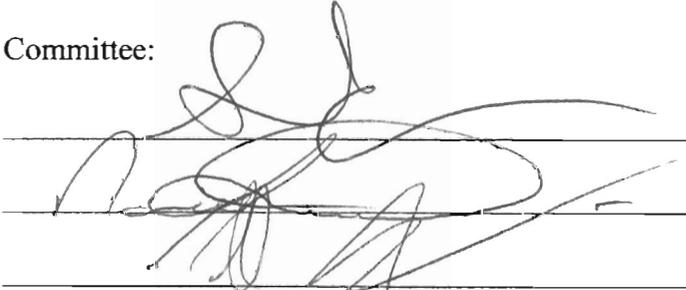


AUTHENTIC LEADERSHIP: DO WE REALLY NEED ANOTHER LEADERSHIP
THEORY?

by

Gabrielle M. Wood
A Dissertation
Submitted to the
Graduate Faculty
of
George Mason University
in Partial fulfillment of
The Requirements for the Degree
of
Doctor of Philosophy
Psychology

Committee:



Director

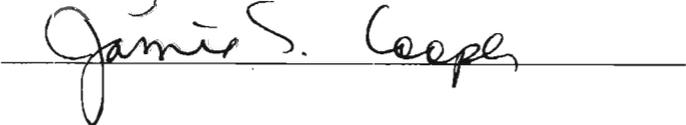


James Lee Short

Department Chairperson



Program Director



Dean, College of Humanities
and Social Sciences

Date: 12-7-07

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George Mason University
Fairfax, VA

Authentic Leadership: Do We Really Need Another Leadership Theory?

A dissertation submitted in partial fulfillment of the requirements for the degree of
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By

Gabrielle M. Wood
Master of Arts
George Mason University, 2003

Director: Stephen J. Zaccaro, Professor
Department of Psychology

Fall Semester 2007
George Mason University
Fairfax, VA

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DEDICATION

This is dedicated in loving memory of my mother-in-law, Patricia Sue Wood (1946 - 2001).

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ABSTRACT

AUTHENTIC LEADERSHIP: DO WE REALLY NEED ANOTHER LEADERSHIP THEORY?

Gabrielle M. Wood, Ph.D.

George Mason University, 2007

Dissertation Director: Dr. Stephen J. Zaccaro

The purpose of this study was to test the incremental validity of authentic leadership above and beyond existing leadership styles. Prior leadership research has focused primarily on transformational leadership. Recently, many researchers have observed that there are leaders who are effective and who do not conform to this style. Authentic leadership theory was advanced as an approach that may explain additional variance in leadership effectiveness. Participants included upper-year Cadets from the United States Military Academy (USMA) who served in leadership positions over lower-ranking Cadets. Cadet leadership styles were matched with personal attribute and performance scores to test a nomological network model of authentic leadership. Findings indicated some support for the notion that authentic leadership adds incremental validity over existing leadership styles, including transformational leadership. This study advances our understanding of authentic leadership theory and leadership effectiveness in challenging environments. Recommendations for future research in this area are provided.

1. Authentic Leadership: Do We Really Need Another Leadership Theory?

Leadership research has increased remarkably over the last several decades (Hunt, 1999). Studies show that leadership effectiveness predicts a variety of important employee and organizational outcomes (Finkelstein & Hambrick, 1990). Many researchers have focused on properly training and developing leadership to increase such outcomes (Day, 2000). Researchers have also successfully identified a variety of *traits* (Zaccaro, Kemp, & Bader, 2004), *processes* (Dorfman et al., 1997), and *behaviors* (Burke et al., 2006) that predict leadership effectiveness. One area of research that has received a lot of attention is leadership styles.

Leadership style refers to the manner in which the leader generally makes decisions, behaves, and interacts with others when performing his or her role (Lewin, Lippitt, & White, 1939). Many leadership styles have been empirically investigated, using a variety of methods, providing insight into their nomological nets. Most recently, there has been a substantial amount of research investigating transformational and transactional leadership styles.

Transformational leadership style involves the use of charismatic behaviors aimed at inspiring followers to perform beyond expectations. Transactional leadership style involves behaviors aimed at maintaining the status quo, using rewards to ensure followers

perform satisfactorily (Bass, 1985). Lowe, Kroeck, and Sivasubramaniam (1996) conducted a meta-analysis that confirmed the significant influence of the transformational leadership style on measures of effectiveness. They also found a moderating effect for how leadership effectiveness was measured. The relationship between transformational leadership and leadership effectiveness appears strongest when effectiveness is measured by follower attitudinal outcomes. Other studies show that the relationship is inconsistent when leadership effectiveness is measured by organizational-level outcomes such as organizational performance (Agle, Nagarajan, Sonnenfield, & Srinivasan, 2006). This suggests that additional exploration into other leadership styles may be necessary to adequately explain leadership effectiveness. Recently, there has been a growing observation that some effective leaders do not necessarily conform to a transformational leadership style and that their behaviors are not fully captured in any currently identified styles (Avolio, Gardner, Walumbwa, Luthans, & May, 2004).

Researchers theorize that some leaders are effective because they exhibit a style labeled “authentic leadership.” Briefly, authentic leadership involves *transparency*, *altruistic actions*, and *behavioral consistency* (Michie & Gooty, 2005). According to Avolio & colleagues, effective leaders can perform authentic leadership without necessarily adopting transformational, transactional, servant, or other leadership styles (Avolio & Gardner, 2005). Although several books and theoretical articles have been written on the subject, there is little empirical evidence supporting the validity of this approach to leadership. Accordingly, the next step in the evolution of this leadership

paradigm is empirical research that examines the nature and validity of authentic leadership as a distinct approach that adds to our understanding of leadership effectiveness (Cooper, Scandura, & Schriesheim, 2005). Cooper et al. (2005) suggested that it is necessary for researchers to properly define the construct, test theoretical models of the authentic leadership nomological network, and determine whether authentic leadership is substantially different from existing theories before putting this theory into practice.

The purpose of the present paper is to define and investigate the validity of authentic leadership. A nomological network model is proposed and tested. This model includes authentic leadership attributes, mediators, moderators, and performance outcomes. Distinctions between authentic leadership and other leadership styles were empirically tested. A sample of upper-class, Cadet leaders from the United States Military Academy (USMA) were used to address the research questions in this study. The remainder of this paper is organized as follows. First, there is a review of the literature on leadership styles. Second, authentic leadership is defined and compared and contrasted with other leadership styles. Third, personal attributes, mediators, and moderators of authentic leadership are discussed. Finally, the results of a research study used to test the validity of authentic leadership theory are presented and discussed.

Leadership Styles

As noted, leadership style refers to the manner in which the leader generally makes decisions, behaves, and interacts with others when performing his or her role

(Lewin et al., 1939). Different leadership styles are associated with different leadership behaviors. Bass and colleagues developed a full-range model of leadership which includes laissez-faire, transactional, and transformational leadership styles. According to researchers, these cover the range of all possible leadership styles (Bass, 1990; Bass & Avolio, 1994). Since the full-range model was introduced, most leadership research has used this framework for investigating leadership style (Bono & Judge, 2004).

Laissez-faire Leadership

The laissez-faire leadership style is characterized by leaders taking a very passive role in directing and managing others, forcing followers to be responsible for planning, performing, and monitoring most activities. This leadership style is associated with the absence of leadership behaviors (Bass & Avolio, 1993). Laissez-faire leaders play a very limited role in daily operations and they also do not engage in initiating structure behaviors needed to set up operating systems (Lewin & Lippitt, 1938). They engage in *passive management-by-exception* (Avolio, Bass, & Jung, 1999). They wait until issues and problems have been brought to their attention before responding. Laissez-faire leadership is associated with negative organizational consequences, including decreased follower satisfaction with the leader and lower leadership effectiveness (Judge & Piccolo, 2004), poor work-group safety climates (Zohar, 2002), and lower follower performance, as well as increased role conflict, bullying behaviors, and stress in the workplace (Skogstad, Einarsen, Torsheim, Aasland, & Hetland, 2007).

Transactional Leadership

The transactional leadership style is characterized by the leader placing emphasis on relative inputs and outcomes of followers. Transactional leaders focus on delivering rewards and punishments based on the quality of each follower's work (Bass, Avolio, Jung, & Berson, 2003). They use *contingent reward* systems (Bass, 1990). Transactional leaders tend to use more initiating structure than consideration behaviors (Walker, 2006). Thus, they use leadership behaviors such as explaining how to attain and maintain rewards, explaining which behaviors will lead to punishments, monitoring follower performance, and delivering rewards and punishments to followers (see Table 1) (Blanchard & Johnson, 1982). Contingent reward behaviors are associated with positive organizational outcomes including *leadership effectiveness* (Judge & Piccolo, 2004), *follower productivity* (Spector, 1957), *satisfaction*, and *performance* (Podsakoff & Schriesheim, 1985). Transactional leaders also use an *active management-by-exception* approach in which subordinates and operating systems are left alone unless a problem occurs, in which case the leader addresses the problem. Unlike laissez-faire leaders, transactional leaders do engage in behaviors to identify issues and problems (see Table 1). However, this approach often leads to lower standards and little growth within the work unit (Bass, 1990). Although contingent reward behaviors are effective, management-by-exception behaviors are generally negatively related to leadership effectiveness criteria (Judge & Piccolo, 2004).

Transformational Leadership

Burns (1978) provided an initial conceptual framework for *transforming* leadership. Burns (1978) suggested that to be a transforming leader, one must be concerned with values and the higher-order needs of followers. Immoral individuals would not be classified as leaders, regardless of the position held, according to Burns' (1978) conceptualization. He focused on the processes by which leaders transform followers into leaders and establish moral end states, such as equality (Yukl, 1989).

Later, Bass (1985) adapted transforming leadership into the transformational leadership style that is commonly referred to in the literature today. Transformational leadership is considered a future-oriented approach to leadership. Transformational leaders develop and charismatically communicate a vision, inspiring others to work toward a common goal, surpassing original performance expectations (Murphy, 2005). Originally, Bass (1985) did not differentiate between transformational leaders who had inherently good vs. bad intentions. Based on his original conceptualization, Hitler could be considered a transformational leader. Although Bass and Steidlmeier (1999) reconsidered this issue and made a distinction between authentic and inauthentic transformational leaders, much of the research in this area used his original conceptualization.

Transformational leadership involves four leadership behavioral dimensions; idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration. A breakdown of each dimension is presented in Table 2.

Idealized influence refers to the degree to which the leader uses charismatic behaviors to build identification with followers (Bass, 1985). *Inspirational motivation* refers to the degree to which the leader engages in sense-making behaviors to explain to followers how organizational and follower needs/goals are aligned. *Intellectual stimulation* refers to the degree to which the leader encourages creativity, open-mindedness, and innovation (Kark, Shamir, & Chen, 2003). *Individualized consideration* refers to the degree to which the leader interacts uniquely with each follower to ensure motivational and developmental needs are met (Yukl, 1999).

The recent meta-analysis by Judge and Piccolo (2004) confirmed that transformational, as opposed to transactional and laissez-faire, leadership is the most predictive of leadership effectiveness. They found that transformational leadership behaviors were highly correlated with leadership effectiveness as measured by follower attitudinal outcomes such as follower satisfaction with the leader (.71) and motivation (.53). Transformational leadership style is also positively related to organizational climate (Dkk & Kumar, 2003), low turnover (Connell, Ferres, & Travaglione, 2003), and organizational citizenship behaviors (MacKenzie, Podsakoff, Philip, & Rich, 2001).

Limitations of Existing Leadership Styles

Existing leadership styles may be limited in the degree to which they explain leadership effectiveness. Although Judge and Piccolo (2004) found a strong relationship between transformational leadership and leadership effectiveness defined as follower attitudinal outcomes, this relationship diminished substantially when leadership

effectiveness was defined as organizational-level outcomes. Indeed, they found no significant correlation between transformational leadership and leader job performance at the organizational-level. At upper levels of leadership, other studies have shown that transformational leadership is not a consistent predictor of organizational-level outcomes such as *net profit margins* (Waldman, Ramirez, House, & Puranam, 2001), *shareholder return* (Tosi, Misangyi, Fanelli, Waldman, & Yammarino, 2004), and *organizational performance* (Agle et al., 2006). Therefore, although transformational leadership is currently regarded as perhaps the “most effective” leadership style, additional research is needed to gain insight into leadership effectiveness defined as leader job performance and organizational-level outcomes.

There is also a growing observation that there are effective leaders who do not use any of the existing leadership styles (George, 2003). Some researchers question the degree to which transformational/charismatic behaviors are effective in certain contexts and over time. Bartone (1999) found that transformational leadership style isn't sufficient for understanding leadership effectiveness in high stress, military leadership contexts. Hollander (1978) suggested that, in organizations in which leaders and followers interact closely, charisma becomes less impactful over time. McCall and Lombardo (1983) explored differences between leaders who were effective over time and those who derailed. One of the key differences was not charisma, but rather the degree to which leaders demonstrated *integrity* behaviors. When leaders demonstrated charismatic behaviors and not integrity, the effects of charisma eventually diminished as tough

situations allowed followers to see the leader's lack of commitment to values. Those leaders who did demonstrate integrity were more successful over time than those who did not.

Researchers have recently considered the possibility that integrity behaviors may provide additional insight into leadership effectiveness (Avolio & Gardner, 2005). Specifically, authentic leadership theory has been advanced as an approach to leadership that includes behaviors such as transparency (Avolio et al., 2004), altruistic actions (Michie & Gooty, 2005), and behavioral consistency (Gardner et al., 2005; Eagly, 2005). Some have suggested that leaders who use these behaviors may increase desirable organizational outcomes, such as high leader job performance and follower resilience, that are not necessarily associated with existing leadership styles (Gardner & Schermerhorn, 2004). However, there is little empirical evidence regarding the validity of this leadership approach. More research is needed to determine whether it adds to our understanding of leadership effectiveness (Cooper et al., 2005).

2. Authentic Leadership

Authentic leadership theory is in its beginning stages and much of the research that exists is theoretical in nature (Avolio & Gardner, 2005). Several researchers have provided definitions of authentic leaders and leadership (see Avolio et al., 2004; George, 2003; Eagly, 2005; Shamir & Eilam, 2005). Researchers have also proposed specific behaviors that characterize authentic leadership. These behaviors can be integrated and classified into three dimensions; *transparency* (Avolio et al., 2004), *altruistic actions* (Mitchie & Gooty, 2005), and *behavioral consistency* (Gardner et al., 2005; Eagly, 2005). Authentic leadership can be defined as using transparency, altruistic actions, and behavioral consistency to direct the activities of a group toward a shared goal. Each of these dimensions is described in this section. Authentic leadership will then be compared and contrasted with transformational, transactional, and laissez-faire leadership.

Transparency

Transparency refers to openly articulating one's beliefs, values, and attitudes. Another term that is used in the authentic leadership literature is *relational transparency*. Relational transparency involves engaging in open communication and disclosing information about the self (Gardner et al., 2005). George (2007) suggested that authentic

leadership involves building strong relationships with followers by having open communications. Ilies, Morgeson, and Nahrgang (2005) and others (May, Chan, Hodges, & Avolio, 2003) suggested that authentic leadership involves transparently articulating one's own weaknesses and limitations to followers. May et al. (2003) suggested that authentic leadership involves taking accountability for one's actions and being honest about one's mistakes. Eagly (2005) and others (Avolio & Gardner, 2005) suggested that authentic leadership involves transparently articulating one's personal values. According to Hannah, Lester, and Vogelgesang (2005), authentic leadership involves bringing moral and ethical dilemmas to followers and relevant stakeholders to initiate an open discussion. They also suggested that authentic leadership involves keeping few, if any, secrets from followers. Each of these researchers has described leadership behavior that involves transparency.

Altruistic Actions

Altruistic actions refer to pro-social behaviors, expressions of selfless service, in the best interests of followers and other stakeholders (Michie & Gooty, 2005). Michie and Gooty (2005) suggested that authentic leadership involves altruistic actions including treating others fairly, treating others with respect, forgoing self-interests for the group, and remaining open to other people's ideas. Hannah et al. (2005) suggested that authentic leadership involves altruistic behaviors, aimed at helping others beyond the self. According to George (2007), authentic leadership involves leading with the heart, including demonstrating compassion and empathy for followers. He found some support

for this in interviews conducted with leaders who perform authentic leadership. He also suggested that authentic leadership involves showing followers that they are valued.

This dimension includes behaviors aimed at ethical decision-making and actions (Avolio & Gardner, 2005). Hannah et al., (2005) suggested that authentic leadership involves helping to resolve ethical dilemmas that do not directly affect the leader (when appropriate). Novicevic, Davis, Dorn, Buckley, and Brown (2005) suggested that authentic leadership involves, “balancing the responsibilities toward the self, the followers, and the stakeholders,” (p.8). Avolio et al. (2005) suggested that authentic leadership involves striving to demonstrate authenticity to all stakeholders, and others agree (May et al., 2003). Although no leader can always do what’s best for all stakeholders, Gardner, Avolio, and Walumbwa (2005) suggested that authentic leadership involves putting forth genuine effort to find “high-quality moral solutions” to ensure the well-being of all stakeholders (p. 397).

