please take some time to follow the instruction and carefully complete all the items presented to the best of your ability.

Sincerely,

Earl Harewood (Lead Investigator)
Doctoral Candidate, University of Minnesota

Appendix B: Demographic Questionnaire

Demographic Questionnaire

Part I

1. What is your gender? **(Select one.)**

☐ Male
☐ Female

2. What is your current age? **(Select one.)**

☐ Less than 18
☐ 18 to 29
☐ 30 to 39
☐ 40 to 49
☐ 50 to 59
☐ 60 or older

3. What is your current marital status? **(Select one.)**

☐ Single
☐ Married
☐ Divorced
☐ Separated
☐ Widowed

4. What is you highest level of education? **(Select one.)**

☐ Primary education or below
☐ Junior education secondary
☐ Senior secondary education
☐ Trade school or apprenticeship

☐ Certificate
☐ Associates
☐ Diploma
☐ Advance diploma
☐ Bachelor's degree
☐ Master's degree
☐ Graduate diploma or certificate
☐ PhD
☐ Law Degree/JD

5. What is your current job/position title?   **Answer:**_____

How long have you been supervised by your current boss? **(Select one)**

☐ Less than 6 months
☐ 6 months to 1 year
☐ 1 to 3 years
☐ 3 to 5 years
☐ 5 to 10 years
☐ 10 to 15 years
☐ 15 to 20 years
☐ Over 20 years

7. How long have you worked with the company? **(Select one)**

☐ Less than 6 months
☐ 6 months to 1 year
☐ 1 to 3 years
☐ 3 to 5 years
☐ 5 to 10
☐ 10 to 15 years
☐ 15 to 20 years
☐ Over 20 years

8. In which category does your annual income last year best fit? **(Select one)**

☐ Below $60,000
☐ $60,001-$80,000
☐ $80,001-$100,000
☐ $100,001-$120,000
☐ $120,001-$140,000
☐ $140,001-$160,000
☐ $160,001-$180,000
☐ 180,001-200,000
☐ 200,001-220,000
☐ 200,001-240,000
☐ 240,001-260,000

☐ 260,001-280,000
☐ 280,001-300,000
☐ 300,001-320,000
☐ 320,001-340,000
☐ 340,001-360,000
☐ 360,001-380,000
☐ 380,001-400,000
☐ over $400,001

9. Ethnicity (**Select one**):

☐ African-Tribigonian
☐ Chinese Tribigonian
☐ Carib Tribigonian
☐ White Tribigonian
☐ Indian Tribigonian
☐ Mixed Tribigonian
☐ Other (please specify)_____

Appendix C: Individualism-Collectivism Scale

Part II

Below are 16 statements designed to assess your attitudes and beliefs about yourself right now. There's no right or wrong answers and some of the statements are similar to others. In the space to the left of each item, please choose a number from 1 to 5 using the criteria below to indicate your level of agreement or disagreement with each statement. If you are unsure or think that an item does not apply to you, enter a 3 in the appropriate bubble. In short, use this key: Strongly Disagree 1 2 3 4 5 Strongly Agree. If you are unsure or think that an item does not apply to you, enter a 5 in the blank.

<div style="text-align:center">

Rating Scale

1	Strongly agree
2	Somewhat agree
3	Neutral/no opinion
4	Somewhat disagree
5	Strongly disagree

</div>

Individualism-Collectivism Scale

1	2	3	4	5		**Vertical Collectivism**
O	O	O	O	O	VC1	Parents and children must stay together as much as possible.

(Appendix C: continues)

(Appendix C: continued)

1	2	3	4	5		
O	O	O	O	O	VC2	It is my duty to take care of my family, even when I have to sacrifice what I want.
O	O	O	O	O	VC3	Family members should stick together, no matter what sacrifices are required
O	O	O	O	O	VC4	It is important to me that I respect the decisions made by my groups.
1	**2**	**3**	**4**	**5**		**Horizontal Collectivism**
O	O	O	O	O	HC1	If a coworker gets a prize, I would feel proud.
O	O	O	O	O	HC2	The well-being of my coworkers is important to me.
O	O	O	O	O	HC3	To me, pleasure is spending time with others.
O	O	O	O	O	HC4	I feel good when I cooperate with others.
1	**2**	**3**	**4**	**5**		**Vertical Individualism**
O	O	O	O	O	VI 1	It is important that I do my job better than others.
O	O	O	O	O	VI 2	Winning is everything.
O	O	O	O	O	VI 3	Competition is the law of nature.

(Appendix C: continued)

1	2	3	4	5		
O	O	O	O	O	VI 4	When another person does better than I do, I get tense and aroused.

1	2	3	4	5	**Horizontal Individualism**	
O	O	O	O	O	HI	I'd rather depend on myself than others.
O	O	O	O	O	H2	I rely on myself most of the time; I rarely rely on others.
O	O	O	O	O	H3	I often do ''my own thing.''
O	O	O	O	O	H4	My personal identity, independent of others, is very important to me.

Please add comments in the space below.

_____

_____

_____

Thank you very much for your time and cooperation.

Appendix D: Leadership questionnaire

Part III

1. What is leadership?

_____

_____

_____

_____

2. How do you measure effectiveness in a leader?

_____

_____

_____

_____

3. What qualities make your boss an effective leader?

_____

_____

_____

_____

4. What qualities make your boss an ineffective leader?

_____

_____

_____

_____

Appendix E: MLQ leaders form

Multifactor Leadership Questionnaire (MLQ) **Leader Form**

My Name: _____ Date:_____

Organization ID #: _____Leader ID #: _____

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

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

Use the following rating scale:

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

#	Statement					
1	I provide others with assistance in exchange for their efforts………	0	1	2	3	4
2	I re-examine critical assumptions to question whether they are appropriate……..	0	1	2	3	4
3	I fail to interfere until problems become serious…………………	0	1	2	3	4
4	I focus attention on irregularities, mistakes, exceptions, and deviations from standards	0	1	2	3	4
5	I avoid getting involved when important issues arise……………	0	1	2	3	4
6	I talk about my most important values and beliefs………………	0	1	2	3	4
7	I am absent when needed…………………………………………	0	1	2	3	4
8	I seek differing perspectives when solving problems……………..	0	1	2	3	4
9	I talk optimistically about the future………………………………	0	1	2	3	4
10	I instill pride in others for being associated with me ………………	0	1	2	3	4
11	I discuss in specific terms who is responsible for achieving performance targets…	0	1	2	3	4
12	I wait for things to go wrong before taking action…………………	0	1	2	3	4
13	I talk enthusiastically about what needs to be accomplished…….	0	1	2	3	4
14	I specify the importance of having a strong sense of purpose……	0	1	2	3	4
15	I spend time teaching and coaching………………………………	0	1	2	3	4

Appendix F: MLQ rater form

Multifactor Leadership Questionnaire Rater Form

Name of Leader: _____ Date: _____

Organization ID #:_____Leader ID #: _____

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

Important (necessary for processing): Which best describes you?
___ I am at a higher organizational level than the person I am rating.
___ The person I am rating is at my organizational level.
___ I am at a lower organizational level than the person I am rating.
___ Other than the above.

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

The Person I Am Rating. . .

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

1	Provide me with assistance in exchange for their efforts…………………………	0 1 2 3 4
2	Re-examines critical assumptions to question whether they are appropriate…	0 1 2 3 4
3	Fails to interfere until problems become serious…………………………………	0 1 2 3 4
4	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards..	0 1 2 3 4
5	Avoids getting involved when important issues arise……………………………	0 1 2 3 4
6	Talks about his/her most important values and beliefs…………………………..	0 1 2 3 4
7	Is absent when needed……………………………………………………………	0 1 2 3 4
8	Seeks differing perspectives when solving problems…………………………..	0 1 2 3 4
9	Talks optimistically about the future…………………………………………..	0 1 2 3 4
10	Instills pride in me for being associated with him/her…………………………	0 1 2 3 4

Appendix G: Informed consent information sheet

Informed Consent Information Sheet	University of Minnesota

Full title of Project. The relationship between leaders' behavior and followers' social identity.

***You may contact the researcher*.** <u>Earl A. Harewood</u>, Doctoral Candidate, University of Minnesota at phone number (868- 779-3535; harew045@umn.edu) if you have questions about the research, however, if you have questions about your rights as a research subject or what to do if you are injured contact Committee Chair, Dr. Rosemarie Park, University of Minnesota at (612-625-626; parkx002@umn.edu).

Invitation. You are being invited to take part in a research study given the congruency of the need of Maritime Financial Group to better understand the relationship between leaders' behavior and followers' social identity and my interest in the said relationship. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

Purpose of Study: The purpose of this study is to elucidate the relatedness of leaders' behavior with followers' social identity with the aim of influencing organizational policy, workplace interventions, educational preparation of leaders, development of leaders, potential criteria for selecting, developing and retaining leaders and the implicit and explicit cost associated with leaders' behavior. Hence, this study focuses on the investigation of the relationship between leaders' behavior and followers' social identity by using a correlational research design because a correlational study provides the platform for identifying which leadership variable predicts or explains followers' social identity outcomes.

Do I have to take part? Taking part in this research is entirely voluntary. It is up to you to decide not to take part, but if you do decide to participate, you will be give this information sheet to keep and asked to sign the informed consent form. Your participation is strictly voluntary so you can withdraw at any time without giving a reason and without it impacting your benefits, advancement opportunities and status with the Maritime Financial Group.

What will happen to me if I take part? Your participation in the research will require you to complete three surveys. One will be a generalized survey which has nine (9)

general items about your education, your age, gender, marital status, job title, tenure with the company, your ethnicity and your annualized earnings. The second survey has 16 items which ask about your attitudes and beliefs about yourself right now. The third survey is the Multifactor Leadership Questionnaire which measures your boss' or supervisors' leadership types from passive leaders, to leaders who give contingent rewards to workers, to leaders who transform their followers' into becoming leaders themselves. Completing all three questionnaires will take between 40 minutes to 66 minutes.

What are the possible disadvantages and risks of taking part? There is risk to the participants or cost to the for taking part in this study; however, by participating, you will learn more about your beliefs about yourself presently and will gain insight into your bosses or supervisor's leadership style which can be incorporated in your professional and other developmental activities.

Appendix H: Informed consent

PARTICIPANT ALPHANUMERIC CODE: _____

Full title of Project. Examining the relationship between leaders' behavior and followers' social identity executing the Multifactor Leadership Questionnaire and the Individualism-Collectivism Scale for data collection purposes.

Name, position and contact address of Researcher. Earl A. Harewood, Doctoral Candidate, University of Minnesota (harew045@umn.edu; 868-779-3535)

Please initial box

1. I confirm that I have read and understand the information sheet for the above mentioned study and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason for withdrawing my participation.

3. I agree to take part in the above study.

Please tick box

Yes	No

4. I agree to be interviewed and to have the content of the interview recorded only if it is appropriate and necessary.

5. I agree to the use of anonymous quotes in publications only if it is appropriate and necessary.

6. I agree that my data gathered in this study may be stored (after it has been anonymised) in a secured safe or filling cabinet or specialist data center at the University of Minnesota and may be used for future research. Once the statute of limitation has expired, the data will be destroyed and discarded as appropriate and necessary in accordance with the University of Minnesota policy.