This dimension also involves actions aimed at developing followers (May et al., 2003; Gardner et al., 2005; Avolio & Gardner, 2005). Gardner et al. (2005) suggested that authentic leadership involves helping followers to achieve authenticity. Similarly, Illies et al. (2005) suggested that authentic leadership involves developing follower well-being. They suggested that this involves behaviors such as creating a structure that facilitates follower autonomy, providing non-controlling feedback, acknowledging the follower’s perspective during interactions, and inquiring about followers’ talents and interests.

Behavioral Consistency

Behavioral consistency refers to aligning actions with stated beliefs, values, and attitudes. Gardner et al. (2005) suggested that authentic leadership involves *authentic behavior* and others agree (Kernis, 2003; Avolio & Gardner, 2005; Illies et al. 2005; Gardner & Schermerhorn, 2004). Authentic behavior refers to, “actions that are guided by the leader’s true self as reflected by core values, beliefs, thoughts and feelings, as opposed to environmental contingencies or pressures from others,” (Gardner et al., 2005; p.347). Illies et al. (2005) suggested that authentic leadership involves demonstrating personal integrity, which is defined similarly to authentic behavior. Shamir and Eilam (2005) suggested that authentic leadership involves behaving in ways that are consistent with one’s self-concept.

Many authentic leadership researchers have suggested that authentic leadership involves acting in accordance with one’s values (Avolio & Gardner, 2005). However, Eagly (2005) suggested that it is not enough for leaders to act consistently with their values. Rather she suggested that authentic leadership involves the leader acting consistently with *articulated* values. Michie and Gooty (2005) suggested that, “authentic leaders are effective in leading others because followers look for consistency between their leaders’ true selves- as expressed in values, purpose, or voice – and their behaviors,” (p. 423). This statement also suggests that the values must be articulated by leaders in the context of authentic leadership behavior.

Positive modeling is also part of this behavioral dimension (Avolio & Gardner, 2005). Gardner et al. (2005) suggested that authentic leadership involves developing authentic followers through the process of positive modeling. They suggested that authentic leadership involves modeling positive values, psychological states, behaviors, and self-development. Illies et al. (2005) also suggested that authentic leadership involves positive behavioral modeling. May et al. (2003) suggested that authentic leadership involves leading by example. Each of these examples reflects behavioral consistency, in which the leader's actions are aligned with what s/he articulates as the proper way for followers to behave.

Authentic Leadership and Other Leadership Styles

Several researchers have suggested that authentic leadership is a root construct that underlies all existing positive leadership approaches (May et al., 2003; Avolio et al., 2004; Avolio & Gardner, 2005; Gardner et al., 2005). Other researchers have suggested that there needs to be a clear conceptual and empirical distinction between authentic leadership and other leadership styles and approaches (Cooper et al., 2005). Shamir and Eilam (2005) suggested that, "to be distinctive and useful, the term authentic leadership has to draw attention to aspects of leadership that have not been strongly emphasized by other leadership terms and models," (p.396). More empirical research is needed to determine whether these distinctions can be made (Cooper et al., 2005). In this section, authentic leadership is compared and contrasted with leadership styles from the full-range leadership model. Other researchers (e.g., Sharim & Eilam, 2005; May et al., 2003) have

focused on distinguishing authentic leadership by examining whether the attributes and cognitive processes of authentic leaders, such as leader self-awareness, differ substantially from other leadership styles. In this section, the focus is on whether the *behavioral* dimensions of authentic leadership are distinct.

Authentic vs. Transformational Leadership

Authentic leadership is more similar to transformational leadership than to any other leadership style (Avolio & Gardner, 2005). Again, transformational leadership involves four behavioral dimensions: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation (Bass & Avolio, 1993).

The authentic leadership dimension of transparency does not appear to overlap much with the four behavioral dimensions of transformational leadership. According to Avolio and Gardner (2005), relational transparency may be a focal point of transformational theory. However, it is not reflected in the transformational leadership behaviors described by Bass and Avolio (1993) (see Table 2). Avolio et al. (2004) further explained that, compared with transformational leadership, “the focus on transparency...in terms of degree is far more central to authentic leadership theory,” (p. 807). According to researchers, authentic leadership involves being honest and open about *weaknesses* (Illies et al., 2005; May et al., 2003), *decision-making* (May et al., 2003), *values* (Eagly, 2005), and *mistakes* (May et al., 2003) to followers, as well as other stakeholders. The scope of transparency behaviors appears to be very broad and central to authentic leadership. Alternatively, transformational leadership researchers have

acknowledged that it is possible to perform transformational leadership behaviors in a fake or dishonest manner (Price, 2003; Bass & Steidlmeier, 1999).

Altruistic actions performed in transformational leadership focus on followers (Bass & Avolio, 1993), while authentic leadership involves addressing all stakeholders (Avolio & Gardner, 2005). Based on the behaviors described in Bass and Avolio (1993), there is some overlap between transformational and authentic leadership on altruistic actions. First, both transformational and authentic leadership involve sacrificing self-interests for the group (idealized influence). Second, both show interest in follower well-being (individualized consideration). However, authentic leadership involves taking action to develop follower well-being, while transformational leadership does not. Third, both approaches involve remaining open to other people's ideas (individualized consideration). However, based on the behaviors in Bass and Avolio (1993), transformational leadership does not involve several of the altruistic actions of authentic leadership, such as ethical decision-making, considering all relevant stakeholders in decision-making, follower development, developing follower well-being, intervening in ethical dilemmas experienced by others, treating others fairly, or treating others with respect, all of which are included in authentic leadership.

Behavioral consistency is not considered a focal point of transformational leadership theory (Avolio & Gardner, 2005), although there is some overlap between some components of the two styles on this dimension. Both authentic and transformational leadership involve setting an example (inspirational motivation).

However, with authentic leadership, this behavior is directed more toward strategic development of followers (Gardner et al., 2005); whereas transformational leadership involves using this behavior in order to motivate others to dedicate themselves to the mission (Bass, 1985).

Authentic vs. Transactional Leadership

The behavioral dimensions of transactional leadership, including initiating structure and active management-by-exception, do not overlap with the authentic leadership behavioral dimensions of transparency, altruistic action, and behavioral consistency in any way. Authentic leadership does not involve initiating structure or management-by-exception behaviors (Avolio et al., 2004). However, the two approaches do not contradict each other and Avolio and Gardner (2005) suggested that it is possible to have a leader who is both authentic and transactional.

Authentic vs. Laissez-faire Leadership

Authentic leadership and laissez-faire leadership do not share any behavioral dimensions. Laissez-faire leaders do not use transparency, altruistic actions, or behavioral consistency (Bass, 1998). Unlike with transactional or transformational leadership, a leader could not use this approach to leadership and at the same time use authentic leadership. The altruistic actions dimension of authentic leadership would necessitate that the leader take a more active role in leadership than a laissez-faire leader provides.

Antecedents of Authentic Leadership

Several particular personal attributes have been associated with the display of authentic leadership. A review of this literature shows that two sets of attributes appear to underlie the three authentic leadership behavioral dimensions described earlier; *integrity* and altruism. Each of these will be described here with respect to how they enable the leader to display transparency, altruistic actions, and behavioral consistency.

Integrity

According to several researchers, integrity represents a core foundation for authentic leadership behavior (Avolio & Gardner, 2005). Integrity refers to “a character trait in which people are true to themselves, accurately representing – privately and publicly – their internal states, intentions, and commitments,” (Peterson & Seligman, 2004; p.249). Integrity reflects both self-awareness and self-regulation (Kernis, 2003). Research suggests that integrity underlies two authentic leadership behavioral dimensions; transparency and behavioral consistency. Transparency, or honesty, is considered one behavioral facet of the broader construct of integrity (Van Iddekinge, Taylor, & Eidson, 2005). Illies et al. (2005) suggested that leaders with high integrity are more likely to be transparent in communications, approaching followers in more open ways. They suggested that personal integrity causes leaders to process information about themselves in unbiased ways, and motivates them to regulate their own truthfulness. Other researchers have suggested that integrity also underlies behavioral consistency,

causing leaders to regulate their behaviors such that they act in accordance with stated values (Avolio & Gardner, 2005; Shamir & Eilam, 2005; Avolio et al., 2004).

Altruism

Another attribute that underlies authentic leadership reflects the degree to which the leader is more disposed to focus on goals that will benefit the group as opposed to goals that benefit only him or her. This attribute, called “altruism,” is reflected in several authentic leadership papers. Michie and Gooty (2005) proposed that all leaders have both self-enhancing and self-transcending values. However, authentic leaders are more likely than other types of leaders to give higher priority to self-transcending values. George (2003) suggested that similar self-transcending values and compassion are necessary conditions for authentic leadership. Gardner et al. (2005) also suggested that altruistic attributes, including respect for others and fairness, are antecedents of authentic leadership, preparing the leader to engage in positive modeling and other behaviors.

To summarize, certain attributes predispose particular leadership approaches. Integrity and altruism have been defined as unique to authentic leadership. Most other styles of leadership do not emphasize these particular attributes as antecedents. These differences in attributes as antecedents should lead to differences in the leadership philosophies of authentic versus other types of leadership, suggesting an important mediating mechanism for the effects of attributes on performance.

Mediators

Leadership philosophy has been cited as an important mediator of the relationship between leader attributes and leadership behaviors and performance (Offermann, Kennedy, & Wirtz, 1994). A leadership philosophy reflects one's cognitive representation of how to perform the role of leader (Ruggero & Haley, 2003). Similar constructs include "leadership schemas" (Lord & Hall, 2004) and "implicit leadership theories" (Lord, 1985). Lord and Hall (2005) suggested that leaders use these leadership schemas on a daily basis when processing incoming information and in their decision-making. Leadership philosophies reflect schemas in that they include *behavioral scripts*, or cognitive representations of leadership behaviors and behavior sequences that are appropriate for different situations and across situations. Leadership philosophies are also considered a goal or an outcome of many leadership development programs (Popper, Landau, & Gluskinos, 1992).

Leadership Styles and Leadership Philosophy

Leadership philosophies presumably reflect a preferred leadership style (Wofford & Goodwin, 1994). Wofford, Goodwin, and Whittington (1998) measured leadership philosophies in the form of leadership schemas to investigate cognitive processes involved in transformational leadership. They were able to differentiate between transformational and transactional leaders by looking at differences in their observed leadership schemas. Participants with transformational styles included such behaviors as developing a vision in their leadership schemas. The different leadership schemas

predicted transformational and transactional leadership behavior and their effects on performance.

If different leadership styles are reflected in leadership philosophies, then the four leadership styles discussed in this paper should result in different leadership philosophies. Leaders who use transformational, transactional, laissez-faire, and authentic leadership should have behavioral scripts in their philosophies that reflect the different behavioral dimensions of these styles. Leaders with an authentic leadership approach should have philosophies that reflect transparency, altruistic actions, and behavioral consistency behavioral scripts. Those with a transformational leadership style should have philosophies that reflect idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration behavioral scripts. Those with a transactional leadership style should have philosophies that reflect contingent reward and active management-by-exception behavioral scripts. Finally, those with laissez-faire leadership styles should have philosophies that reflect passive management-by-exception behavioral scripts.

Attributes and Leadership Philosophy

There is also evidence that attributes affect schema formation and information processing. For example, Graziano, Feldesman, and Rahe (1985) found that introversion and extraversion predict how individuals interpret social situations involving competition. Introverts were more likely than extraverts to have schemas that categorized such events as threatening and negative. Participants' schemas differed based on this attribute,

causing them to process information regarding the experimental situation differently. When asked to recount the situation, extraverts were more likely than introverts to rate the events as enjoyable. This indicates that different attributes may have implications for the content of leadership philosophy. The two authentic leadership attributes, integrity and altruism, will likely affect how leaders make sense of the leadership role when forming their leadership philosophies. However, it should be noted that, just because a leader possesses certain attributes doesn't mean that they necessarily believe that their behavior should reflect those attributes in all situations. For example, a leader who is highly extraverted may consider it inappropriate to engage in lots of social interaction when performing leadership. Thus, it is necessary to test the assumption that certain attributes will be reflected in leadership philosophies.

Some conceptual research has argued that integrity should be associated with components of authentic leadership philosophies. Because transparency represents one behavioral facet of integrity, those leaders with high levels of integrity should have leadership schemas that encode straightforwardness and the lack of hidden agendas or obscured motives when interacting with followers (Van Iddekinge et al., 2005). Behavioral consistency, reflecting the degree of word-deed alignment in one's behavior, represents another behavioral facet of integrity. Thus, leaders who possess high levels of integrity are also likely to include the display of behaviors that are consistent with both underlying and articulated values in their leadership philosophies. Accordingly, the present study tests the following hypothesis:

Hypothesis 1. Cadets who score higher on integrity will describe a leadership philosophy reflecting more transparency behaviors and behavioral consistency than those who score lower on integrity.

Altruism should also be reflected in leadership philosophies of authentic leaders.

In the present study, altruism is operationalized as a composite of the attributes altruism and tender-mindedness, which are part of a broader personality trait called agreeableness (Costa & McCrae, 1992). Van der Zee et al. (2006) showed that individuals high in agreeableness are more likely to form *normative* frames, or schemas, associated with the display of pro-social approaches and behaviors. Roccas, Sagiv, Schwartz, and Knafo (2002) defined values as cognitive representations (schemas) and found that individuals high in agreeableness typically have high values of benevolence and low levels of hedonistic goals. Wilkowski, Robinson, and Meier (2006) found that agreeableness influences one's information processing of pro-social and anti-social cues. Individuals high in agreeableness were more likely to attend to pro-social cues for longer periods, reflecting the salience of pro-social information in their schemas. This research suggests that leaders who possess high levels of altruism are likely to include behaviors reflecting greater altruism in their leadership philosophies. Accordingly, the present study tests the following hypothesis:

Hypothesis 2. Cadets who score higher on altruism will describe leadership philosophy reflecting more altruistic behaviors than those who score lower on altruism.

Leadership Philosophy, Behavior, and Performance

Leadership philosophies reflect the behaviors that a leader associates with effective leadership. A leader's leadership philosophy, with associated behavioral scripts, should have a significant influence on his or her subsequent behavior (Lord & Maher, 1991). For example, Woffard and Goodwin (1994) provided a cognitive process model for transformational and transactional leadership that suggested that leaders use cues from the environment and feedback from previous leadership activities to establish leadership schemas. These schemas become salient when leadership situations arise. They are enacted in working memory and subsequently influence leadership behavior and performance. Wofford et al. (1998) found empirical support for a variation of the model, where transformational leadership schemas were associated with the frequency of displayed transformational leadership behaviors, and these displayed behaviors in turn predicted leadership effectiveness.

An extrapolation of this argument suggests that authentic leadership philosophies should also be linked to the display of authentic leadership behaviors linked to performance. One focus in the present study is on the relationship between leadership attributes and performance. Specifically, leadership philosophy should act as one mediating variable explaining the effects of authentic leadership attributes on leadership performance (Woffard & Goodwin, 1994). Because there are likely additional intervening variables that can explain the relationship between authentic leadership attributes and performance, such as identification (Avolio et al., 2004), a partially mediated relationship

is hypothesized in this study. The focus here is particularly on the influence of authentic leadership philosophies, so additional possible mediators were not included in the conceptual model for the study. Nonetheless, because authentic leadership philosophies are not likely to fully explain effects of personal attributes on leadership performance, only a partial mediation effect is hypothesized for this study:

Hypothesis 3. The relationship between authentic leadership attributes and leadership performance is partially mediated by ratings of authentic leadership behaviors in leadership philosophy papers.

Authentic Leadership and Challenging Environments

While studies have shown that transformational leadership is associated with leader effectiveness (Lowe, Kroeck, & Sivasubramaniam, 1996), the display of authentic leadership behaviors should add incremental explained variance to this association in certain environments. Several theorists have argued that in stressful environments, leaders need to display authentic leadership behaviors (Chan, Hannah, & Gardner, 2005; Kolditz & Brazil, 2005). Such behaviors are likely to enhance follower trust and increase follower commitment to the actions directed by the leader even as stress builds in the operating environment (Simons, 2002). The same is likely true in leadership contexts, such as military academies, that can be classified as *challenging environments* (Matthews, 2007).

Past research has shown that the attributes underlying authentic leadership are associated with high leadership performance in military contexts. One study by Bartone,

Snook, and Tremble (2002) showed that conscientiousness, followed by agreeableness, were the most significant personality predictors of leadership performance in a sample of West Point Cadets. These were more predictive than extraversion, which typically underlies transformational leadership behaviors (Bono & Judge, 2004). McCormack and Mellor (2002) found that conscientiousness was the best predictor of leadership performance in Australian Army officers. Conscientiousness and agreeableness narrow traits will be used in this study to operationalize the two authentic leadership attributes discussed earlier (integrity and altruism) (Costa & McCrae, 1992). Thus, these empirical studies provide some evidence that authentic leadership may contribute to leadership performance beyond other leadership styles in military settings. Accordingly, the following hypothesis is tested in this study:

Hypothesis 4. Ratings of authentic leadership in leadership philosophy papers will predict leadership performance beyond ratings of transformational leadership in a military training setting.