_____   _____   _____
Name of Participant   *Date*   *Signature*

Earl Angelinus Harewood
_____   _____   _____
Name of Researcher   *Date*   *Signature*

Appendix I: Follow-up letter
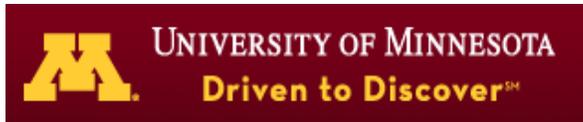
 Lead Investigator: Earl A. Harewood

To	Maritime Financial Group Leadership Development Study
From	Earl A. Harewood, Lead Investigator
Date	October 12, 2011
Subject	Follow-up Email Maritime Financial Group Study Participations

I hope things are going well with you. The year will soon come to an end, but before that is Christmas and Parang. These festivities will redirect your attention to other activities so I need your focused attention for the next two of weeks to get all the questionnaires completed.

You are engaged in an important study that will benefit your organization and will provide important information that will be useful on an individual as well as on an organizational level which will help your organization strategically plan for the future. The study has started and we are hoping to finish the data collection phase by October 25, 2011, therefore your help is urgently needed.

If you still have not completed the General Questionnaire, the Generalized Leadership Questionnaire, and the Individualism-Collectivism Scale (Team Members and Coordinators only) as of October 12, 2011, please take a few minutes and complete these items by October 25, 2011.

Also, below is the completion schedule for the Multifactor Leadership Questionnaire (MLQ). Everyone connected with this study should have received a link from Mind Garden, Inc to access their individualized Multifactor Leadership Questionnaire (MLQ). What this means is that if you are using an Email address different than Maritime Financial Group, it is important that you check your personal Email (the Email address you provided) for the information needed to complete all aspect of the study.

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Appendix J: Questionnaire completion structure

<u>**Questionnaires Completions Structure**</u>

Mind Garden, Inc. Questionnaire – Complete by October 25, 2011

⇒ Team leaders → evaluate themselves and their coordinator (s)

⇒ Coordinators → evaluates themselves and team leader

⇒ Team members → evaluate their coordinators and team leader

General Questionnaire – Complete by October 25, 2011

⇒ Team leaders → team leaders self-evaluate

⇒ Coordinators → coordinators self-evaluate

⇒ Team members → team members self-evaluate

Generalized Leadership Questionnaire – Complete by October 25, 2011

⇒ Team leaders team → leaders self-evaluate

⇒ Coordinators → coordinators self-evaluate

⇒ Team members → team members self-evaluate

Individualism-Collectivism Scale – Complete by October 25, 2011

⇒ Coordinators → coordinators self-evaluate

⇒ Team members → team members self-evaluate

Appendix K: Maritime's letter to Internal Review Board

THE
MARITIME
FINANCIAL GROUP

MARITIME LIFE
(CARIBBEAN) LIMITED

STRENGTH ON YOUR SIDE

9 August 2011

Institutional Review Board
University of Minnesota
D528 Mayo Memorial Building
420 Delaware Street SE
Minneapolis MN 55455

Dear Sir/Madam:

The Maritime Financial Group has agreed to assist Mr. Earl Harewood with his research study on the relationship between leaders' behaviour and followers' social identity.

The study does not present any risk to the organization. His research study fits within Maritime's parameters.

Mr. Harewood has agreed to make the results of his study available to us, which we hope will provide useful information for the Group's continued growth and development.

For and On behalf of
The Maritime Financial Group

Sheree Ann Ramsingh
Manager
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Appendix L: Maritime Financial Group Leadership Development Program

Genesis

The leadership development program began on 16 April 2010

Goal

The goal of this Leadership Development Program is to

- Build future leadership competencies for the Group
- Expose participants to the basic practices of leading and managing a team
- Create and sustain teams that are committed to continuously improving Client Services and so by realizing our organizational objectives

Objectives

Upon completion of The Maritime Financial Group's Leadership Development Program the participant will be able to:

1. Explain the differences between Leadership and Management
2. Develop a personal Leadership philosophy that reflects greater knowledge,
1. capabilities and confidence
2. Formulate a holistic approach to identifying problems, formulating solutions and making effective decisions
3. Communicate more effectively
4. Define and manage change initiatives in your Unit
5. Build and maintain productive relationships
6. Effectively manage the recruiting and selection process
7. Coach, motivate and direct Team Members to accomplish a task or achieve a goal
8. Develop key competencies of Team Members to build high performing Units
9. Harness work group dynamics
10. Acquire an in-depth understanding of core business functions of the Group Maritime Leadership Development Program 16 April 2010.

Time Frame

Duration: 1 Year (16 April 2010 to 15 April 2011) 20 sessions
Time: 8:30 am to 12:00noon (60 contact hours)
Dates: 1st and 3rd Mondays
Project Submission: 30 May 2011

Methodology

- Classroom
- External Training Program
- External Facilitators
- LIMRA and LOMA Courses
- Mentoring System

Benefits

- Develop future leaders possessing relevant behavior, skills, competencies and knowledge
- Increase competitive advantage of the Group
- Assist with succession planning
- Development of career paths
- Effective transition into a managerial position
- Improve the Units' productivity
- Increase retention rates of industry specialists
- Reduce recruiting costs for managerial positions
- Reduce future training costs
- Gain solutions to our leadership challenges
- Inspire these Team Members to achieve their personal and professional development needs Maritime Leadership Development Program 16 April 2010

Topics

- Critical Thinking
- Leadership Communication
- Leading Change
- Planning for Productivity
- Recruiting and Selection
- Performance Management
- Training and Development
- Financial Management
- Risk Management
- Team Development and Conflict Resolution

Appendix M: Demographic Summary

	Team Members	Coordinators	Team Leaders	Total
Gender				
Male	11	4	5	20
Female	35	9	3	47
Ethnicity				
East Indian	13	4	2	19
Mixed Race	9	6	1	16
Afro-Trinbigonian	20	0	2	22
Chinese Trinibigonian	0	0	1	1
White Trinibibonian	0	0	1	1
Married Status				
Single	26	5		
Divoiced	0	0		
Common law marriges	3	5		

		Tenure				
			Mean	Max	Min	SD	Skewness
With Supervisor [1]	**Team Leaders**					
With Company [2]		[1]	20	22.5	12.5	5	-2
		[2]	13.5	22.5	4	7.63	-0.19
	Coordinators					
		[1]	3.97	22	0.29	6.79	2.5
		[2]	5.50	22	0.33	8.42	1.59
	Team Members					
		[1]	3.84	22.5	1.0	4.7	0.26
		[2]	8.64	30	1.33	8.7	0.11

Appendix N: Interview summary

The chart below is a summarization of team members and coordinators responses to interview questions. These responses are the definitional aspects of leadership as perceived by the respondents and whether these attributes are attained by birth or something developed by leaders. The chart also show the categories of respondent and their answers by placing an 'X' to indicate association and to see whether there is agreement among the responses from team leaders, team members and coordinators about the definitional aspects of leadership.

	Definition of leadership	Team Member	Coordinator	Born with	Developed
1	Innate abilities to influence others	X	X	X	X
2	Modeling appropriate behavior	X			X
3	Position	X	X		X
4	Self-aware				X
5	Universally consider effect of own action on others.	X			X
6	Resiliency	X			X
7	Versatile	X			
8	Give followers opportunities to grow		X		X
9	God ordained	X		X	X
10	Approachable	X	X	X	X

Definition of leadership	Team Member	Coordinator	Attributes	
			Born with	Developed
11 Understand other people's feelings	X			X
12 Proactive scanning of environment	X			X
13 Ability to work independently				X
14 Get job done despite obstacles	X			
15 Display one's own humanity		X		X
16 Strong commitment to self-development		X		X
17 Self-motivated			X	X
18 Knowledgeable		X		X
19 Organized		X		X
20 Look at big picture		X		X
21 Inspire and motivates followers	X			X
22 Consistency		X	X	X
23 Prioritized	X			X
24 Supportive	X			X
25 Flexibility		X	X	X
26 Help team manage social, work and family relationships, confidentially	X			X
27 See follow for what they do	X	`		X

Definition of leadership	Team Member	Coordinator	Attributes	
			Born with	Developed
28 Provide direction		X		X
29 Have communication style that transcends organizational structural boundaries and persons		X		X
30 Respectful	X			X
31 Not talking down to staff	X			
32 Service to others	X			X
33 Take charge	X			X
34 Trait		X	X	
35 Empathy		X		X
36 Bring about change in people		X		X
37 Democratic style	X			X
38 Personality	X		X	X
39 Behavior	X	X		X
40 Expertise	X			X
41 Permission from followers		X		
42 Modeling behavior	X	X		X
43 Empowers team		X		X

Definition of leadership	Team Member	Coordinator	Attributes	
			Born with	Developed
44 Does not abuse power	X			X
45 Help followers grow	X			X
46 Providing structure	X			X
47 Charisma	X		X	X
48 Have followers		X		X
49 Help others	X			X
50 Power	X			X
51 Set standards of discipline	X			X
52 Share self (self-disclose)		X		X
53 Self-manage		X		X
54 Compartmentalization	X			X
55 Set standards for others to follow	X			X
56 Learning new things daily	X			X
57 Consider opinions of others	X			X
58 Fairness	X			X
59 Show appreciation		X		X
60 Guide followers towards a common goal	X			X

	Definition of leadership	Team Member	Coordinator	Attributes	
				Born with	Developed
61	Ethical		X		X
62	Appropriate attire		X		X
63	Good listener	X	X		X
64	Not rude	X			X
65	Instill fear		X		X
66	Handle mistake appropriately		X		X
67	Show others how to serve	X			X
68	Must carry leadership burden with smile	X			X
69	Look at self as equal – not just as a leader	X			X
70	Authentic	X			X
71	Don't have to justify that you are the leader	X			X
72	Seek best interest of team		X		X
	Frequency Total	45	30	9	67

Appendix O: Leadership definition

Leadership as defined by Team Members, Coordinators and Team Leaders from the GLQ is outlined in the chart below.

Leadership Definition

Definition of leadership	Team Leader	Team Member	Coordinator	Attributes	
				Born with	Developed
Ability to influence.	X	2X	3X	X	X
Convince followers to adopt a certain behavior			X		X
Effectiveness		X			X
Take change		X			X
Personality		X		X	
Get things done through people		X			X
Motivate followers towards a common cause or to accomplish agreed goals	X				X
Style		X		X	X
Get team member to buy-in to common goal	X				X
Serving others		X			X
Encourage positive thinking		X			X
Help followers to see tasks as development		X			X

Leadership Definition

Definition of leadership	Team Leader	Team Member	Coordinator	Attributes	
				Born with	Developed
opportunities					
Help followers get task done feeling a sense of self-worth		X			X
Foster mutual respect		X			X
Build a team where strengths are made productive and weaknesses are made irrelevance	X				X
Guide team members to meet organization goal and objectives			X		X
Characteristics to lead group effectively and efficiently towards common goal successfully		X			X
Enlist the aid and support of others to achieve common task.	X				X
Assumed role to manage organization		X			X
Frequency Total	**4**	**13**	**3**	**3**	**17**