Moderators

Several researchers have included resilience as part of the conceptual framework of authentic leadership (May et al., 2003; Avolio et al., 2004; Gardner et al., 2005). Resilience refers to, “a dynamic process of positive adaptation that takes place despite significant adversity,” (Gardner & Schermerhorn, 2004; p. 277). There are three individual differences variables related to resilience that may moderate the relationship between leadership philosophy and authentic leadership performance; emotional stability, grit, and hardiness. Although integrity and altruism enable a leader to perform authentic

leadership behaviors, these additional attributes may facilitate the leader's capacity to perform these behaviors consistently over time *even in challenging environments*. That is, these attributes promote the consistent and steady application of altruistic actions, behavioral consistency, and transparency behaviors, even as challenging environments might tempt the leader to direct cognitive resources toward self concerns.

Emotional Stability

Emotional Stability refers to the degree to which an individual has a sense of balance over his/her feelings. Emotional stability enables individuals to maintain control over their emotions during challenging situations (Costa & McCrae, 1992). Research suggests that leaders who are high, as opposed to low, on emotional stability are more likely to maintain behavioral consistency in challenging situations (Larson, 2001). Individuals who are low on emotional stability actually report experiencing stress more quickly than those who are high on emotional stability (Al-Mashaan, 2001). Studies show that once individuals start to experience emotional distress, they are much more likely to lose self-control (Muraven & Baumeister, 2000) and impulse control decreases (Tice, Bratslavsky, & Baumeister, 2001). Thus, leaders with high, as opposed to low, emotional stability are more likely to maintain control over their leadership behavior, allowing them to continue to exhibit behavioral consistency in challenging environments. Accordingly, the following hypothesis is tested in this study:

Hypothesis 5. The positive relationship between ratings of authentic leadership in leadership philosophy papers and leadership performance will be moderated by emotional stability, such that the relationship becomes stronger as emotional stability increases.

Grit

Grit is a construct that explains why some individuals are more successful in achieving difficult tasks over-time than others. Grit refers to, “perseverance and passion for long term goals,” (Duckworth, Peterson, Mathews, & Kelly, 2007; p. 1). Duckworth et al. (2007) found that grit was positively associated with retention rates in cadet basic training and academic performance in a military academy context, as well as academic performance in an Ivy League school context. Self-transcending, altruistic, values can be considered goals (Schwartz, 1994). Thus, leaders who have high grit may be able to perform altruistic actions more consistently, even during challenging times. Accordingly, the following hypothesis is tested in this study:

Hypothesis 6. The positive relationship between ratings of authentic leadership in leadership philosophy papers and leadership performance will be moderated by grit, such that the relationship becomes stronger as grit increases.

Hardiness

Hardiness refers to, “existential courage.” Hardiness is a positive response to difficult situations that involves finding meaning, a sense of control, and opportunity during challenges (Bartone, 1999). In a sample of West Point Cadets, Bartone (1999) found that hardiness, rather than transformational leadership, was a better predictor of leadership performance in this setting. He explained this by highlighting the stressful

context of military environments. Leaders who are high in hardiness are more effective at maintaining courage and encouraging followers to view stressful events as opportunities. Similarly, Bartone, Johnsen, Eid, Brun, and Laberg (2002) found a positive relationship between hardiness and leadership performance in a sample of Norwegian Cadets. In the context of authentic leadership in challenging environments, those with high, as opposed to low, hardiness may view these situations as opportunities to demonstrate commitment to values, as opposed to viewing these situations as an excuse not to adhere to stated values. Thus, the following hypothesis is tested in this study:

Hypothesis 7. The positive relationship between ratings of authentic leadership in leadership philosophy papers and leadership performance will be moderated by hardiness, such that the relationship becomes stronger as hardiness increases.

Nomological Network Model Summary

The theoretical model presented in this study explains leadership performance as a function of authentic leadership attributes and leadership philosophy (see Figure 1). Specifically, the model shows a partially mediated relationship between authentic leadership attributes and leadership performance. The mediating variable is leadership philosophy. Leaders who engage in authentic leadership are expected to describe behavioral scripts that reflect the three authentic leadership behaviors (transparency, altruistic actions, and behavioral consistency) in their leadership philosophies. Resilience attributes are included in the model as moderators for the relationship between leadership philosophy and leadership performance. The relationship is expected to increase as each of these moderating variables increase.

Also included in this model is a mediation effect for follower *psychological capital* and *trust* on the relationship between authentic leadership philosophies with follower performance in challenging environments. Avolio et al. (2004) suggested that authentic leadership involves building psychological capital and trust among followers. Luthans, Avolio, Avey, and Norman, (2007) recently found support for the validity of psychological capital, which includes self-efficacy, optimism, hope, and resilience, as a valid predictor of job performance. Krosgaard, Brodt, and Whitener (2002) found that leaders who communicated openly (transparency) and demonstrated high concern for employees (altruistic actions) were perceived as more trustworthy. Several other studies have shown the relationship between trust and various performance outcomes (Dirks, 2000). Based on this research, psychological capital and deep levels of trust should mediate the relationship between authentic leadership philosophies and follower performance in challenging environments, so these are included in the model. However, this mediation effect will not be tested in the current study.

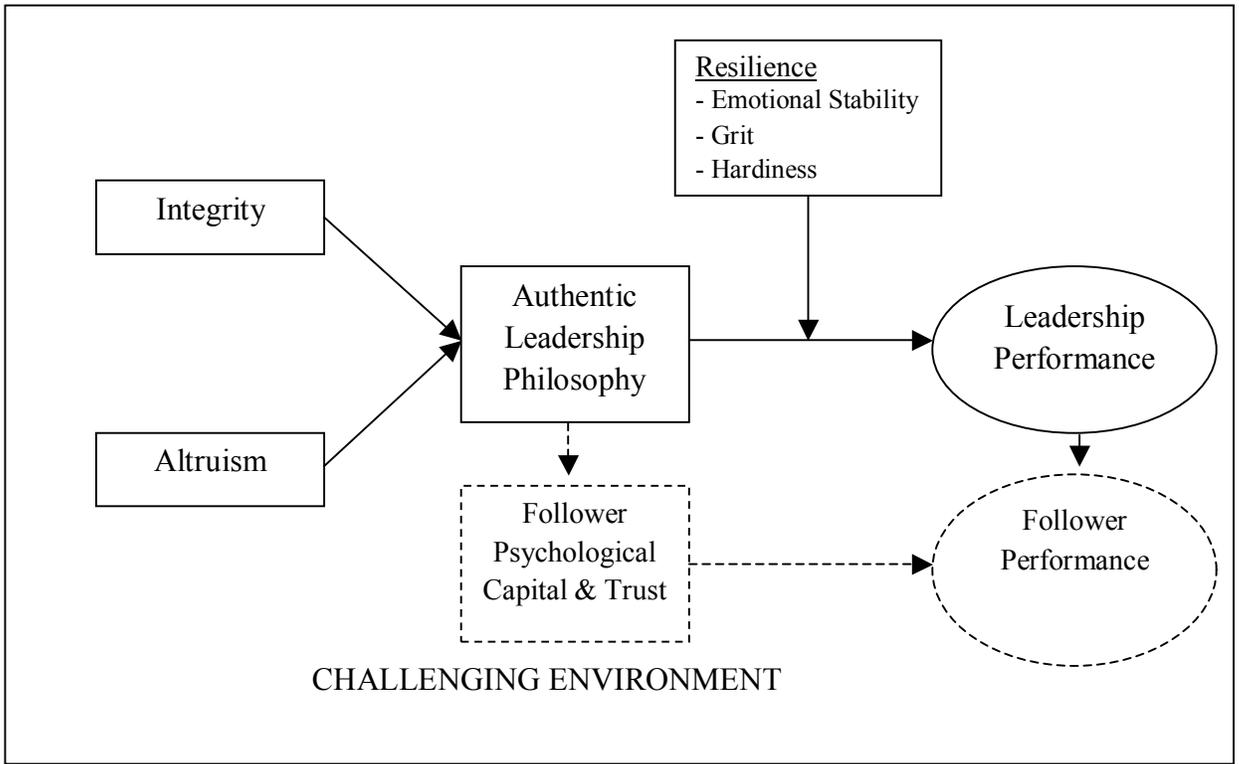


Figure 1: Theoretical Model of Authentic Leadership

3. Method

Participants

Participants consisted of 335 Cadets from the USMA. All participants were in their third year at the Academy. Cadets of the USMA were particularly appropriate for testing the hypotheses in this study because they perform leadership in a challenging environment on a regular basis (M. Matthews, personal communication, December 1, 2007). As is common in military settings, the sample was predominately male (87%). Seventy-eight percent were Caucasians, 7% Hispanic, 6% Asian, and 5% African American. Participants all served in a leadership capacity over lower-ranking Cadets at the Academy.

Procedure

There were three types of data used in this study; leadership performance scores, personality scores, and written essays describing each participant's leadership philosophy. Leadership performance and personality scores were collected by the USMA and provided as archival data. The written essays were part of a class assignment and those who agreed to participate in the study were asked to provide a copy of their essays to the researchers. Participants were properly informed of the study and asked to sign an informed consent form if they agreed to participate. Participants were informed that, if

they agreed to participate, the researchers would receive access to their leadership performance and personality scores. Participants were asked to provide their student identification numbers on the essays in order to match their essays with their scores and not to include any other identifying information. Participants were informed that they would not be compensated nor penalized based on their decisions to participate.

Personality Measures

Several attributes were measured using the Revised NEO Personality Inventory (NEO-PI-R). All items from the NEO-PI-R ask respondents to rate the degree to which a statement reflecting the trait describes their personality, using a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). An example item is, “Being perfectly honest is a bad way to do business,” (Costa & McCrae, 1992).

Integrity was measured by a composite of scores on straightforwardness and dutifulness. These traits were measured with the NEO-PI-R. Each trait was measured by eight items. These are part of the broader constructs of agreeableness and conscientiousness, respectively. Studies suggest that conscientiousness is a good predictor of integrity (e.g. Horn, Nelson, & Brannick, 2004). The straightforwardness scale has a published reliability of .71. The dutifulness scale has a published reliability of .62 (Costa & McCrae, 1992).

Altruism was measured by a composite of scores of altruism and tender-mindedness. These are part of the broader construct of agreeableness. These traits were measured with the NEO-PI-R. Each trait was measured by eight items. The altruism scale

has a published reliability of .75 (Costa & McCrae, 1992).

Grit was measured using 12 items of the Grit Survey. The Grit Survey has a published reliability of .81. An example item is, “I have achieved a goal that took years to work.” The Grit Survey uses a Likert scale ranging from 1 (not at all like me) to 5 (very much like me) (Duckworth et al., 2007).

Hardiness was measured using 15 items of the Hardiness Scale. The Hardiness Scale has a published reliability of .85. It includes three sub-components of *control*, *challenge*, and *commitment*. An example item is, “Changes in routine bother me.” The Hardiness Scale uses a 5 – point Likert scale ranging from 0 (not at all true) - 5 (completely true) (Hardiness Institute, 1985).

Emotional stability was measured using the neuroticism factor of the NEO-PI-R. This factor is measured using 48 items. The emotional stability scale has a published reliability of .89 (Costa & McCrae, 1992).

Leadership Philosophy Measure

Each participant completed a leadership philosophy paper as part of course requirement. The specific course focuses on organizational leadership:

The cadet studies the leader's direct influence on individual motivation and group processes through the application of leadership theories, skills, and attributes. The cadet also learns how to influence subordinates indirectly through organizational systems and procedures, organizational culture, and ethical climate. Cadets apply the knowledge gained in the classroom to their experiences as cadet leaders in the Corps of Cadets. In addition, the course helps each cadet develop usable leadership products in the form of a reflective leadership notebook, which helps the cadet define and inform his or her own personal approach to leading. The cadet will also develop a detailed and theoretically sound leadership philosophy,

as well as comprehensive leader plans which have direct application to their roles as leaders in the Corps of Cadets and as future Army officers. (USMA, 2007; PL300 course description)

Participants had completed approximately two-thirds of the course at the time the assignment was due, having received considerable instruction on leadership style and theory. This particular assignment required participants to identify three general approaches that reflect their philosophies on leadership and to explain why they chose each. Participants included the behaviors that they deemed most important to effective leadership. Papers averaged from 9 - 12 typed, double-spaced pages. Insch, Moore, and Murphy (1997) called for more research using content analysis in the leadership domain because the nature of leadership is such that too much information is missed when using quantitative measures alone. The authors provided a procedure for conducting content analysis effectively. This procedure was followed to guide the analysis in this study.

A coding scheme was developed to assess the degree to which participants' leadership philosophies reflected each of the four leadership styles (see Appendix B). The coding scheme reflects the leadership behavioral dimensions associated with each leadership style. Ten broad behavioral dimensions were included in the coding scheme, reflecting: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, active management-by-exception, passive management-by-exception, transparency, altruistic actions, and behavioral consistency. Behaviors that were shared between authentic and transformational

leadership styles, such as setting the example, were only rated as transformational. Only behaviors that were unique to authentic leadership were coded as authentic. This was to determine whether authentic leadership adds above and beyond transformational leadership style. In order to assess passive management-by-exception (*laissez-faire* leadership), philosophy papers were rated on 12 leadership behaviors from Fleishman's taxonomy (Fleishman, Mumford, Zaccaro, Levin, Korotkin & Hein, 1991). These were reverse scored so that a high score on the leadership behaviors indicated a low score on *laissez-faire* leadership.

A panel of six subject-matter-experts (SME's) was asked to review the coding dimensions. SME's held either Master's or Doctorate degrees in Industrial/Organizational psychology and specialized in leadership research. They were asked to rate the degree to which they agreed with the defining behaviors of transformational and authentic leadership. They were also asked to review four brief leadership philosophies and rate the degree to which they agreed with the ratings assigned to each. The four leadership philosophies represented each of these categories: high transformational and low authentic leadership, high transformational and high authentic leadership, low transformational and high authentic leadership, and low transformational and low authentic leadership. Of the six SME's, five strongly agreed with all defining behaviors and ratings. The sixth SME agreed with all ratings, with the exception of one in which the SME "neither agreed nor disagreed" (see Appendix C).

Trained raters assigned ratings for each dimension, reflecting the degree to which participants included each in their essays. The first part of the coding scheme used a 4-point Likert scale ranging from scores of 0 – 3 points. A score of ‘0’ indicated that the participant did not include that component in his/her essay. A score of ‘3’ indicated that it was a critical component of the participant’s philosophy. The second part of the coding scheme was a behavioral script checklist. Participants received a check if they included the behavioral script in their essay and these checks were aggregated for each dimension. To reduce rater bias, transformational and authentic leadership were not coded by the same raters. Raters coding transformational and authentic leadership were blind to the scores on the opposing style. Each paper was coded three separate times. Transactional and laissez-faire leadership styles were coded by the same three raters. For each leadership style three different raters coded approximately one-third of the 335 papers. Raters were blind to the leadership performance and personality scores.

Raters were trained on content coding before being asked to analyze the papers. Specifically, all raters listened to a presentation of content coding best practices and a brief history of the technique. Then, they were provided with relevant articles regarding best practices for content coding. Articles included Insch et al. (1997) and Potter and Levine-Donnerstein (1999). Raters used a standard coding scheme to assign ratings for each dimension (see Appendix B). Raters read literature reviews on the leadership styles they were coding and studied their respective coding schemes. Raters coded papers both as a group and individually to resolve any issues with the coding scheme and to establish

a shared understanding of the task. The coding scheme was revised based on their feedback. After training, the three raters for each style were asked to code 10 leadership philosophy papers independently to determine whether everyone was rating in the same way to establish inter-rater agreement.

Percent agreement scores for the transformational leadership style (84%), authentic leadership (83%), transactional and laissez-faire leadership styles (80%) were moderately high. Once inter-rater agreement was established, raters independently coded the leadership philosophy papers. Halfway through, raters were asked to code a set of five papers and inter-rater agreement was calculated again to ensure that everyone was still coding in the same way. Percent agreement scores for the transformational leadership style (90%), authentic leadership (88%), transactional and laissez-faire leadership styles (80%) were moderately high.

Leadership Performance Measure

Leadership performance was measured using Cadet Military Performance Scores (MPS) following the assignment. These scores reflected the participants' military leadership performance. Evaluations were based heavily on leadership development as observed in the military environment at the USMA. Academic performance in classes was not included in the MPS. Multiple raters, including a Senior Cadet (direct supervisor) and an Army Tactical Officer, provided input into participants' scores. Scores were on an interval scale, ranging from approximately .76 – 4.14, including all possible scores in between. The MPS is a single score that is derived from ratings on 12 leadership

behavioral dimensions, including: consideration for others, delegating, developing subordinates, duty motivation, influencing others, military bearing, planning and organizing, professional ethics, teamwork, supervising, decision-making, and oral and written communication (Greenbook, 2006).

Schwager and Evans (1996) conducted a construct validity study on the 12 behavioral dimensions. They found support for the factor structure, identifying four underlying constructs. They also looked at the relationship between the Cadet Performance Report (CPR) scores and MPS. The CPR scores are direct ratings on the same behavioral dimensions. The MPS is a single score, whereas the CPR includes scores on all 12 dimensions. Different groups of raters assign scores for the CPR and MPS measures, with the exception of one common rater. The common rater provides 30% of the MPS. The ratings are also assigned at different times. All 12 scores on the CPR were significantly correlated with MPS (ranging from $r = .06$ through $r = .37$, $p < .01$) when rated by supervisors. Within the USMA, MPS are considered very important. The MPS is used as the basis for making decisions about the future careers of the participants. For example, those with cumulative MPS below 2.00 are not permitted to graduate (USMA, 2007).