Appendix P: Measure of leaders' effectiveness summary

Measure of Leaders' Effectiveness

Measures of Effectiveness	Team Leader	Team Member	Coordinator	Attributes	
				Born with	Developed
Getting the job done with minimal errors.			X		X
Response of team members to leader.			X	X	X
Quality.		X			X
Results and followers' feelings.		X			X
The way leaders deal with followers, not just workers results.			X		X
Mutual respects.	X				X
Ability to stand strong in difficult times.		X			X
Success in team achieving team.	X				X
The ease to which results are achieved.		X			
Ability to motivate and persuade people to complete task with ease.		X		X	X
The way the team performs in the absence of the leader.		X			X
Ability to leverage strengths to mitigate weaknesses.		X			X
By followers			X		X

Being able to create a vision for the future.	X				X
Able to produce the change necessary to achieve vision.	X				X
Helping organization adapt to change	X				X
Team functioning				X	X
Achieve desired results.	X	X			X
Achieving common goal successfully.		X			X
Maintaining good relationship.		X			
Motivating employees.		X			X
Adapting to changes.		X			X
Ability to manage time.		X			X
Ability to plan.		X			X
Ability to organize workload well.		X			X
Complete tasks efficiently.		X			X
Quality of the individual and what they bring to the organization that can be helpful in moving the organization forward.		X		X	X
Frequency Total	**6**	**17**	**5**	**3**	**25**

Appendix Q: The General Leadership Questionnaire (ineffectiveness)

Summary of Qualities of Ineffective Leaders

Factors that make boss in effective	Team Leader	Team Member	Coordinator	Attributes	
				Born with	Developed
Favoritism.	X	X			X
Procrastination.			X		X
Poor communication.		X	X		X
Inability to listen to others.		X	X		X
Can be cold.			X	X	X
Micro managing.		X			X
Poor attitude.		X		X	X
Lack of care for others.		X			X
Self-centered.		X		X	X
Involvement in office politics.		X			X
Dictatorial style.	X				X
Slow release of information as needed.	X				X
Reluctant to make decisions.		X			X
Lose focus under tense situations.				X	X
Not being able to perform task.			X	X	X
Too dependent on senior staff for guidance.	X				X
Poor time management.		X			X
Inability to deal with		X		X	X

Summary of Qualities of Ineffective Leaders

Factors that make boss in effective	Team Leader	Team Member	Coordinator	Attributes	
				Born with	Developed
conflict.					
Lack qualities to motivate team members.		X		X	X
Don't care attitude		X			X
Don't execute	X			X	X
Defensive when challenged.				X	X
Frequency Total	**5**	**13**	**5**	**9**	**22**

Appendix R: Summary of raters MLQ comments

Summary of raters comments on Team Leaders' leadership behaviors

Leader	Becoming more effectiveness	Impediments to effectiveness	Areas of admiration
	Comments about Team Leaders		
TL1	Be more decisive.	Afraid on loud aggressive people.	Capacity to empathize with others even when they are not meeting targets.
	Stand up to bullies.		
		People tend to get their way as he does not like confrontations.	Very kind.
	Look after interest of team members more.		
		Apparent fear of making a decision.	Analytical skills.
	Improve		
	Communication skills and communicate.		Calm demure.
	Less procrastination.		Accounting knowledge.
	Show more confidence in decision making.		
	Meet with staff more often.		
TL2	Don't take information from others about another person but talk to that person one on one.	Illustrates favoritism.	His camaraderie with people.
			Positive outlook for our agency.

Leader	Becoming more effectiveness	Impediments to effectiveness	Areas of admiration
TL3	Deal with issues before they get out-of hand.	Trying to please staff even if they are not following protocol/ procedure.	Shows concern for his staff.
	Pay more attention to staff's needs and concerns.	Agree with the junior staff to please them.	
		Does not re- enforce objectives.	
TL4	More involvement in the department	Friendly with coworkers.	Carry self with confidence.
	Stop taking sides and getting to the root of the problem.	Likes people who don't do what they are supposed to/waiting for someone to say get to it!	Takes no nonsense.
			Effectiveness of getting the job done on time.
	Attitude	Favoritism.	
			Very objective.
	Fairness	Finding out the facts first.	
			Walks the talk.
TL5	Not approachable	Un-supportive to junior Team Members,	Values and knowledge.
			Ability to influence others.
TL6	Improve turnaround times for certain reviews	Inability to meet and discuss work issues at times.	Open door policy.
	Provide regular feedback on work performance		Job-specific knowledge.

Leader	Becoming more effectiveness	Impediments to effectiveness	Areas of admiration
			Multi-tasking ability.
	Listening more especially on work issues.		Strength.
	Address work related issues directly with the persons having those issues and not generalize to the group.		Dependable.
			Sense of humor.
			Hardworking.
			Pleasant.
			Approachable.
			Career oriented.
			Stands up for employees.
			Confidence.
			Ability to get people to listen and rally around cause.
TL7	Attend to problems before they escalate.	Self-serving interests.	Does not micro manage.
			Most times has a good

Leader	Becoming more effectiveness	Impediments to effectiveness	Areas of admiration
	Include views from others.	Inability to listen.	way of putting examples into every aspect of the job especially dealing with different agents with their individual behaviors, opinions and attitudes.
	Too opinionated.	Doesn't listen to the emotions of people too much or when listens just does not seem too interested.	
	Need to spend more time dealing with the issues of the team.		Puts things into a perspective that changes the way you approach people and deal with them at their worst that leaves both parties satisfied.
	Focus a little less on the agents.	Just puts across who was wrong, where you went wrong and the solution to the problem minus the emotions.	
	Is indeed a good leader.	Sometimes delays making decisions.	Is a very convincing person in that respect.
	Sometimes or most times gets so overwhelmed with trying to coach existing agent as well as the new agents that he forgets the persons that support the branch the most.		Ability to treat people fairly.
			Work ethics and compassion.
	"More time should be spent mentoring and coaching.		
	Improve his communication skills."		
TL8	Increased communication with her Team.	Procrastination.	Very dedication to job.

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Leader	Becoming more effectiveness	Impediments to effectiveness	Areas of admiration
	Provide feedback on projects and audits.		Spends a great deal of time ensuring that work is perfect.
	Communication will also help to build a more personal relationship with team members.		
	Timely responses to audits.		
	Timely review of audits.		
	Let team members feel that their work is important.		
	Take necessary steps to ensure the department is well equipped to perform its function.		
	Be intentional in following through on plans set for the unit.		
	Take more responsibility for staff.		
	Ensure team members are		

Leader	Becoming more effectiveness	Impediments to effectiveness	Areas of admiration
	provided and appropriately compensated for time spent on inventory counts.		

TL = Team Leader

Summary of raters comments on Coordinators leadership behaviors

	Comments Made About Coordinators' Leadership Behaviors		
Coordinator	**Becoming more effectiveness**	**Impediments to effectiveness**	**Areas of admiration**
CO1	Willing to see others do well.	Does not like to be challenged on an issue.	Allows independent decisions making.
	Remind followers leaders would not be around forever.	More inclusion of diverse ideas.	Think outside the box to improve service to clients.
		Encourages collaboration.	Team player.
			Promote what is in the best interest of the team.
			Great motivator.
CO2	Exhibit a more democratic style of leadership.	Needs to priorities workload.	Is easy to get along with
	Attend management training to understand the role of management and to learn more about dealing with employee.	Responsible for too many functions.	
	Spend more time/energy on team members.		

Comments Made About Coordinators' Leadership Behaviors

Coordinator	Becoming more effectiveness	Impediments to effectiveness	Areas of admiration
	Listen to team members' opinions objectively.		
CO3	Stay away from the petty things. Keep focus on the real issues.	Sometimes get involved in issues that are not really beneficial to the core matters of the job at hand.	Willingness to do what is necessary to complete any task given.
CO4	More opportunities to exhibit decision making ability.	Hesitant to take initiative on certain matters. Need to be more stop second-guessing judgment.	Ability to offer direction and guidance to fellow team members. Good communication and rapport with colleagues. Opinion is regularly sought and respected.
CO5	Meetings with her section on a monthly basis to hear work related issues that can be improved. Giving positive feedback on a job well done. Self confidence Not friendly at times	Communication style. Sweating the small stuff.	Ability to be multi-tasked and to maintain a stable disposition under pressure. Hard working Career oriented Reliable Provide required reports timely.
CO6	Be more organized.	Being micro managing from her seniors limit	Understanding.

	Comments Made About Coordinators' Leadership Behaviors		
Coordinator	**Becoming more effectiveness**	**Impediments to effectiveness**	**Areas of admiration**
	Respectful of others no matter their job position	level of autonomy to effectively lead staff.	Knowledge.
		Impersonal.	Ability to remain humble as achieve success in life.
			Teaching skills.
CO7	Stop being naïve.	Extremely naive about blatant occurrences of incongruent behaviors.	Willingness to help.
	Take responsibility for major job undertakings rather than delegating.	Willingness to always help even though time is limited to complete tasks.	Never judges someone for mistakes.
	Manage time in a greater measure.		Believes that we are all human and we will in fact make mistakes at times.
	Meet deadlines.	Gives more reasons why something can't be done as opposed to why it can be done.	Remains calm and finds solutions to the problems.
	"Listen more objectively.	Thinks inside the box.	
	Listen with an attempt to solve the problems at hand.		
	Stop justifying status quo.		

Comments Made About Coordinators' Leadership Behaviors

Coordinator	Becoming more effectiveness	Impediments to effectiveness	Areas of admiration
CO8	Cooperation from the rest of the Team Members serves	Team Members in Unit who are not consistent in their performance, regardless of coaching and mentoring - have been in the Unit for many years and need too much guidance.	Ability to involve/motivate team to accomplish the Unit's projects as well as to build camaraderie within the team
	Other Team Leaders insistence that corporate policy been carried out within their own Units"		"You can do it attitude" about self and others.
		Stupidity	
	Confidence in yourself and what you do.		Willingness to go the extra mile when necessary.
		Friendship in the Department	
	Paying more attention to each member as everyone is different.	Friendly with favorite co-workers.	Ability to listen and comprehend.
	Stop letting friendship interfere with her job		
	stop being away from the office for many hours daily & Stop being so bias towards others		

CO = Coordinator

Appendix S: General Leadership Questionnaire qualities of effective leaders summary

Factors that make boss effective	Team Leader	Team Member	Coordinator	Attributes behavior	
				Born with	Developed
Foresight			X		X
Knowledge of industry.			X		X
Knowledge.		X			X
Knowledge of job	X				X
Ability to transfer knowledge.	X				X
Ability to allow followers to perform tasks as they deem appropriate.			X		X
Encourage innovation by giving team members more autonomy.			X		X
Ability to increase motivation.	X	X	X		X
Ability to get better quality from followers.			X		X
Efficient.		X			X
Mentoring.		X			X
Loyalty.		X			X
Good listening skills.	X	X			X
Mutual respect.	X				X
Fairness.	X				X