4. Results

Table 1 indicates the means, standard deviations, and inter-correlations among the variables in this study. The majority of participants included at least one transformational and authentic leadership behavioral script in their papers. Participants were generally more likely to include transformational and authentic leadership behavioral scripts than transactional or laissez-faire scripts. Participants tended to have generally high MPS; however, these scores were normally distributed around the mean. Scores on personality and other attribute measures were normally distributed.

The authentic leadership attributes, integrity and altruism, were measured using scores from the NEO-PI-R. Thus, the measurement model was assessed to determine the degree to which the attribute indicator variables (items from the NEO-PI-R) loaded onto the integrity and altruism constructs. The measurement model fit the data well (RMSEA = .036; NNFI = .991; CFI = .997; GFI = .998). For 20 of the participants, data was available from the self-report Values in Action (VIA) questionnaire, which measures character strengths and virtues. The questionnaire includes the strength “honesty.” The integrity attribute was positively correlated with the honesty factor ($r = .49, p < .05$). The altruism attribute was positively correlated with the character strengths of “fairness” ($r = .56, p < .05$) and “love for humanity” ($r = .56, p < .05$), demonstrating convergent

validity. Also, neither integrity nor altruism were significantly correlated to many of the character strengths that are not theoretically linked to them, including *appreciation of beauty, creativity, curiosity, and humor*, demonstrating discriminate validity.

There were several measures of leadership philosophy, as discussed in the methodology section. The behavioral scripts of the authentic, transformational, transactional, and laissez-faire leadership philosophies were aggregated at different levels. For each, sum of all *behavioral scripts* was used in several analyses. These scores will be referred to as “AL Total,” “TL Total,” “TS Total,” and “LF Total” respectively. The *importance* scores for each were also aggregated, with the exception of laissez-faire leadership style. These will be referred to as “AL Importance,” “TL Importance,” and “TS Importance.”

Altruistic action was a significant predictor of performance, while *transparency* and *behavioral consistency* did not account for a significant amount of additional variance (see Table 5). The altruistic actions component of authentic leadership was isolated in some analyses to better understand its relationship to MPS and with other variables in the study.

Hypotheses 1 – 2.

Hypothesis one stated that integrity would predict transparency and behavioral consistency scores. No support was found for this hypothesis; integrity was not related to transparency ($r = -.08, p = .21$) or behavioral consistency ($r = .00, p = .99$) scores. Integrity was not related to overall authentic leadership philosophy scores, as measured

by AL Total ($r = -.07, p = .22$) and AL Importance ($r = -.11, p = .07$). Hypothesis two stated that the altruism attribute would predict altruistic action scores. No support was found for this hypothesis ($r = -.02, p = .77$). Altruism was not related to authentic leadership philosophy scores, as measured by AL Total ($r = -.01, p = .85$) and AL Importance ($r = -.08, p = .20$) (see Table 4). Additional analyses showed no positive correlations between integrity and altruism with the three components of authentic leadership philosophy. Analyses also showed no positive correlations between any other individual difference scores and authentic leadership philosophy, including extraversion, conscientiousness, agreeableness, and openness to experience (see Table 4).

Follow-up analyses did indicate that agreeableness was negatively related to transformational leadership philosophy. Specifically, agreeableness showed a significant negative correlation with TL Importance scores ($r = -.12, p < .05$). Additional analyses showed no correlations between any other individual difference scores and transformational leadership philosophy. There were also no correlations between any of the individual differences scores and transactional and laissez-faire leadership philosophies (see Table 4). In sum, contrary to hypotheses one and two, and suggestions from prior research (Avolio & Gardner, 2005), the authentic leadership attributes, as well as most of the other individual differences measured here, were not associated with characteristics of any leadership philosophy.

The relationship between authentic leadership and transformational leadership philosophy was inconsistent. AL Importance was not correlated with TL Importance ($r =$

-.06, $p = .25$). However, AL Total was positively correlated with TL Total ($r = .13, p < .05$) (see Table 4).

Hypothesis 3.

Hypothesis three stated that the relationship between authentic leadership attributes and leadership performance was mediated by authentic leadership philosophy. According to Baron and Kenny (1986), four steps are necessary to test mediation effects. The first step involves showing that the independent variable(s) predict the outcome variable. The analyses for this first step indicated that authentic leadership attributes directly accounted for a modest, but significant, amount of variance in MPS ($F_{(2, 266)} = 6.89, p < .001; R^2 = .05$). The second step involves showing that the independent variable(s) predict the mediating variable. As discussed above, the independent variables, integrity and altruism, did not predict the mediating variable, authentic leadership philosophy. The third step involves showing that the mediating variable predicts the outcome. Here neither AL Total ($r = .06, p = .28$) nor AL Importance ($r = .00, p = .97$) predicted MPS scores (see Tables 9 – 10). Of the three components of AL philosophy, the altruistic actions component was a significant predictor of MPS ($r = .15, p < .05$) (see Tables 4 and 11 – 13). If these first three steps all supported mediation, then we could conclude that a partial mediation effect occurred. However, the results did not support the hypothesis that authentic leadership philosophy partially mediates the relationship between authentic leadership attributes and performance.

Hypothesis 4.

Hypothesis four stated that authentic leadership philosophy would predict leadership performance above and beyond transformational, transactional, and laissez-faire leadership styles. The altruistic actions component of authentic leadership philosophy predicted MPS over and beyond transformational, transactional, and laissez-faire leadership philosophies, as measured by behavior scores ($F_{(4, 316)} = 2.466, p < .05; R^2\Delta = .02$), although the effect size was modest (See Table 10). A hierarchical linear regression showed support for the incremental validity of the altruistic actions component, AL Importance scores, and authentic leadership attributes above transformational, transactional, laissez-faire leadership styles, including both behavior and importance scores, as well as extraversion and neuroticism personality scores; again the effect size was modest ($F_{(11, 246)} = 3.441, p < .05; R^2\Delta = .06$) (see Table 11). Extraversion and neuroticism have been defined as important attributes associated with transformational leadership (Bono & Judge, 2004). Thus, these results indicate that authentic leadership philosophy and attributes contribute incrementally to the prediction of MPS beyond transformational leadership philosophies, attributes associated with transformational leadership, and other styles of leadership.

Other follow-up analyses showed a positive correlation between authentic leadership attributes and MPS across times earlier than when the philosophy papers were prepared (although still after the attribute measures were administered). Integrity was a significant, positive predictor of MPS during four of the previous eight school terms,

while altruism was a significant, positive predictor of MPS during two of the terms. Personality also predicted MPS in previous school terms. Conscientiousness predicted MPS in seven terms. Extraversion predicted MPS in six terms. Finally, agreeableness predicted MPS in two terms. (see Table 15).

Hypothesis 5.

Hypothesis five stated that the relationship between authentic leadership philosophy and performance would be moderated by emotional stability scores. Specifically, the positive relationship should get stronger as emotional stability increases. The results showed that the interaction effect between emotional stability and AL Total was not significant ($F_{(3, 278)} = 1.597, p = .19$) (see Table 16). The interaction between emotional stability and AL Importance was marginal, with a modest effect size, indicating that as emotional stability increases, the relationship between AL Importance and MPS increases ($F_{(3, 278)} = 2.297, p = .08; R^2\Delta = .02$) (see Table 17). There were no interaction effects between emotional stability and any of the authentic leadership components. Follow-up analyses showed that it was also not a significant predictor of TL Total ($r = .03, p = .64$) or TL Importance ($r = .06, p = .35$). However, emotional stability was a significant, positive predictor of MPS during three of the school terms occurring after the assessment of attributes, but before the completion of the leadership philosophy papers (see Table 15).

Hypotheses 6.

Hypothesis six stated that the relationship between authentic leadership philosophy and performance would be moderated by grit scores. Specifically, the positive relationship should get stronger as grit increases. The results indicated that the interaction effects between grit and AL Total ($F_{(3, 326)} = .065, p = .28$) and AL Importance ($F_{(3, 326)} = .132, p = .94$) were not significant (see Tables 16 – 17). There were no interaction effects between grit and any of the authentic leadership components, with the exception of altruistic actions, in which case the interaction accounted for a modest, but significant amount of variance ($F_{(3, 313)} = 7.877, p < .05; R^2\Delta = .07$) (see Table 18). The results showed that, contrary to expectations, as grit increases, the relationship between altruistic actions and MPS decreases. Follow-up analyses showed that it was not a significant predictor of TL Total ($r = -.06, p = .30$) or TL Importance ($r = -.06, p = .29$). Grit was also not a significant predictor of MPS during previous school terms (see Table 15).

Hypothesis 7.

Hypothesis seven stated that the relationship between authentic leadership philosophy and performance would be moderated by hardiness scores. Specifically, the positive relationship should get stronger as hardiness increases. The results indicated that the interaction effects between hardiness and AL Total ($F_{(3, 318)} = .055, p = .98$) and AL Importance ($F_{(3, 318)} = .093, p = .96$) were not significant (see Tables 16 – 17). There were no interaction effects between hardiness and any of the authentic leadership components. Follow-up analyses showed that it was also not a significant predictor of TL Total ($r =$

.04, $p = .46$) or TL Importance ($r = .03, p = .62$). However, hardiness did have a significant, positive correlation with *importance of behavioral consistency* ($r = .13, p < .05$). In addition, hardiness had a significant, positive relationship with MPS in the summer of 2007 term (see Table 15).

5. Discussion

Although there has been a lot of research devoted to understanding organizational leadership, particularly leadership styles (Lowe et al., 1996), there is still a lot that remains unknown (Hunt, 1999). Authentic leadership has been the most recent focus of theoretical research because some argue it can explain some variance in leadership effectiveness (Avolio & Gardner, 2005). Cooper et al. (2005) suggested that it is necessary to investigate the validity of this leadership style, particularly establishing it as distinct from transformational leadership. The current study addresses some issues regarding this evolving research area. In general, the findings indicate that authentic leadership is distinct from transformational leadership in terms of influence on leadership performance. The findings indicate no support for the effect of authentic leadership attributes on leadership philosophies. Instead, these attributes directly predict leadership performance. The findings suggest no support for the interaction effect of authentic leadership philosophy with emotional stability or hardiness on performance. Some support was found for an interaction effect between grit and altruistic actions on performance. A discussion of the study findings and directions for future research are provided in the following sections.

Authentic Leadership Attributes & Philosophy

No support was found for the hypotheses linking two particular authentic leadership attributes to leadership philosophy. That is, neither integrity nor altruism predicted scores on authentic leadership philosophy. In addition, none of the Big Five personality traits were significant predictors of stated authentic leadership philosophy. One possibility for the lack of findings here is that authentic leadership philosophies may be more directly influenced by other personal attributes. For example, Luthans et al. (2007) argued that attributes related to *psychological capital* might predict authentic leadership. As discussed earlier, psychological capital includes self-efficacy, optimism, hope, and resilience. They recently found empirical support for the validity of this composite as a distinct predictor of performance. Avolio et al. (2004) also suggested that authentic leadership involves using and modeling psychological capital. Future research should investigate psychological capital as an antecedent to authentic leadership philosophy.

Another possibility for the lack of findings regarding authentic leadership attributes and philosophy is that these attributes may simply not have direct influences on philosophies. Leadership philosophies may be influenced by other antecedents. For example, Gardner et al. (2005) suggested that organizational climate has implications for authentic leadership. They suggested that an open, transparent climate that encourages growth and learning is needed to support authentic leadership. It is likely that the degree to which a leader has an authentic leadership philosophy will be determined by cultural

and climate factors. Philosophies are schemas and schemas are formed, in part, through social interaction and norms. Existing research shows that cultural and climate factors influence schema development (Landrine & Klonoff, 1992). Another possible antecedent is life experience. George (2003) suggested that developmental experiences, such as *crucibles*, are antecedents of authentic leadership. Leaders who have experienced hardships and challenges may be more likely than those who have not to develop authentic leadership philosophies. Shamir and Eilam (2005) argued further that the way that the leader makes sense of life experiences determines whether these experiences shape them into authentic leaders. Specifically, the degree to which the leader seeks self-knowledge and clarity from events will influence his/her tendency to perform authentic leadership. Age may also be an important antecedent to authentic leadership philosophies. Erikson's (1959) Stages of Development model suggests that it is not until the last two stages of life (middle and older adulthood) that individuals begin to demonstrate authentic behaviors (e.g., generativity). Participants in this study were all in the young adult stage, so future research could use age groups that are more varied. Another possible antecedent is the presence of role models. Leaders who have been exposed to authentic role models may be more likely than those who have not to develop authentic leadership philosophies (Shamir & Eilam, 2005). There is existing empirical research that shows that behaviors, such as ethical decision-making, increase with the presence of a role model (Uhl-Bien & Carsten, 2007). Thus, leaders who have been exposed to other leaders who use an authentic leadership style may be more inclined to

develop authentic leadership philosophies than those who have not. Future research should investigate these and other potential antecedents of authentic leadership philosophy. Additionally, other potential *outcomes* of authentic leadership attributes, particularly those that mediate the relationship between these attributes and leadership performance, should be investigated.

Mediating Variables

Contrary to expectations, no support for authentic leadership philosophy as a mediator between authentic leadership attributes and leadership performance was found. The results showed that authentic leadership attributes did have a significant, positive relationship with performance. This suggests that there are other important mediating variables not specified in this model. A possible mediating variable is *positive, other-directed emotion*. Michie and Gooty (2005) suggested that other-directed emotions, including gratitude, concern for others, goodwill, and appreciation, interact with self-transcendent values to produce authentic behaviors. They suggested that some leaders may have self-transcendent values without high levels of other-directed emotions and that this would not produce authentic leadership behaviors. Rather, a leader must be high on both for authentic action to occur. It is likely that leaders with high integrity and altruism would also need to experience other-directed emotions in order to perform effective authentic leadership. Future research should investigate the possible mediating role of positive, other-directed emotions in the relationship between authentic leadership attributes and leadership performance.

Predicting Leadership Performance

Authentic leadership attributes demonstrated incremental validity above transformational, transactional, and laissez-faire leadership, as well as the individual differences most associated with transformational leadership (extraversion and neuroticism) (Bono & Judge, 2004), conscientiousness, agreeableness, openness to experience, grit, and hardiness. Extraversion particularly predicts the charisma aspect of transformational leadership (Bono & Judge, 2004). Thus, the findings of the present study support previous research indicating that integrity predicts leadership effectiveness above and beyond charisma (McCall & Lombardo, 1983).

There was also support for the relationship between authentic leadership philosophy and leadership performance. Of the three components of authentic leadership philosophy, only altruistic actions predicted performance. Altruistic actions demonstrated incremental validity above transformational, transactional, and laissez-faire leadership philosophies measured by behavioral script totals, as well as the Big Five, grit, and hardiness. Altruistic actions include behaviors, which go beyond consideration behaviors, which are not a focal point of existing leadership styles (Bass & Avolio, 1993). A conceptual distinction between existing styles and authentic leadership on this particular component was made earlier in this paper. The results of this study support this distinction. These findings also provide additional support for the validity of authentic leadership theory. The other two components of authentic leadership philosophy, transparency and behavioral consistency, were not significant predictors of leadership

performance. One reason for this may be that outcomes of these behaviors were not assessed adequately by the leadership performance measure.

Several outcomes are conceptually linked with authentic leadership. Avolio et al. (2004) suggested that *follower satisfaction/engagement, commitment, sense of meaning, and motivation* increase when leaders use transparency and behavioral consistency. In the context of challenging environments, authentic leadership may be associated with follower performance and adaptability. Some researchers have argued that *follower resilience* is a unique outcome of authentic leadership (Gardner & Avolio, 2005; Krosgaard, Brodt, & Whitener, 2002). Henderson and Hoy (1983) found a positive relationship between perceptions of leader integrity (behavioral consistency) and *follower morale*. *Follower trust* has been linked to two authentic leadership behavioral dimensions; transparency and behavioral consistency (Gardner et al., 2005; Avolio et al., 2004). Other outcomes may include a *positive organization reputation* (George, 2003), *referent power* (Hannah et al., 2005), *authentic followers* (Gardner, et al., 2005), *follower well-being* (Illies et al., 2005), and *veritable, sustained performance* (Avolio et al., 2004). Many of these are follower and organizational-level outcomes.

Leadership effectiveness at the USMA is measured as leadership performance, rather than follower or organizational-level outcomes. Cadets are rated on leadership behaviors including: consideration of others, decision-making, delegating, developing subordinates, duty motivation (desire to complete the mission and inspiring others to complete the mission), influencing others, military bearing (keeping up military

standards), oral and written communication, planning and organizing, professional ethics, supervising, and teamwork (Bartone, Snook, Forsythe, Lewis, & Bullis, 2007). Some of these correspond with authentic leadership behaviors, including consideration of others, developing subordinates, and professional ethics. However, many of the outcomes of authentic leadership go beyond leadership performance, to include outcomes not covered in the MPS. To the contrary, many transformational leadership behaviors are reflected in the measure, including consideration of others, duty motivation, influencing others, oral and written communication, and teamwork.