Qualities of Leaders' Effectiveness

Qualities of Leaders' Effectiveness

Factors that make boss effective	Team Leader	Team Member	Coordinator	Attributes behavior	
				Born with	Developed
Objectivity.	X				X
Integrity.	X				X
Impartiality.	X				X
Ethical in all dealings.	X	X			X
Confidence.		X		X	X
Communicator.	X				X
Visionary.	X				X
Flexibility.	X				X
Teaching skills.		X			X
Patient.		X			X
Caring.		X			X
Ability to make every challenge easy.		X			X
Caring.		X			X
Humility.		X			X
Assertive.		X			X
Ability to show compassion and empathy.	X				X
Analytical skills.		X			X
Challenge the status quo.	X				X
Not rigid.	X				X
Make decisive choices.	X				X
View things broadly.	X				X

Qualities of Leaders' Effectiveness					
Factors that make boss effective	**Team Leader**	**Team Member**	**Coordinator**	**Attributes behavior**	
				Born with	**Developed**
Provide feedback.	X				X
Build cohesive teams.	X				X
Ability to relate to followers in a democratic way.		X			X
Ability to show empathy.		X			X
Ability to plan ahead.		X			X
Ability to pay attention to details.		X			X
Frequency Total	**20**	**20**	**6**	**1**	**42**

Appendix T: Summary of the General Leadership Questionnaire Ineffective Leaders

Qualities of Ineffective Leaders

Factors that make boss in effective	Team Leader	Team Member	Coordinator	Attributes	
				Born with	Developed
Favoritism.	X	X			X
Procrastination.			X		X
Poor communication.		X	X		X
Inability to listen to others.		X	X		X
Can be cold.			X	X	X
Micro managing.		X			X
Poor attitude.		X		X	X
Lack of care for others.		X			X
Self-centered.		X		X	X
Involvement in office politics.		X			X
Dictatorial style.	X				X
Slow release of information as needed.	X				X
Reluctant to make decisions.		X			X
Lose focus under tense situations.				X	X
Not being able to perform task.			X	X	X
Too dependent on senior staff for guidance.	X				X
Poor time management.		X			X

Qualities of Ineffective Leaders

Factors that make boss in effective	Team Leader	Team Member	Coordinator	Attributes	
				Born with	Developed
Inability to deal with conflict.		X		X	X
Lack qualities to motivate team members.		X		X	X
Don't care attitude		X			X
Don't execute	X			X	X
Defensive when challenged.				X	X
Frequency Total	**5**	**13**	**5**	**9**	**22**

Appendix U: Leaders' laissez-faire behaviors and corrective measures

Reported Leadership Behaviors	
Laissez-faire	**Corrective behavior to develop**
Lack qualities to motivate followers.	Ability to influence, inspire and motivate.
Poor attitude.	Model appropriate behavior and strong commitment to self-development.
Poor time management.	Self-manage and set standards for a discipline life.
Reluctant to make decisions.	Get the job done.
Lose focus under tense situations.	Consistency.
Too dependent on senior staff.	Ability to work independently.
Can be cold.	Don't be rude and try to understand the feelings others.
Lack the capacity to resolve conflict.	Have communication style that transcends organizational structural boundaries and persons and learn to handle mistakes appropriately.
Don't care attitude.	Learn to become more supportive.
Procrastinate.	Self-motivated; get the job done
Inefficient capacity to complete assigned task	Learn to carry burden with a smile. Get job done on time.
Self-centeredness	Become more authentic. Don't have to justify leadership position role or position. Look at self as equally human.

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Reported Leadership Behaviors

Laissez-faire	Corrective behavior to develop
Slow to release needed information	Guide followers towards common goal.
Defensive with challenged	Self-aware and handle mistake appropriately.
Unsupportive toward junior staff	Provide direction and give followers opportunities to grow. Show follower how to serve.
Afraid of loud aggressive people.	Ability to influence, inspire and motivate. Assertiveness.
People tend to get their own way.	Get people to really listen and rally around common cause. Develop ability to influence others.
Don't like confrontation.	Learn to become more assertive. Carry self with more confidence.
Apparent fear of making decisions.	Take responsibility for major task rather than delegating to junior staff members. Learn how to be decisive in making decisions.
Favoritism.	Develop integrity. Become less impartial. Ability to treat people fairly. Deal with all followers in a democratic way. Display behaviors that promote equitable. Assertiveness.
People pleaser.	Capacity to make decision independent of others unless something different is

Reported Leadership Behaviors

Laissez-faire	Corrective behavior to develop
	required by the circumstances.
	Build cohesive team.
Does not reinforce objectives.	Teaching, follow through and accountability skills.
	Ability to get better quality from follower.
	Objectivity.
Too friendly with co-workers.	Fully understanding the company's policy against sexual harassment and the associated consequences.
	Transfer knowledge to get job done.
Like people who don't do what they are supposed to do.	Ability to involve and motivate team members to accomplish the unit's project as well as build camaraderie within the team.
	Develop better time management.
Poor time management.	Complete reports on time and learn how to meet all deadlines. Learn how to delegate where necessary.
	Learn to self-manage and regulate behavior.
Inability to deal with conflict.	Remain calm and find solutions to problems from within team and elsewhere.
Don't care attitude.	Ability to offer direction and guidance to fellow team members.
	Develop a can do attitude.
Waiting on instructions to lead.	Learn to deal with diverse people, despite their behavior, attitude and opinion.
Unsupportive to junior team members.	Career focused mindedness skills.

Reported Leadership Behaviors

Laissez-faire	Corrective behavior to develop
	Develop team members to expand own capacity to lead.
	Show concern for all team members.
	Communication.
	Problem solving.
Inability to meet and discuss issues.	Control emotions.
	Mutual respect.
	Become more self-confident.
	Humility.
Self-serving.	Care for others.
	Value abilities and knowledge of others.
Inability to listen.	Mutual respect.
	Show empathy.
Ignore emotions.	Become more compassionate.
	Ability to treat people fairly.
	Mutual respect.
Uninterested in what people have to say.	Become more caring.
	Become more empathetic.
Only deal with the fact.	Deal with things more broadly.
Procrastination.	Decisiveness.
	Manage time.
Doesn't like to be challenge on issues.	Think outside the box.
	Problem-solving skills.
Resistance to divergent ideas.	Think outside of the box.