Transformational leadership, as measured by *importance*, correlated positively with leadership performance. This is consistent with existing research indicating that this approach is effective (Lowe et al., 1996). However, one limitation to the importance scores is that they are subjective judgments made by raters, whereas the behavioral total scores represented more objective assessments of whether participants included the script in their philosophies.

Moderators

Hypotheses five through seven stated that resilience attributes moderate the relationship between authentic leadership philosophy and leadership performance. There was an interaction between grit and altruistic actions on performance. However, the nature of the interaction was such that as grit increased, the relationship between altruistic actions and performance decreased. This was contrary to expectations. To the author's knowledge, there is no existing research supporting these findings. A possible theoretical

rationale is that individuals high in grit may be so focused on long-term goals that their altruistic actions are more task than people-oriented (e.g. ensuring subordinates get training). Leaders who are moderate or low in grit may be less focused on task goals when performing their altruistic actions, possibly resulting in higher leadership performance ratings. Research indicates that leadership involving both a task and people-oriented approach is typically most effective (Judge, Piccolo, & Ilies, 2004).

Other interesting findings regarding these variables emerged. Emotional stability and hardiness predicted leadership performance across several semester terms. This is consistent with existing research on performance in challenging environments. Past research shows that leaders who are high, as opposed to low, in emotional stability are able to deal with stressful events more effectively and maintain self-regulation (Tice et al., 2001). The hardiness findings are consistent with past research on predictors of leadership performance in military academy settings (Bartone, 1999; Bartone et al., 2002). In addition, hardiness predicted scores on the *importance of behavioral consistency*. These findings were consistent with the expectation that more, as opposed to less, hardy leaders would be more likely to view challenging situations as opportunities to demonstrate behavioral consistency.

Conclusion

To answer the question, “do we really need another leadership theory?,” more research is needed to know for sure. The current study suggests that, at least in some challenging environments, authentic leadership adds to our understanding of leadership

effectiveness. This study answers a call for research on leadership approaches that go beyond the full-range leadership theory. In particular, it answers the call by Cooper et al. (2005) for research investigating the validity and distinctness of authentic leadership theory. The findings support the notion that authentic leadership is a unique approach, distinct from transformational leadership. This study also contributes to our understanding of effective leadership in challenging environments. These findings and other research in this area suggest investigating additional antecedents (e.g., psychological capital), mediators (e.g., positive other-directed emotions), moderators (e.g. grit), and outcomes (e.g., follower and organizational-level outcomes) in the authentic leadership nomological network.

Table 1. Transactional leadership behavioral dimensions

Transactional Leadership Dimensions	Behaviors
Contingent Reward	<ul style="list-style-type: none"> • explaining how to attain and maintain rewards • explaining which behaviors will lead to punishments • monitoring follower performance • delivering rewards and punishments to followers
Management-by-exception (Active)	<ul style="list-style-type: none"> • monitoring operational systems • delegating work • monitoring delegated work • setting up mechanisms for detecting problems • addressing problems and concerns that arise

Table 2. Transformational leadership behavioral dimensions (Adapted from Bass and Avolio. 1993; p.56)

Transformational Leadership Dimensions	Behaviors
Idealized Influence (Charisma)	<ul style="list-style-type: none"> • Transmits a sense of joint mission and ownership • Expresses dedication to followers • Appeals to the hopes and desires of followers • Addresses crises “head on” • Eases group tension in critical times • Sacrifices self-gain for the gain of others
Inspirational Motivation	<ul style="list-style-type: none"> • Convinces followers that they have the ability to achieve levels of performance beyond what they felt was possible • Sets an example for others to strive for • Presents an optimistic and attainable view of the future • Raises expectations by clarifying the challenges • Thinks ahead to take advantage of unforeseen opportunities • Provides meaning for actions
Intellectual Stimulation	<ul style="list-style-type: none"> • Encourages followers to reexamine their assumptions • Takes past examples and applies to current problems • Encourages followers to revisit problems • Creates a “readiness” for changes in thinking • Creates a “holistic” picture that incorporates different views of a problem • Puts forth or listens to seemingly foolish ideas
Individualized Consideration	<ul style="list-style-type: none"> • Recognizes individual strengths and weaknesses • Shows interest in the well-being of others • Assigns projects based on individual ability and needs • Enlarges individual discretion commensurate with ability and needs • Encourages a two-way exchange of views • Promotes self-development

Table 3. Authentic leadership behavioral dimensions (final conceptualization used in data analysis)

Authentic Leadership Dimensions	Behaviors
Transparency	<ul style="list-style-type: none"> • Openness <ul style="list-style-type: none"> ○ Articulating one’s values ○ Explaining how decisions are made ○ Being honest ○ Being open-minded • Responsibility for actions <ul style="list-style-type: none"> ○ Disclosing one’s weaknesses and limitations ○ Taking responsibility for mistakes • Honest/ethical behavior <ul style="list-style-type: none"> ○ Treating others fairly ○ Treating others with respect ○ Ethical decision-making ○ Acting morally correct
Altruistic Actions	<ul style="list-style-type: none"> • Caring for others <ul style="list-style-type: none"> ○ Considering relevant stakeholders in decision-making ○ Developing follower well-being ○ Engaging in altruistic behavior • Developing others <ul style="list-style-type: none"> ○ Follower development ○ Positive modeling
Behavioral Consistency	<ul style="list-style-type: none"> • Demonstrating word-deed alignment • Acting in accordance with <u>stated</u> values, beliefs, and attitudes

Table 4. Means, standard deviations, reliabilities, and correlations of study variables

	Mean	SD	1	2	3	4	5	6	7	8	9	10
1. Altruistic Actions	1.04	0.94	---									
2. Transparency	1.98	1.36	0.10	---								
3. Behavioral Con.	0.39	0.58	-0.05	0.28**	---							
4. AL Total	3.40	1.92	0.54**	0.83**	0.45**	---						
5. AL Importance	3.22	1.74	0.18**	0.53**	0.51**	0.61**	---					
6. TL Total	4.74	2.25	0.19**	0.02	0.09	0.13*	-0.10	---				
7. TL Importance	6.09	2.84	0.32**	0.00	0.04	0.16**	-0.06	0.65**	---			
8. TS Total	1.25	1.15	0.00	-0.05	0.00	-0.03	0.04	-0.06	-0.08	---		
9. TS Importance	1.09	0.95	0.04	-0.05	-0.03	-0.02	0.02	0.02	-0.03	0.81**	---	
10. LF Total	5.34	1.60	-0.23**	-0.04	0.12*	-0.10	-0.01	-0.22**	-0.20**	-0.33**	-0.27**	---
11. Hardiness	1.98	0.30	-0.05	0.09	0.05	0.05	0.07	0.04	0.03	0.04	-0.01	-0.01
12. Grit	3.89	0.45	-0.06	0.06	0.05	0.04	0.04	-0.06	-0.06	-0.01	-0.05	0.01
13. Self-control	3.64	0.61	-0.11*	-0.03	0.02	-0.06	-0.05	-0.09	-0.11*	0.00	-0.03	0.03
14. Neuroticism	84.74	19.65	0.07	-0.03	-0.01	0.02	-0.03	0.03	0.06	-0.05	0.03	-0.01
15. Extraversion	120.76	18.44	-0.04	0.00	0.01	0.00	0.01	0.00	-0.05	-0.08	-0.08	0.05
16. Openness	111.48	17.73	0.05	-0.06	0.05	-0.01	0.00	-0.04	-0.03	-0.03	-0.01	0.06
17. Agreeableness	109.78	17.87	0.02	0.01	-0.04	-0.01	-0.02	-0.07	-0.12*	0.06	0.04	0.05
18. Conscientiousness	118.80	19.95	-0.05	-0.03	-0.01	-0.05	-0.04	-0.06	-0.05	0.04	-0.05	-0.06
19. Altruism	40.81	7.10	-0.02	-0.01	0.05	-0.01	-0.08	-0.04	0.04	-0.03	-0.06	0.07
20. Integrity	40.76	6.91	-0.04	-0.08	0.00	-0.07	-0.11	0.02	0.07	-0.03	-0.05	-0.03
21. Performance	3.11	0.56	0.15*	-0.02	-0.02	0.06	0.00	0.10	0.20**	0.04	0.00	-0.09

Table 4. *Cont...*

	11	12	13	14	15	16	17	18	19	20	21
1. Altruistic Actions											
2. Transparency											
3. Behavioral Con.											
4. AL Total											
5. AL Importance											
6. TL Total											
7. TL Importance											
8. TS Total											
9. TS Importance											
10. LF Total											
11. Hardiness	---										
12. Grit	-0.04	---									
13. Self-control	0.05	0.59**	---								
14. Neuroticism	-0.10	-0.06	-0.03	---							
15. Extraversion	0.11	0.03	0.06	-0.32**	---						
16. Openness	0.14*	0.01	0.10	-0.06	0.39**	---					
17. Agreeableness	0.09	-0.05	-0.03	-0.28**	0.14*	0.09	---				
18. Conscientiousness	0.04	0.07	0.02	-0.37**	0.24	0.03	0.23**	---			
19. Altruism	0.16	-0.07	-0.02	-0.22**	0.32**	0.19**	0.60**	0.11	---		
20. Integrity	0.08	0.03	0.06	-0.29**	0.14*	0.00	0.48**	0.35**	0.34**	---	
21. Performance	-0.02	-0.04	0.00	0.02	0.09	0.03	0.09	0.09	0.12	0.20**	---

* $p < .05$; ** $p < .001$ Note: Emotional stability was measured as neuroticism. As scores on neuroticism increase, this indicates a decrease in emotional stability. Negative correlations between neuroticism and other variables actually indicate a positive correlation between emotional stability and the other variable.

Table 5. Hierarchical regression results for the incremental validity of AL philosophy components

DV = Performance	b	S.E.	B	t	R ² Δ	F
<i>Model 1:</i>					.00	.109
Transparency	-.008	.023	-.019	-.331		
<i>Model 2:</i>					.00	.104
Transparency	-.005	.024	-.013	-.227		
Behavioral Cons.	-.018	.056	-.018	-.314		
<i>Model 3:</i>					.02*	2.456
Transparency	-.012	.024	-.030	-.520		
Behavioral Cons.	-.006	.056	-.006	-.101		
Altruistic Actions	.090	.034	.150	2.675*		

* $p < .05$; ** $p < .001$

Table 6. Regression results for the effects of AL attributes on AL philosophy components, AL Total, and AL Importance

	b	S.E.	B	t	R ²	F
DV = Altruistic Actions					.00	.313
Integrity	-.006	.009	-.047	-.733		
Altruism	.000	.008	-.002	-.029		
DV = Transparency					.01	.66
Integrity	-.014	.012	-.072	-1.124		
Altruism	.002	.012	.010	.150		
DV = Behavioral Consistency					.00	.391
Integrity	-.002	.006	-.027	-.414		
Altruism	.005	.005	.056	.876		
DV = AL Total					.00	.391
Integrity	-.002	.006	-.027	-.414		
Altruism	.005	.005	.056	.876		
DV = AL Importance					.00	.391
Integrity	-.002	.006	-.027	-.414		
Altruism	.005	.005	.056	.876		

* $p < .05$; ** $p < .001$

Table 7. Mediated regression results for the effect of AL Total on the relationship between AL attributes and performance

	b	S.E.	B	t	R ²	F
<i>Step 1:</i>					.05**	6.89**
DV = Performance						
Altruism	.004	.005	.050	.794		
Integrity	.017	.005	.200	3.166*		
<i>Step 2:</i>					.01	.823
DV = AL Total						
Altruism	.003	.017	.011	.165		
Integrity	-.022	.017	-.080	-1.252		
<i>Step 3:</i>					.00	1.187*
DV = Performance						
AL Total	.018	.016	.061	1.089		
<i>Step 4:</i>					.05*	4.479*
DV = Performance						
Altruism	.004	.005	.049	.771		
Integrity	.017	.005	.204	3.209**		
AL Total	.012	.018	.040	.665		

* $p < .05$; ** $p < .001$

Table 8. Mediated regression results for the effect of AL Importance on the relationship between AL attributes and performance

	b	S.E.	B	t	R ²	F
<i>Step 1:</i>					.05**	6.89**
DV = Performance						
Altruism	.004	.005	.050	.794		
Integrity	.017	.005	.200	3.166*		
<i>Step 2:</i>					.01	1.799
DV = AL Importance						
Altruism	-.011	.015	-.047	-.737		
Integrity	-.022	.016	-.089	-1.389		
<i>Step 3:</i>					.00	.001
DV = Performance						
AL Importance	.001	.018	.002	.032		
<i>Step 4:</i>					.05*	4.619*
DV = Performance						
Altruism	.004	.005	.049	.776		
Integrity	.017	.005	.200	3.141*		
AL Importance	-.005	.020	-.016	-.267		

* $p < .05$; ** $p < .001$

Table 9. Hierarchical regression results for the incremental validity of AL philosophy components over TL, TS, and LF Total

DV = Performance	b	S.E.	B	t	R ² Δ	F
<i>Model 1:</i>					.02	1.690
TL Total	.019	.014	.079	1.362		
TS Total	.010	.028	.021	.353		
LF Total	-.026	.021	-.074	-1.216		
<i>Model 2:</i>					.02	1.692
TL Total	.015	.015	.060	1.024		
TS Total	.013	.029	.028	.468		
LF Total	-.018	.022	-.050	-.797		
Altruistic Actions	.076	.035	.127	2.195*		
Transparency	-.012	.024	-.030	-.510		
Behavioral Cons.	-.006	.057	-.007	-.111		

* $p < .05$; ** $p < .001$

Table 10. Hierarchical regression results for the incremental validity of altruistic actions over TL, TS, and LF philosophies (behavior scores)

DV = Performance	b	S.E.	B	t	R ² Δ	F
<i>Model 1:</i>					.02	1.690
TL Total	.019	.014	.079	1.362		
TS Total	.010	.028	.021	.353		
LF Total	-.026	.021	-.074	-1.216		
<i>Model 2:</i>					.02*	2.466*
TL Total	.015	.014	.061	1.042		
TS Total	.014	.028	.030	.503		
LF Total	-.017	.022	-.049	-.792		
Altruistic Actions	.075	.035	.125	2.176*		

* $p < .05$; ** $p < .001$

Table 11. Hierarchical regression results for the incremental validity of altruistic actions, AL Importance, and AL attributes over TL, TS, and LF philosophies (behavior and importance scores), extraversion, and neuroticism

DV = Performance	b	S.E.	B	t	R ² Δ	F
<i>Model 1:</i>					.07*	2.889*
TL Total	-.023	.021	-.090	-1.103		
TL Importance	.050	.016	.249	3.077*		
TS Total	.075	.055	.154	1.359		
TS Importance	-.097	.067	-.161	-1.441		
LF Total	-.025	.024	-.070	-1.046		
Extraversion	.005	.002	.147	2.268*		
Neuroticism	.002	.002	.078	1.192		
<i>Model 2:</i>					.06*	3.441**
TL Total	-.015	.021	-.059	-.723		
TL Importance	.037	.016	.186	2.251*		
TS Total	.081	.054	.167	1.504		
TS Importance	-.091	.066	-.152	-1.390		
LF Total	-.011	.024	-.029	-.434		
Extraversion	.004	.002	.127	1.930*		
Neuroticism	.004	.002	.137	2.064		
Altruistic Actions	.069	.041	.113	1.708		
AL Importance	-.010	.021	-.030	-.482		
Integrity	.019	.006	.223	3.401*		
Altruism	.002	.005	.026	.393		

* $p < .05$; ** $p < .001$ Note: Emotional stability was measured as neuroticism. As scores on neuroticism increase, this indicates a decrease in emotional stability. Negative correlations between neuroticism and other variables actually indicate a positive correlation between emotional stability and the other variable.

Table 12. Hierarchical regression results for the incremental validity of altruistic actions over TL, TS, and LF philosophies (behavior and importance scores)

DV = Performance	b	S.E.	B	t	R ² Δ	F
<i>Model 1:</i>					.05*	3.320*
TL Total	-.013	.018	-.051	-.693		
TS Total	.075	.049	.156	1.531		
LF Total	-.020	.021	-.056	-.928		
TL Importance	.043	.014	.222	3.045		
TS Importance	-.083	.059	-.141	-1.417		
<i>Model 2:</i>					.01	2.684*
TL Total	-.012	.018	-.047	-.640		
TS Total	.077	.049	.161	1.576		
LF Total	-.014	.022	-.041	-.671		
TL Importance	.038	.015	.193	2.554		
TS Importance	-.084	.059	-.142	-1.422		
Altruistic Actions	.053	.036	.089	1.475		
AL Importance	-.005	.018	-.015	-.271		

* $p < .05$; ** $p < .001$

Table 13. Hierarchical regression results for the incremental validity of altruistic actions over TL, TS, and LF philosophies (behavior and importance scores) and individual differences scores

DV = Performance	b	S.E.	<i>B</i>	t	R ² Δ	F
<i>Model 1:</i>					.06	1.475
TL Total	.018	.017	.068	1.045		
TS Total	.004	.033	.007	.110		
LF Total	-.034	.025	-.094	-1.376		
Hardiness	-.013	.125	-.006	-.101		
GRIT	-.094	.079	-.075	-1.187		
Neuroticism	.004	.002	.128	1.798		
Extraversion	.003	.002	.100	1.369		
Openness	-.001	.002	-.024	-.349		
Agreeableness	.004	.002	.116	1.747		
Conscientiousness	.003	.002	.091	1.331		
<i>Model 2:</i>					.02*	1.771*
TL Total	.014	.017	.056	.851		
TS Total	.010	.033	.019	.288		
LF Total	-.021	.026	-.057	-.812		
Hardiness	.000	.124	.000	-.001		
GRIT	-.085	.079	-.068	-1.081		
Neuroticism	.004	.002	.120	1.689		
Extraversion	.003	.002	.106	1.468		
Openness	-.001	.002	-.037	-.545		
Agreeableness	.004	.002	.106	1.609		
Conscientiousness	.003	.002	.095	1.402		
Altruistic Actions	.085	.040	.138	2.126*		

* $p < .05$; ** $p < .001$ Note: Emotional stability was measured as neuroticism. As scores on neuroticism increase, this indicates a decrease in emotional stability. Negative correlations between neuroticism and other variables actually indicate a positive correlation between emotional stability and the other variable.

Table 14. Hierarchical regression results for the incremental validity of AL attributes over TL, TS, and LF leadership philosophies (behavior and importance score) and individual difference scores

Variable	b	S.E.	B	t	R ² Δ	F
<i>Model 1</i>					.11*	2.433*
TL Total	-.022	.021	-.084	-1.022		
TL Importance	.055	.017	.277	3.357**		
TS Total	.067	.058	.133	1.159		
TS Importance	-.085	.071	-.135	-1.197		
LF Total	-.021	.025	-.058	-.849		
Neuroticism	.005	.002	.150	2.093*		
Extraversion	.004	.002	.118	1.618		
Openness	-.001	.002	-.020	-.288		
Agreeableness	.005	.002	.150	2.260*		
Conscient.	.003	.002	.095	1.387		
Grit	-.080	.079	-.063	-1.008		
Hardiness	.004	.126	.002	.035		
<i>Model 2</i>					.03*	2.805**
TL Total	-.016	.021	-.062	-.758		
TL Importance	.048	.017	.240	2.855*		
TS Total	.073	.057	.146	1.284		
TS Importance	-.082	.070	-.130	-1.171		
LF Total	-.015	.024	-.042	-.631		
Neuroticism	.005	.002	.176	2.481*		
Extraversion	.004	.002	.117	1.581		
Openness	.000	.002	-.012	-.171		
Agreeableness	.001	.003	.045	.526		
Conscient.	.001	.002	.050	.707		
Grit	-.085	.078	-.068	-1.090		
Hardiness	.003	.125	.001	.021		
Altruism	.003	.007	.030	.370		
Integrity	.019	.006	.217	2.983*		

* $p < .05$; ** $p < .001$ Note: Emotional stability was measured as neuroticism. As scores on neuroticism increase, this indicates a decrease in emotional stability. Negative correlations between neuroticism and other variables actually indicate a positive correlation between emotional stability and the other variable.

Table 15. Correlation coefficients for attributes and leadership performance over time

Semester, Year	Altruism	Integrity	GRIT	Hardiness	Neuroticism	Extraversion	Openness	Agreeable	Conscientious
Term 0, 2005	0.17**	0.09	0.02	0.11	-0.20*	0.15*	0.07	0.14*	0.20**
Term 1, 2005	0.03	0.06	0.02	0.00	0.00	0.14*	0.01	0.05	0.32**
Term 2, 2005	0.02	0.10	0.04	0.04	-0.11	0.11	-0.01	0.04	0.33**
Term 0, 2006	0.12*	0.19*	0.04	0.07	-0.14*	0.15*	0.02	0.10	0.17*
Term 1, 2006	0.11	0.12*	-0.08	0.07	-0.11	0.14*	-0.04	0.09	0.32**
Term 2, 2006	0.03	0.12*	0.02	0.01	-0.09	0.16*	0.00	0.14*	0.36**
Term 0, 2007	0.05	0.01	-0.10	0.13*	-0.08	0.16*	0.07	0.11	0.08
Term 1, 2007	-0.03	0.09	0.02	-0.02	-0.13*	0.00	-0.08	0.11	0.34**
Term 2, 2007	0.12	0.20*	-0.04	-0.02	0.02	.095	.030	.087	.087

* $p < .05$; ** $p < .001$ Note: Term 0 is the summer term; Term 1 is the Fall term; Term 2 is the Spring term. Term 2, 2007 is equal to the Performance variable used in this study. Numbers in the cells represent Person's bivariate correlations. Emotional stability was measured as neuroticism. As scores on neuroticism increase, this indicates a decrease in emotional stability. Negative correlations between neuroticism and other variables actually indicate a positive correlation between emotional stability and the other variable.

Table 16. Hierarchical regression results for the moderating effects of resilience factors on the relationship between AL Total and performance

DV = Performance	b	S.E.	<i>B</i>	<i>t</i>	R ²	F
Model 1					.00	.012
AL Total	-.002	.018	-.007	-.111		
Model 2					.02	2.397
AL Total	-.001	.018	-.004	-.066		
ES	-.004	.002	-.130	-2.187		
Model 3					.02	1.597
AL Total	-.001	.018	-.004	-.073		
ES	-.004	.002	-.129	-2.169		
AL*ES	---	.001	.007	.116		
DV = Performance	b	S.E.	<i>B</i>	<i>t</i>	R ²	F
Model 1					.00	.108
AL Total	.005	.016	.018	.329		
Model 2					.00	.090
AL Total	.005	.016	.018	.319		
Grit	.018	.069	.015	.267		
Model 3					.00	.065
AL Total	.005	.016	.018	.320		
Grit	.019	.069	.015	.269		
AL*Grit	.005	.037	.007	.130		
DV = Performance	b	S.E.	<i>B</i>	<i>t</i>	R ²	F
Model 1					.00	.020
AL Total	.002	.016	.008	.141		
Model 2					.00	.082
AL Total	.003	.016	.009	.161		
Hardiness	-.040	.106	-.021	-.381		
Model 3					.00	.055
AL Total	.003	.016	.009	.161		
Hardiness	-.040	.106	-.021	-.380		
AL*HA	-.001	.060	-.001	-.015		

* $p < .05$; ** $p < .001$ Note: All variables were centered based on the mean. Emotional stability was measured as neuroticism. As scores on neuroticism increase, this indicates a decrease in emotional stability. Negative correlations between neuroticism and other variables actually indicate a positive correlation between emotional stability and the other variable.

Table 17. Hierarchical regression results for the moderating effects of resilience factors on the relationship between AL Importance and performance

Variable	b	S.E.	<i>B</i>	<i>t</i>	R ²	F
Model 1					.00	.033
AL Imp	.004	.019	.011	.183		
Model 2					.02	2.403
AL Imp	.002	.019	.007	.126		
ES	-.004	.002	-.130	-2.184		
Model 3					.02	2.297
AL Imp	.002	.019	.005	.086		
ES	-.004	.002	-.123	-2.069		
AL Imp*ES	-.001	.001	-.085	-1.438		
DV = Performance	b	S.E.	<i>B</i>	<i>t</i>	R ²	F
Model 1					.00	.327
AL Imp	.010	.018	.032	.572		
Model 2					.00	.196
AL Imp	.010	.018	.031	.560		
Grit	.018	.069	.014	.256		
Model 3					.00	.132
AL Imp	.010	.018	.030	.546		
Grit	.018	.069	.014	.256		
AL Imp*Grit	.003	.042	.004	.076		
DV = Performance	b	S.E.	<i>B</i>	<i>t</i>	R ²	F
Model 1					.00	.117
AL Imp	.006	.018	.019	.342		
Model 2					.00	.137
AL Imp	.007	.018	.021	.369		
Hardiness	-.042	.106	-.022	-.398		
Model 3					.00	.093
AL Imp	.007	.018	.021	.368		
Hardiness	-.041	.107	-.022	-.389		
AL Imp*HA	-.004	.059	-.004	-.065		

* $p < .05$; ** $p < .001$ Note: All variables were centered based on the mean. Emotional stability was measured as neuroticism. As scores on neuroticism increase, this indicates a decrease in emotional stability. Negative correlations between neuroticism and other variables actually indicate a positive correlation between emotional stability and the other variable.

Table 18. Hierarchical regression results for the moderating effects of resilience factors on the relationship between altruistic actions and performance

DV = Performance	b	S.E.	<i>B</i>	t	R ² Δ	F
Model 1					.03*	8.660*
Altruistic Actions	.109	.037	.177	2.943*		
Model 2					.00	4.329*
Altruistic Actions	.108	.037	.176	2.920*		
ES	.000	.002	.010	.172		
Model 3					.00	2.908*
Altruistic Actions	.110	.037	.178	2.931*		
ES	.000	.002	.008	.136		
A.A. x E.S.	-.001	.002	-.019	-.307		
DV = Performance	b	S.E.	<i>B</i>	t	R ² Δ	F
Model 1					.02*	6.967*
Altruistic Actions	.088	.033	.147	2.640*		
Model 2					.00	3.736*
Altruistic Actions	.087	.033	.145	2.593*		
Grit	-.049	.069	-.040	-.717		
Model 3					.05**	7.877**
Altruistic Actions	.083	.033	.138	2.529*		
Grit	-.050	.067	-.040	-.737		
A.A. x Grit	-.295	.074	-.217	-		
				3.976**		
DV = Performance	b	S.E.	<i>B</i>	t	R ² Δ	F
Model 1					.02*	5.908*
Altruistic Actions	.082	.034	.137	2.431*		
Model 2					.00	3.008
Altruistic Actions	.082	.034	.136	2.402*		
Hardiness	-.038	.107	-.020	-.352		
Model 3					.00	2.002
Altruistic Action	.082	.034	.136	2.399*		
Hardiness	-.040	.110	-.021	-.364		
A.A. x Hardi	-.013	.134	-.006	-.098		

* $p < .05$; ** $p < .001$ Note: All variables were centered based on the mean. Emotional stability was measured as neuroticism. As scores on neuroticism increase, this indicates a decrease in emotional stability. Negative correlations between neuroticism and other variables actually indicate a positive correlation between emotional stability and the other variable.

Appendix A. Coding Scheme

Transformational Leadership - Rating Sheet Part A

Participant ID: _____

Coder Name: _____

Directions: Using the scale from 0 – 3, rate the degree to which each of the following behavioral scripts is reflected in the leadership philosophy paper. Refer to the Coding Dimensions in the Coding Scheme Packet for definitions, examples, and coding rules.

- 0 = Not included (n/a)**
- 1 = Low**
- 2 = Medium**
- 3 = High (included as one of three principles)**

Dimension	Actual Phrase(s) used; Page #
<p>___ Transformational Leadership style</p>	<p>Enter information here (there is no place to enter it in Rating Sheet Part B)</p>
<p>___ Idealized Influence</p>	<p>You only need to enter information here if you are assigning a rating of “High.”</p>
<p>___ Inspirational Motivation</p>	<p>You only need to enter information here if you are assigning a rating of “High.”</p>
<p>___ Intellectual Stimulation</p>	<p>You only need to enter information here if you are assigning a rating of “High.”</p>
<p>___ Individualized Consideration</p>	<p>You only need to enter information here if you are assigning a rating of “High.”</p>

Transformational Leadership - Rating Sheet Part B Participant ID: _____ Coder:

TL Dimensions	BEHAVIORS	ACTUAL PHRASE USED/pg#
Idealized Influence (Charisma)	TL1 ___ Transmits a sense of joint mission and ownership (e.g. teamwork/ cohesion)	
	TL2 ___ Expresses dedication to followers (e.g. commitment)	
	TL3 ___ Appeals to the hopes/desires of followers (e.g. personal appeals)	
	TL4 ___ Addresses crises “head on”	
	TL5 ___ Eases group tension in critical times	
	TL6 ___ Sacrifices self-gain for the gain of others (has to say something about self-sacrifice to count)	
TL SUBTOTAL 1		
Inspirational Motivation	TL7 ___ Convinces followers that they have the ability to achieve levels of performance beyond what they felt was possible (e.g. reach full potential)	
	TL8 ___ Sets an examples for others to strive for (if they talk about this in the context of <u>training</u> followers, do not check off)	
	TL9 ___ Presents an optimistic and attainable view of the future	
	TL10 ___ Raises expectations by clarifying the challenges	
	TL11 ___ Thinks ahead to take advantage of unforeseen opportunities	
	TL12 ___ Provides meaning for actions	
TL SUBTOTAL 2		
Intellectual Stimulation (TASK RELATED)	TL13 ___ Encourages followers to reexamine their assumptions	
	TL14 ___ Takes past examples and applied to current problems	
	TL15 ___ Encourages followers to revisit problems	
	TL16 ___ Creates a “readiness” for changes in thinking	
	TL17 ___ Creates a “holistic” picture that incorporates different views of a problem.	
	TL18 ___ Puts forth or listens to seemingly foolish ideas (think innovation, brainstorming, trying to find new solutions)	
TL		

SUBTOTAL 3		
Individualized Consideration (PEOPLE RELATED)	TL19 ___ Recognizes individual strengths and weaknesses	
	TL20 ___ Shows <u>interest</u> in the well-being of others (if they actually talk about developing or increasing well-being, do not check off)	
	TL21 ___ Assigns projects based on individual ability and needs	
	TL22 ___ Enlarges individual discretion (e.g. autonomy, responsibilities) commensurate w/ability & needs	
	TL23 ___ Encourages a two-way exchange of views (e.g. how do you feel about this?)	
	TL24 ___ Promotes self-development	
TL SUBTOTAL 4		Total TL

Coding Dimension - TRANSFORMATIONAL LEADERSHIP STYLE

Definition: Transformational leadership style refers to whether the Cadet conveys that it is important for a leader to use this particular style and all four behavioral dimensions of individualized consideration, idealized influence, inspirational motivation, and intellectual stimulation.

NOTE: A Cadet should only score above “not included” if s/he actually talks about all four behavioral dimensions in the philosophy paper. If s/he only describes some of the behaviors (e.g., just idealized influence), then rate the Cadet on each dimension that s/he describes. However, if you rate the person on this dimension (TL style), you do not need to rate them on the four individual behavioral dimensions.

	Not included	Low	Medium	High
Definition	N/A	The Cadet acknowledges that an effective leader should use this particular style of leadership and all four behaviors of individualized consideration, idealized influence, inspirational motivation, and intellectual stimulation.	The Cadet believes it is important that a leader use this particular style of leadership and all four behaviors of individualized consideration, idealized influence, inspirational motivation, and intellectual stimulation. However, the Cadet believes that there are other leadership behaviors that are more important.	The Cadet believes that an effective leader <u>must</u> use this particular style of leadership and all four behaviors of individualized consideration, idealized influence, inspirational motivation, and intellectual stimulation.
Example	N/A	“Transformational leadership can be effective in some circumstance...”	“The theory of Transformational Leadership addresses many of the same tenets that are found in my first principle. Indeed, the two theories are mutually constructive in that the components that make up each can, and do, support each other towards the goal of creating a successful leader.”	“My leadership philosophy closely relates to principles of transformational leadership...”
Coding	A rating of	A rating of “low” is	A rating of “medium”	A rating of “high” is

Rules	“not included” is assigned if the Cadet did not mention TL Style in the paper.	only assigned if the Cadet mentioned TL style as an approach of an effective leader; however, there was no real emphasis placed on it.	is assigned if the Cadet describes TL style as an approach of an effective leader, however, it wasn't described as the Cadet's “general” philosophy or as one of the three main principles.	assigned if TL style is a critical component of the Cadet's philosophy. TL style should either: a) be clearly reflected in the Cadet's “general” philosophy b) be defined as one of the three principles
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Coding Dimension - INDIVIDUALIZED CONSIDERATION

Definition: Individualized consideration refers to the degree to which the Cadet conveys that it is important for a leader to interact uniquely with each follower to ensure motivational and developmental needs are met. To be rated above “not included” on this dimension, the Cadet should include behavioral scripts for one or more of the following in his/her leadership philosophy paper: recognizing individual strengths and weaknesses, showing interest in the well-being of others, assigning projects based on individual ability and needs, enlarging individual discretion commensurate with ability and needs, encouraging a two-way exchange of views, and promoting self-development.