Reported Leadership Behaviors

Laissez-faire	Corrective behavior to develop
Does not encourage collaboration.	Ability to get better quality from followers. Build cohesive teams.
Can't prioritized workload.	Ability to plan ahead.
Responsible for too many tasks.	Discuss development needs and task assignments with supervisor. Delegate as appropriate and necessary.
Involved in matter not relevant to the jobs.	Develop discipline. Develop a focused life.
Second guessing.	Decisiveness. Confidence. "You can do it attitude" about self and others.
Sweating the small stuff.	Choose you battles carefully. Learn to invest time in self-development and developing others.
Impersonal	Be slow to speak and quick to learn from others by listening. Ability to listen and comprehend.
Micro-managing.	Give workers room to make mistakes and develop through self-management and finding solutions for those mistakes.
Unaware of incongruent workplace behaviors.	Get close enough to activities so that there is an understanding.
Overextending self at the expense of effectiveness.	Be aware of limitations and know when to say no. Set and maintain standards of excellence

Reported Leadership Behaviors

Laissez-faire	Corrective behavior to develop
	for self and team.
See possibilities in diverse situations.	Think outside the box to improve service to client.
	Encourage independent decision-making.
Think more inside the box.	Think more outside the box. Consider all possibilities.
Curdling underperforming workers.	Get rid of underperforming workers who are not responding to coaching and other interventions.
Stupidity.	Promote what is in the best interest of the team.
	Accentuate what is good in people.
	Never judge someone mistake.
Inappropriate friendship in the department.	Mutual respect.
Make hasty decisions.	Slowdown and think.

Appendix V: IC frequency analysis

I-C Frequency analysis

Value Label	Value	HC1	HC2	HC3	HC4	VC 1	VC2	VC3	VC4
Strongly agree	1	12	11	3	7	10	10	5	5
Somewhat agree	2	4	5	7	5	6	5	9	7
Neutral/no opinion	3	0	2	11	2	5	0	0	4
Somewhat disagree	4	4	9	0	8	4	7	7	17
Strongly disagree	5	17	10	9	13	8	14	14	4
Frequency Total		**37**	**37**	**30**	**35**	**33**	**36**	**35**	**37**

Value			Percentage						
1		32%	30%	10%	20%	30%	28%	14%	14%
2		11%	14%	23%	14%	18%	14%	26%	19%
3		0%	5%	37%	6%	15%	0%	0%	11%
4		11%	24%	0%	23%	12%	19%	20%	46%
5		46%	27%	30%	37%	24%	39%	40%	11%
		100%	100%	100%	100%	100%	100%	100%	100%
Mean		20%	20%	20%	20%	20%	20%	20%	20%
Std Dev		0.19	0.10	0.15	0.1161	0.07	0.15	0.15	0.15
Mode		4	N/A	N/A	N/A	N/A	N/A	N/A	4
Max		17	11	11	13	10	14	14	17
Min		0	2	0	2	4	0	0	4
Skewedness		0.63	-0.79	-0.42	0.52	0.60	-0.14	0	1.98

Biographical Sketch

Lecturer, Heriot-Watt University/School of Higher Education

Current Position and Past Experience

Earl Harewood currently lectures for Edinburgh's Heriot-Watt University/School of Higher Education. He performs the same role for the Australian Institute of Business/School of Higher Education. He teaches corporate ethic and corporate social responsibility and has taught social and organizational change and organizational culture.

From 2006-2010, Harewood was an Adjunct Faculty Member at Indiana Wesleyan University. During this time, he also served as a Vocational Assessment Counselor (Advance Practicum) at the University of Minnesota and an Organizational Development and Clinical Psychology Intern for the Quality Improvement Team at the Gateway Foundation.

Education, Honors and Achievements

Harewood earned his MBA in Organizational Change and Development from Regent University in 2003. He earned an MS in Organizational Counseling in 2008 from The Johns Hopkins University and is expected to earn his PhD, focusing on Human Resource Development, in 2012 from the University of Minnesota - Twin Cities. He is exploring leadership behavior and followers' social identity and is finishing up this research in Trinidad and Tobago. He is also involved with study which Fuji, Armenia and Trinidad that looks at The Anthropology of Leadership in Trinidad and will expand this study to include a comparison with sample from Tobago. As well, Earl is developing instruments to measure functional and dysfunctional leadership in organization and an instrument to measure social identity in organizations.

Personal Details and Community Involvement

Harewood was part of the volunteered staff at Fortune Society helping former offenders reacclimatize to work and life in New York City. He has also volunteered with The Soup Kitchen in Lower Manhattan, New York providing hot meals to homeless persons as well as participating in various homeless community outreaches in New York City. Harewood serves as a reviewer for the International Leadership Association International Conference, the International Higher Education Teaching and Learning Association (HETL) and is HETL Liaison to Trinidad. He mentors and coaches young

professionals and students and writes for The Evolllution, a grassroots online newspaper committed to the non-traditional learners and life-long learning.

He has also presented on "culture and engaged scholarship" at the Academy of Management Conference in Boston in 2012; presented on "the anthropology of leadership" at the International Leadership Association in Denver, CO in 2012; and has also presented on "developing leaders' through their unique histories" at the Randall Tobias Leadership Execelence conference in Colorado Spring, CO in 2013.

<u>Connect</u>

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