	Not included	Low	Medium	High
Definition	N/A	The Cadet acknowledges that an effective leader should interact uniquely with each follower to ensure that motivational and developmental needs are met.	The Cadet believes that it is important for a leader to interact uniquely with each follower to ensure that motivational and developmental needs are met. However, the Cadet believes that there are other leadership behaviors that are more important.	The Cadet believes that an effective leader <u>must</u> interact uniquely with each follower to ensure that motivational and developmental needs are met.
Example	N/A	“This relates to individualized considerations...”	“To be a good leader, you have to interact with subordinates on a personal basis and delegate meaningful projects, showing individualized consideration.”	“My third principle is to treat each follower differently. Everyone has different strengths and weaknesses and is motivated by different needs. It’s essential to acknowledge this...”
Coding Rules	A rating of “not included” is assigned if the Cadet did not mention individualized consideration in the paper.	A rating of “low” is only assigned if the Cadet mentioned individualized consideration as a behavior of an effective leader; however, there was no real emphasis placed on it.	A rating of “medium” is assigned if the Cadet describes individualized consideration as a behavior of an effective leader, however, it wasn’t described as the Cadet’s “general” philosophy or as one of the three main principles.	A rating of “high” is assigned if individualized consideration is a critical component of the Cadet’s philosophy. Individualized consideration should either: a) be clearly reflected in the Cadet’s “general” philosophy b) be defined as one of the three principles

Coding Dimension - IDEALIZED INFLUENCE

Definition: Idealized influence refers to the degree to which the Cadet conveys that it is important for a leader to use charismatic behaviors to build identification with followers. To be rated above “not included” on this dimension, the Cadet should include behavioral scripts for one or more of the following in his/her leadership philosophy paper: transmitting a sense of joint mission and ownership, expressing dedication to followers, appealing to the hopes and desires of followers, addressing crises “head on,” easing group tension in critical times, using charisma, and sacrificing self-gain for the gain of others.

	Not included	Low	Medium	High
Definition	N/A	The Cadet acknowledges that an effective leader should use charismatic behaviors to build identification with followers.	The Cadet believes that it is important for a leader to use charismatic behaviors to build identification with followers. However, the Cadet believes that there are other leadership behaviors that are more important.	The Cadet believes that an effective leader <u>must</u> use charismatic behaviors to build identification with followers.
Example	N/A	“The character development addressed in my philosophy closely correlates to the idealized influences of the transformational leadership theory.”	“Idealized influence states that a transformational leader builds his or her influence with their subordinates by considering their needs. The leader works hard for his or her soldiers and the soldiers in turn respect and follow the leader without necessity for rewards or punishments for compliance.”	“The first principle, idealized influence, is in my experience, an effective way to motivate people to accomplish what you set out for them to do. This principle can influence subordinates indirectly.”
Coding Rules	A rating of “not included” is assigned if the Cadet did not mention idealized influence in the paper.	A rating of “low” is only assigned if the Cadet mentioned idealized influence as a behavior of an effective leader; however, there was no real emphasis placed on it.	A rating of “medium” is assigned if the Cadet describes idealized influence as a behavior of an effective leader, however, it wasn’t described as the Cadet’s “general” philosophy or as one of the three main	A rating of “high” is assigned if idealized influence is a critical component of the Cadet’s philosophy. Idealized influence should either: a) be clearly reflected in the Cadet’s “general” philosophy b) be defined as one of the

			principles.	three principles
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Coding Dimension - INSPIRATIONAL MOTIVATION

Definition: Inspirational motivation refers to the degree to which the Cadet conveys that it is important for a leader to engage in sense-making behaviors, explaining how organizational and follower needs/goals are aligned. To be rated above “not included” on this dimension, the Cadet should include behavioral scripts for one or more of the following in his/her leadership philosophy paper: convincing followers that they have the ability to achieve levels of performance beyond what they felt was possible, setting an example for others to strive for, presenting an optimistic and attainable view of the future, raising expectations by clarifying the challenges, thinking ahead to take advantage of unforeseen opportunities, and providing meaning for actions.

	Not included	Low	Medium	High
Definition	N/A	The Cadet acknowledges that an effective leader should engage in sense-making behaviors, explaining how organizational and follower needs/goals are aligned.	The Cadet believes that it is important that a leader engages in sense-making behaviors, explaining how organizational and follower needs/goals are aligned. However, the Cadet believes that there are other leadership behaviors that are more important.	The Cadet believes that an effective leader <u>must</u> engage in sense-making behaviors, explaining how organizational and follower needs/goals are aligned.
Example	N/A	“A transformational leader further “develops and communicates a vision” and inspires his subordinates to work towards that mission.”	“When I provide them with a higher mission and develop a sense of responsibility in them to accomplish the mission, I am sparking creativity and offering inspirational motivation. I can’t expect them to follow my lead without showing them why it’s important. This is critical to mission success.”	“My overall leadership philosophy is focused on providing inspiration and vision to my followers...”
Coding Rules	A rating of “not	A rating of “low” is only assigned if the	A rating of “medium” is assigned if the	A rating of “high” is assigned if inspirational

	included” is assigned if the Cadet did not mention inspirational motivation in the paper.	Cadet mentioned inspirational motivation as a behavior of an effective leader; however, there was no real emphasis placed on it.	Cadet describes inspirational motivation as a behavior of an effective leader, however, it wasn't described as the Cadet's overall philosophy or as one of the three main principles.	motivation is a critical component of the Cadet's philosophy. Inspirational motivation should either: a) be clearly reflected in the Cadet's "general" philosophy b) be defined as one of the three principles
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Coding Dimension - INTELLECTUAL STIMULATION

Definition: Intellectual stimulation refers to the degree to which the Cadet conveys that it is important for a leader to encourage creativity, open-mindedness, and innovation. To be rated above “not included” on this dimension, the Cadet should include behavioral scripts for one or more of the following in his/her leadership philosophy paper: encouraging followers to reexamine their assumptions, taking past examples and applying them to current problems, encouraging followers to revisit problems, creating a “readiness” for changes in thinking, creating a “holistic” picture that incorporates different views of a problem, and putting forth or listening to seemingly foolish ideas.

	Not included	Low	Medium	High
Definition	N/A	The Cadet acknowledges that an effective leader should encourage creativity, open-mindedness, and innovation.	The Cadet believes that it is important that a leader encourage creativity, open-mindedness, and innovation. However, the leader believes that there are other leadership behaviors that are more important.	The Cadet believes that an effective leader <u>must</u> encourage creativity, open-mindedness, and innovation to be effective.
Example	N/A	“Intellectual stimulation gives meaning and challenge to the subordinates and is the same as professional growth within the Know.”	“A leader who is constantly pushing for excellence from his subordinates and himself is willing to take risks to achieve success and is also willing to take advice from his subordinates because of the knowledge and experience that they have dealing directly with situations on a daily basis. This is what intellectual stimulation is all about.”	“My third principle centers around intellectual stimulation...”
Coding Rules	A rating of “not included” is assigned if the Cadet	A rating of “low” is only assigned if the Cadet mentioned intellectual stimulation as a behavior of an	A rating of “medium” is assigned if the Cadet describes intellectual stimulation as a behavior of an effective	A rating of “high” is assigned if intellectual stimulation is a critical component of the Cadet’s philosophy.

	did not mention intellectual stimulation in the paper.	effective leader; however, there was no real emphasis placed on it.	leader, however, it wasn't described as the Cadet's "general" philosophy or as one of the three main principles.	Intellectual stimulation should either: a) be clearly reflected in the Cadet's "general" philosophy b) be defined as one of the three principles
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Transactional Leadership - Rating Sheet Part A

Participant ID: _____

Coder Name: _____

Directions: Using the scale from 0 – 3, rate the degree to which each of the following behavioral scripts is reflected in the leadership philosophy paper. Refer to the Coding Dimensions in the Coding Scheme Packet for definitions, examples, and coding rules.

0 = Not included (n/a)**1 = Low****2 = Medium****3 = High (included as one of three principles)**

Dimension	Actual Phrase(s) used; Page #
___ Contingent Reward	You only need to enter information here if you are assigning a rating of “High.”
___ Management-by-exception (Active)	You only need to enter information here if you are assigning a rating of “High.”
___ Management-by-exception (Passive)	Do not enter information here.

Transactional Leadership – Rating Sheet Part B

Participant ID: _____

Coder Name: _____

TA DIMENSIONS	BEHAVIORS	ACTUAL PHRASE USED; Page & Paragraph #
Contingent Reward	TS1 ___ explaining how to attain and maintain rewards	
	TS2 ___ explaining which behaviors will lead to punishments	
	TS3 ___ monitoring follower performance	
	TS4 ___ providing feedback	
	TS5 ___ delivering rewards and punishments to followers	
TS SUBTOTAL 1		
Management-by-exception (Active)	TS6 ___ monitoring operational systems (watching over people, job tasks, everything involved in completing the work)	
	TS7 ___ delegating work (e.g. empowerment, giving autonomy, letting them do the job on their own, Selected Subordinate Freedom)	
	TS8 ___ monitoring delegated work (e.g., checking up on followers)	
	TS9 ___ setting up mechanisms for detecting problems (e.g., asking the course instructor to tell you when the Cadet is absent)	
	TS10 ___ addressing problems and concerns that arise (e.g., coming up with a plan to increase poor performance ratings)	
TS SUBTOTAL 2		
Management-by-exception (Passive)	TS11 ___ acquiring information (e.g. asking questions, listening)	You do not need to enter information here; just check off whether the Cadet describes any of these behaviors.
	TS12 ___ organizing and evaluating information (e.g. decision-making)	
	TS13 ___ identifying needs and requirements (e.g., checking on subordinate needs)	
	TS14 ___ planning and coordinating (e.g. goal-setting)	
	TS15 ___ obtaining and allocating personnel resources (e.g., hiring people)	

	TS16__motivating personnel resources (e.g., intrinsic motivation)
	TS17__utilizing personnel resources (e.g. assigning subordinates to tasks that fit their needs and expertise)
	TS18__maintaining material resources
	TS19__utilizing and monitoring material resources
Passive Total	
Total TA Behavior	

Coding Dimension - CONTINGENT REWARDS

Definition: Contingent rewards refer to the degree to which the Cadet conveys that it’s important for a leader to motivate subordinates using external rewards in direct exchange for work products. To be rated above “not included” on this dimension, the Cadet should include behavioral scripts for one or more of the following in his/her leadership philosophy paper: explaining how to attain and maintain desirable pay levels, promotions, perks, or other rewards; explaining which behaviors will lead to punishments; monitoring follower performance; and delivering rewards and punishments to followers.

	Not included	Low	Medium	High
Definition	N/A	The Cadet acknowledges that an effective leader should motivate subordinates using external rewards in direct exchange for work products.	The Cadet believes that it is important that a leader motivate subordinates using external rewards in direct exchange for work products. However, the Cadet believes that there are other leadership behaviors that are more important.	The Cadet believes that an effective leader <u>must</u> motivate subordinates using external rewards in direct exchange for work products.
Example	N/A	“It’s also important to provide extrinsic rewards, like time-off, to balance this.”	“...it’s critical to know when to give rewards. When my subordinates always strive to exceed the standards, and exceed the minimum that other units may be doing will lead to recognition and awards.”	“My leadership philosophy focuses on motivating followers. The leader must motivate subordinates in a constructive manner, foster technical and tactical proficiency within his or her unit, and take assertive steps to improve the organization by planning, preparing, executing, and assessing performance and tasks.”
Coding Rules	A rating of “not included” is assigned if the Cadet did not mention contingent reward in the paper.	A rating of “low” is only assigned if the Cadet mentioned contingent reward as a behavior of an effective leader; however, there was no real emphasis placed on it.	A rating of “medium” is assigned if the Cadet describes contingent reward as a behavior of an effective leader, however, it wasn’t described as the Cadet’s “general” philosophy or as one of the three main principles.	A rating of “high” is assigned if contingent reward is a critical component of the Cadet’s philosophy. Contingent reward should either: a) be clearly reflected in the Cadet’s “general” philosophy b) be defined as one of the three principles

Coding Dimension - MANAGEMENT BY EXCEPTION (ACTIVE)

Definition: Management by exception (active) refers to the degree to which the Cadet conveys that it is important for a leader to allow followers and operating systems to function autonomously, while monitoring performance and problems. To be rated above “not included” on this dimension, the Cadet should include behavioral scripts for one or more of the following in his/her leadership philosophy paper: monitoring operational systems, setting up mechanisms for detecting problems, addressing problems and concerns that arise, delegating work, and monitoring delegated work.

	Not included	Low	Medium	High
Definition	N/A	The Cadet acknowledges that an effective leader should allow followers and operating systems to function autonomously, while monitoring performance and problems.	The Cadet believes that it is important for a leader to allow followers and operating systems to function autonomously, while monitoring performance and problems. However, the Cadet believes that there are other leadership behaviors that are more important.	The Cadet believes that an effective leader <u>must</u> allow followers and operating systems to function autonomously, while monitoring performance and problems.
Example	N/A	“If you are going to delegate, you have to make sure that you still oversee things to make sure you can step in when you need to.”	“...I participated the first time I gave them the task, and was able to delegate that task every subsequent time after that. Another of my squad leaders lacked the knowledge of how to go about it. I usually had to tell her what to do the first couple of times I gave her a job, but after a few repetitions I was able to scale back and limit my role.”	“I see my role as the leader to be the facilitator. But, I don’t need to be involved in every decision that is made. I’d rather let them handle things and be there to clear things up when they run into problems. This is my leadership philosophy.”
Coding Rules	A rating of “not included” is assigned if the Cadet	A rating of “low” is only assigned if the Cadet mentioned management by exception (active) as	A rating of “medium” is assigned if the Cadet describes management by exception (active) as	A rating of “high” is assigned if management by exception (active) is a critical component of the Cadet’s philosophy.

	did not mention management by exception (active) in the paper.	a behavior of an effective leader; however, there was no real emphasis placed on it.	a behavior of an effective leader; however, it wasn't described as the Cadet's "general" philosophy or as one of the three main principles.	Management by exception (active) should either: a) be clearly reflected in the Cadet's "general" philosophy b) be defined as one of the three principles
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Coding Dimension - MANAGEMENT BY EXCEPTION (PASSIVE)

Definition: Management by exception (passive) refers to the degree to which the Cadet conveys that it is important for a leader to take a passive role in managing followers and operations.

NOTE: This dimension has to be rated differently. First, it is unlikely that a Cadet will use the term “management-by-exception.” For this dimension, it’s necessary to infer whether the Cadet has a passive management-by-exception philosophy by assessing the degree to which s/he includes other leadership behaviors in the philosophy paper.

	Not included	Low	Medium	High
Definition	The Cadet believes that an effective leader <u>must</u> take a very active role in managing tasks and followers.	The Cadet believes that it is very important that an effective leader take an active role in managing tasks and followers.	The Cadet acknowledges that an effective leader should have some role in managing tasks and followers.	The Cadet fails to acknowledge that an effective leader should take an active role in managing tasks and followers.
Example	n/a	n/a	n/a	n/a
Coding Rules	A rating of “not included” is assigned if the Cadet describes all of the following leadership behaviors in his/her philosophy: <ul style="list-style-type: none"> • Assessing follower performance • Monitoring task performance • Responding to problems • Identifying follower needs 	A rating of “low” is only assigned if the Cadet doesn’t describe <u>one</u> of the following leadership behaviors in his/her philosophy: <ul style="list-style-type: none"> • Assessing follower performance • Monitoring task performance • Responding to problems • Identifying follower needs 	A rating of “medium” is assigned if the Cadet doesn’t describe <u>more than one</u> of the following leadership behaviors in his/her philosophy: <ul style="list-style-type: none"> • Assessing follower performance • Monitoring task performance • Responding to problems • Identifying follower needs 	A rating of “high” is assigned if the Cadet doesn’t describe any of the following leadership behaviors in his/her philosophy: <ul style="list-style-type: none"> • Assessing follower performance • Monitoring task performance • Responding to problems • Identifying follower needs

Authentic Leadership - Rating Sheet Part A

Participant ID: _____

Coder Name: _____

Directions: Using the scale from 0 – 3, rate the degree to which each of the following behavioral scripts is reflected in the leadership philosophy paper. Refer to the Coding Dimensions in the Coding Scheme Packet for definitions, examples, and coding rules.

- 0 = Not included (n/a)**
- 1 = Low**
- 2 = Medium**
- 3 = High (included as one of three principles)**

Dimension	Actual Phrase(s) used; Page #
Transparency	You only need to enter information here if you are assigning a rating of “High.”
Altruistic actions	You only need to enter information here if you are assigning a rating of “High.”
Behavioral Consistency	You only need to enter information here if you are assigning a rating of “High.”

AL DIMENSIONS	BEHAVIORS	ACTUAL PHRASE USED; pg #; paragraph
Transparency	AL1. ____ Articulating one’s values (e.g. it’s important to tell subordinates my values)	
	AL 2. ____ Disclosing self-information (e.g., the leader talks about his/herself openly)	
	AL 3. ____ Disclosing one’s weaknesses and limitations	
	AL 4. ____ Explaining how decisions are made	
	AL 5. ____ Taking responsibility for mistakes	
	AL 6. ____ Openly discussing moral/ethical dilemmas with followers	
	AL 7. ____ Being honest (straightforward, sincere, truthful)	
AL SUBTOTAL 1		
Altruistic actions If they use the term “self-sacrifice” it will be rated as Transformational Leadership instead of here.	AL 8. ____ Ethical decision-making	
	AL 9. ____ Considering relevant stakeholders in decision-making (e.g., the nation; choosing the best option for the group)	
	AL10. ____ Follower development (training, increasing their skills)	
	AL11. ____ Developing follower <i>well-being</i> (e.g. increasing well-being)	
	AL12. ____ Engaging in altruistic behavior (e.g., demonstrating care for subordinates; helping subordinates)	
	AL13. ____ Intervening in ethical dilemmas experienced by others	
	AL14. ____ Treating others fairly (e.g., being unbiased, equal treatment)	
	AL15. ____ Treating others with respect	
	AL16. ____ Being open-minded (NOTE: do not include this if they talk about it in terms of innovation/task-related open-mindedness)	

	AL17. ____ Acting morally correct (e.g. doing the right thing)	
AL SUBTOTAL 2		
Behavioral Consistency (leader's behavioral consistency)	AL18. ____ Demonstrating word-deed alignment (keeping one's word)	
	AL19. ____ Positive modeling (include role modeling <u>only</u> when it is for training purposes to teach a new skill, attitude, etc...)	
	AL20. ____ Acting in accordance with <u>stated</u> values, beliefs, and attitudes (e.g., the leader tells followers that s/he values honesty and then the leader always tells the truth, acting consistently with the stated value).	
AL SUBTOTAL 3		
AL TOTAL		

Coding Dimension - TRANSPARENCY

Definition: Transparency refers to the degree to which the Cadet conveys that it is important for a leader to openly articulate his/her beliefs, values, and attitudes. To be rated above “not included” on this dimension, the Cadet should include behavioral scripts for one or more of the following in his/her leadership philosophy paper: articulating one’s values, disclosing self-information, disclosing one’s weaknesses and limitations, explaining how decisions are made, taking responsibility for mistakes, and openly discussing moral dilemmas with followers.

	Not included	Low	Medium	High
Definition	N/A	The Cadet acknowledges that a leader should openly articulate his/her beliefs, values, and attitudes.	The Cadet conveys believes it important for a leader to openly articulate his/her beliefs, values, and attitudes. However, the Cadet believes that there are other leadership behaviors that are more important.	The Cadet believes that an effective leader <u>must</u> openly articulate his/her beliefs, values, and attitudes.
Example	N/A	“I will give my soldiers the information they need (good and bad) to make good decisions.”	“It is necessary to tell the truth, even if it is not what your soldiers want to hear, it is better to be upfront about the truth then to destroy your honor and integrity.”	“My overall leadership philosophy is centered on being a leader of character, with integrity. I will build a climate of trust by being honest and straightforward with my soldiers...”
Coding Rules	A rating of “not included” is assigned if sense giving is not mentioned in the paper.	A rating of “low” is only assigned if the Cadet mentioned transparency as a behavior of an effective leader; however, there was no real emphasis placed on it.	A rating of “medium” is assigned if the Cadet describes transparency as a behavior of an effective leader, however, it wasn’t described as the Cadet’s “general” philosophy or as one of the three main principles.	A rating of “high” is assigned if transparency is a critical component of the Cadet’s philosophy. Transparency should either: a) be clearly reflected in the Cadet’s “general” philosophy b) be defined as one of the three principles

Coding Dimension - BEHAVIORAL CONSISTENCY

Definition: Behavioral consistency refers to the degree to which the Cadet conveys that it is important for a leader to act in ways that are aligned with articulated values, beliefs, and attitudes. To be rated above “not included” on this dimension, the Cadet should include behavioral scripts for one or more of the following in his/her leadership philosophy paper: demonstrating word-deed alignment, positive modeling of behaviors to develop followers, and acting in accordance with stated values, beliefs, and attitudes.

	Not included	Low	Medium	High
Definition	N/A	The Cadet acknowledges that it is important for an effective leader to act in ways that are consistent with articulated values, beliefs, and attitudes.	The Cadet believes it important for a leader to act in ways that are with articulated values, beliefs, and attitudes. However, the Cadet believes that there are other leadership behaviors that are more important.	The Cadet believes that an effective leader <u>must</u> act in ways that are with articulated values, beliefs, and attitudes.
Example	N/A	“As a leader of character decide what is right, and then have the character to stand up for it.”	“Values and principles are very important to a leader of character. Being able to make good decisions to reflect those values is significant to any good leader of character.”	“A leader must not only have a high sense of integrity but must also emphasize the importance of this value among officers as well as non-commissioned officers and enlisted soldiers. I chose this as a key leadership concept because I believe it to be the most important Army value, I believe that all the other values stem off of integrity and follow behind it...”
Coding Rules	A rating of “not included” is assigned if the Cadet did not mention behavioral consistency in the	A rating of “low” is only assigned if the Cadet mentioned behavioral consistency as a	A rating of “medium” is assigned if the Cadet describes behavioral consistency as a	A rating of “high” is assigned if behavioral consistency is a critical component of the Cadet’s

	paper.	behavior of an effective leader; however, there was no real emphasis placed on it.	behavior of an effective leader, however, it wasn't described as the Cadet's "general" philosophy or as one of the three main principles.	philosophy. Behavioral consistency should either: a) be clearly reflected in the Cadet's "general" philosophy b) be defined as one of the three principles
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Coding Dimension - ALTRUISTIC ACTIONS

Definition: Altruistic actions refer to the degree to which the Cadet conveys that it is important for a leader to engage in pro-social behaviors, expressions of selfless service, in the best interests of followers and other stakeholders. To be rated above “not included” on this dimension, the Cadet should include behavioral scripts for one or more of the following in his/her leadership philosophy paper: ethical decision-making, considering all relevant stakeholders in decision-making, follower development, developing follower well-being, engaging in altruistic behavior, intervening in ethical dilemmas experienced by others, treating others fairly, treating others with respect, forgoing self-interests for the group, and remaining open to other people’s ideas.

	Not included	Low	Medium	High
Definition	N/A	The Cadet acknowledges that an effective leader should engage in pro-social behaviors, expressions of selfless service, in the best interests of followers and other stakeholders.	The Cadet believes that it is important that an effective leader engage in pro-social behaviors, expressions of selfless service, in the best interests of followers and other stakeholders. However, the Cadet believes that there are other leadership behaviors that are more important.	The Cadet believes that an effective leader <u>must</u> engage in pro-social behaviors, expressions of selfless service, in the best interests of followers and other stakeholders.
Example	N/A	“When I think about leadership, certain traits seems to jump out and tie all of them together; traits such as kindness, dedication, and humility.”	“I will inspire my soldiers with kindness (speaking softly) and through my expertise and work ethic (carrying a big stick).”	“My first leadership principle is selfless-service...”
Coding Rules	A rating of “not included” is assigned if the Cadet did not mention anything about self transcendent actions.	A rating of “low” is only assigned if the Cadet mentioned altruistic actions as a behavior of an effective leader; however, there was no real emphasis placed on it.	A rating of “medium” is assigned if the Cadet describes altruistic actions as a behavior of an effective leader, however, it wasn’t described as the Cadet’s “general” philosophy or as one of the three main principles.	A rating of “high” is assigned if altruistic actions is a critical component of the Cadet’s philosophy. Altruistic actions should either: a) be clearly reflected in the Cadet’s “general” philosophy b) be defined as one of the three principles

Appendix B: Content Validity Survey

Content Validity Survey

The purpose of this survey is to investigate the validity of a coding scheme measure that will be used in a study on authentic leadership. The goal is to gain the feedback of experts about the validity of the definitions used as the basis of coding dimensions.

A behavioral approach to leadership is used in this study. Leadership is defined in this study as, “the behavior of an individual...directing the activities of a group toward a shared goal,” (Hemphill & Coons, 1957; p.7).

The specific approaches of transformational and authentic leadership are also defined in this study using a behavioral approach. Thus, traits and other factors are not included in these definitions. Please review the definitions and rate the extent to which you agree with them.

In the study, a coding scheme reflecting the behavioral definitions of each leadership approach will be used to analyze the content of leadership philosophy papers. Four examples excerpts from leadership philosophy papers will be presented to you. You will also be told whether the excerpt would be rated high or low on transformational and authentic leadership based on the coding scheme. Please rate the degree to which you agree with the rating. Thank-you.

1. Please indicate the highest level of education that you have completed.

- a) Bachelor's Degree
- b) Master's Degree
- c) ABD
- d) Ph.D. or MBA
- e) Other (please specify)

2. Transformational Leadership Defined - *Please review the following definition and behavioral components of transformational leadership. All quoted text came from Bass and Avolio (1993;p.56). Other citations are not included here for easier readability; please contact me for a list of works cited.*

Transformational leadership involves using idealized influence, inspirational motivation,

intellectual stimulation, and individualized consideration to direct the activities of a group toward a shared goal.

Idealized influence refers to the degree to which the leader uses charismatic behaviors to build identification with followers. Idealized influence includes the following behaviors: "transmitting a sense of joint mission and ownership, expressing dedication to followers, appealing to the hopes and desires of followers, addressing crises "head on," easing group tension in critical times, using charisma, and sacrificing self-gain for the gain of others."

Inspirational motivation refers to the degree to which the leader engages in sense-making behaviors to explain to followers how organizational and follower needs/goals are aligned. Inspirational motivation includes the following behaviors: "convincing followers that they have the ability to achieve levels of performance beyond what they felt was possible, setting an example for others to strive for, presenting an optimistic and attainable view of the future, raising expectations by clarifying the challenges, thinking ahead to take advantage of unforeseen opportunities, and providing meaning for actions."

Intellectual stimulation refers to the degree to which the leader encourages creativity, open-mindedness, and innovation. Intellectual stimulation includes the following behaviors: "encouraging followers to reexamine their assumptions, taking past examples and applying them to current problems, encouraging followers to revisit problems, creating a "readiness" for changes in thinking, creating a "holistic" picture that incorporates different views of a problem, and putting forth or listening to seemingly foolish ideas."

Individualized consideration refers to the degree to which the leader interacts uniquely with each follower to ensure motivational and developmental needs are met (Yukl, 1999). Individualized consideration includes the following behaviors: "recognizing individual strengths and weaknesses, showing interest in the well-being of others, assigning projects based on individual ability and needs, enlarging individual discretion commensurate with ability and needs, encouraging a two-way exchange of views, and promoting self-development."

To what degree do you agree with this definition and the behavioral components described?

- a) Strongly Disagree
- b) Disagree
- c) Neither Agree nor Disagree
- d) Agree
- e) Strongly Agree

This definition reflects existing definitions and descriptions in the literature.

- a) Strongly Disagree
- b) Disagree
- c) Neither Agree nor Disagree
- d) Agree
- e) Strongly Agree

Comments:

3. Authentic Leadership Defined - *Please review the following definition and behavioral components of authentic leadership. Citations are not included here for easier readability; please contact me for a list of works cited.*

Authentic leadership involves using transparency, altruistic actions, and behavioral consistency to direct the activities of a group toward a shared goal.

Transparency refers to openly articulating one's beliefs, values, and attitudes. Transparency includes behaviors such as: articulating one's values, disclosing self-information, disclosing one's weaknesses and limitations, explaining how decisions are made, taking responsibility for mistakes, and openly discussing moral dilemmas with followers.

Altruistic actions refer to pro-social behavior, expressions of selfless service, in the best interests of followers and other stakeholders. Altruistic actions include behaviors such as: ethical decision-making, considering all relevant stakeholders in decision-making, follower development, developing follower well-being, engaging in altruistic behavior, intervening in ethical dilemmas experienced by others, treating others fairly, treating others with respect, forgoing self-interests for the group, and remaining open to other people's ideas.

Behavioral consistency refers to aligning actions with stated beliefs, values, and attitudes. Behavioral consistency includes behaviors such as: demonstrating word-deed alignment, positive modeling of behaviors to develop followers, and acting in accordance with stated values, beliefs, and attitudes.

To what degree do you agree with this definition and the behavioral components described?

- a) Strongly Disagree
- b) Disagree
- c) Neither Agree nor Disagree

- d) Agree
- e) Strongly Agree

This definition reflects existing definitions and descriptions in the literature.

- a) Strongly Disagree
- b) Disagree
- c) Neither Agree nor Disagree
- d) Agree
- e) Strongly Agree

Comments

4. *Rate the degree to which you agree with the following statement.*

As defined here, authentic and transformational leadership are conceptually distinct leadership approaches.

- a) Strongly Disagree
- b) Disagree
- c) Neither Agree nor Disagree
- d) Agree
- e) Strongly Agree

Comments

5. *Please read the following excerpt from a leadership philosophy paper and answer the question below.*

“When it comes to leading others into a mission, I would appeal to their personal interests. This will allow me to more successfully influence my soldiers into accomplishing the mission, exceeding the standard, and living up to the army values. I will also provide them with a higher mission and develop a sense of responsibility in them to accomplish the mission, sparking creativity and offering inspiration. I can’t expect them to follow my lead without showing them why it’s important. This is critical to mission success. My leadership philosophy also involves treating each follower differently. Everyone has different strengths and weaknesses and is motivated by different needs. It’s essential to acknowledge this. To be a good leader, you have to interact with subordinates on a personal basis and delegate meaningful projects to each. Additionally, I would watch for and reward my subordinates that venture outside of the

comfort zones. I want to emphasize to my subordinates that it is better to make mistakes and learn from them than it is to avoid challenges in order to keep from making mistakes in front of me.”

Based on the definitions above, this leadership philosophy was rated high on transformational leadership and low on authentic leadership. To what extent do you agree with these ratings?

- a) Strongly Disagree
- b) Disagree
- c) Neither Agree nor Disagree
- d) Agree
- e) Strongly Agree

Comments

6. Please read the following excerpt from a leadership philosophy paper and answer the question below.

"A major part of my leadership philosophy is taking personal responsibility. If I make a mistake, I admit it, take the consequences on my shoulders, and then drive on. A leader that is personally responsible for his actions will seek the truth in situations and have the courage to act in the appropriate manner because they hold themselves responsible for their fate. Furthermore, it should always be the goal of every leader to improve what you find. A value I learned from my time in Boy Scouts is always leave things better than you found them. In the scouting aspect, this means picking up trash that was left in the campground by someone before you or completing a service project, but this has applications far greater than that. If you leave every unit better than when you entered it, and every leader who comes after you does the same, it would act as the greatest force multiplier of the 21st century.”

Based on the definitions above, this leadership philosophy was rated low on transformational leadership and high on authentic leadership. To what extent do you agree with these ratings?

- a) Strongly Disagree
- b) Disagree
- c) Neither Agree nor Disagree
- d) Agree
- e) Strongly Agree

Comments

7. Please read the following excerpt from a leadership philosophy paper and answer the question below.

"As a leader in the Army it is necessary to foster a leadership climate which creates highly cohesive units to accomplish the mission. I must ensure that my subordinates have pride and esprit de corps in the unit and themselves. There are many tactics and appeals that can be applied when leading. Some examples include inspirational appeals (appeal to a person's values and ideals) and consultation tactics (ask for subordinate input with a decision). Knowing the best way to get certain subordinates to reach their potential will allow for quick, correct decisions and consistency on my part. Each subordinate acts and responds differently to leader inputs; two subordinates may produce completely different outputs when given the same exact instruction from a leader. By taking the time to learn more about each subordinate's life situation, background, goals, and perceptions, it becomes easier to provide more personalized leadership that is effective. I think it's also necessary to be flexible as a leader. This allows people to approach you willingly with their ideas for improvement. This allows leaders and followers to rework ideas and methods of doing business without fear of ridicule. Furthermore, being flexible allows any necessary changes to be made according to new ideas or improvements.

"Values and principles are also very important to being a leader. Being able to make good decisions and behave in a way that reflects those values is significant to any good leader of character. It is necessary to tell the truth, even if it is not what your soldiers want to hear, it is better to be upfront about the truth than to destroy your honor and integrity. I believe, simply, that by treating my subordinates with kindness and respect, I will earn their loyalty and admiration."

Based on the definitions above, this leadership philosophy was rated high on transformational leadership and high on authentic leadership. To what extent do you agree with these ratings?

- a) Strongly Disagree
- b) Disagree
- c) Neither Agree nor Disagree
- d) Agree
- e) Strongly Agree

Comments

8. *Please read the following excerpt from a leadership philosophy paper and answer the question below.*

“It’s critical to know when to give rewards. When my subordinates always strive to exceed the standards, and exceed the minimum that other units may be doing this will lead to recognition and awards. The leader must motivate subordinates in a constructive manner, foster technical and tactical proficiency within his or her unit, and take assertive steps to improve the organization by planning, preparing, executing, and assessing performance and tasks. As the leader, by promoting individuals displaying maximum expertise in their fields, I will be teaching subordinates the behavior that leads to the desired outcome; to move up in the ranks and attain more challenging jobs, one must master skills essential to their job and the completion of the mission. Essentially, treasuring mastery and expertise is setting the tradition of excellence.”

Based on the definitions above, this leadership philosophy was rated low on transformational leadership and low on authentic leadership. To what extent do you agree with these ratings?

- a) Strongly Disagree
- b) Disagree
- c) Neither Agree nor Disagree
- d) Agree
- e) Strongly Agree

9. Please provide any other comments and suggestions you have here.

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CURRICULUM VITAE

Gabrielle M. Wood graduated received her Bachelor of Arts from Christopher Newport University in 2001. She received her Master of Arts (2003) and Doctorate (2007) in Psychology from George Mason University (GMU). She was employed as an Adjunct Faculty member at GMU from 2003 – 2007.

Select Publications:

Zaccaro, S. J., **Wood, G. M.**, & Herman, J. (2006). Developing the adaptive and global leader: HRM strategies within a career-long perspective. In Ronald J. Burke and Cary L. Cooper (Eds.), *The Human Resources Revolution, Research and Practice*. Elsevier Ltd.

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