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An Examination of Leadership Theories in Business and Sport Achievement Contexts



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Abstract

This manuscript examines the impact of transformational leadership in multiple contexts, specifically business and competitive sport. An overview of eight major leadership theories discussed date from the 1940s to the present date. These leadership theories include the trait theories, behavioral theories, the path-goal theory, the leader-member exchange theory, authentic leadership, servant leadership, situational leadership, and transformational leadership. Within these contexts, nine studies highlight the value of transformational leadership. The review contains a variety of large-scale, multi-site, individual studies as well as meta-analyses on a global scale that are all related to transformational leadership. These studies demonstrate how transformational leadership transcends disciplines and exemplify the value of transformational leadership, resulting in higher achievement outcomes.

An Examination of Leadership Theories in Business and Sport Achievement Contexts

In most achievement-oriented settings, priority is placed on individuals and/or groups who are involved in the achievement activity reaching and/or exceeding performance goals or outcomes that are established from the onset of the activity. One essential component of this outcome-oriented process is the person (or people) designated or selected as leaders within the achievement activity. Within the marketplace/business settings, leaders include executives, company owners, departmental supervisors, or even employee, team, or peer group leaders. In competitive sport settings, leaders are typically designated as the coaches, athletic administrators, and peers who serve as team captains. Much of the success of individuals and groups within an achievement context attributes to the quality of the leaders. Fallesen, Keller-Glaze, and Curnow (2011) held leadership to be the basis for success and the binding construct in functioning organizations. In addition, leadership effectiveness has also been examined by researchers worldwide (Northouse, 2016).

In the seventh edition of his text on leadership theory and practice, Northouse defines leadership as a “process whereby an individual influences a group of individuals to achieve a common goal” (p. 6). Thus, effective leadership has become a topic of concern in applied settings. From a research perspective, the goal of most studies is to identify the characteristics, traits, behaviors, techniques, strategies, attitudes, and/or values that distinguish effective leaders from those who are less effective at assisting the individuals within their achievement context to reach the desired outcome goals. Over the past decades, researchers in the leadership effectiveness area have developed and used a number of theoretical frameworks to conduct their work. These include trait theories,

behaviorally based theories, motivation-oriented theories, among many others (Bryman, Collinson, Grint, Jackson, & Uhl-Bien, 2011; Day & Antonakis, 2012; Hickman, 2009; Northouse, 2016). One of the more recent and contemporary leadership theories used across a range of achievement settings (e.g., business/marketplace and competitive sport) is the Transformational Leadership theory, which is the ability of leaders to achieve results greater than the accomplishment of simple product or service transactions (Avolio, 1999; Bass, 1985; Bass & Avolio, 1993; 1994). In general, the research conducted to date using this theory has provided considerable support for its value in the achievement settings identified above. However, Fallesen et al. (2011) performed a comprehensive review of numerous leadership studies within the U.S. Army, and none of those studies included transformational leadership. Moreover, Lord, Day, Zaccaro, Avolio, and Eagly (2017) identified three waves of leadership theory. They began with (1) behavioral and attitude, then came (2) behavioral, social-cognitive, and contingency, and (3) transformational leadership, social exchange, team and gender related is the third wave (p. 434). This paper continues to expand on those research findings. The purpose of this review paper is to provide an overview of the range of leadership theories used in selected achievement contexts, with particular emphasis on the results of the work using transformational leadership theory.

This review begins with a section summarizing the range of theories that have been proposed and used over the past five decades to examine leadership effectiveness in relevant achievement contexts. This is followed by a section that introduces and explains the perspective adopted by Transformational Leadership theorists and researchers. The section ends with a summary of some major review studies (including meta-analyses, content reviews, and large-scale, multi-site studies) that have examined the results of the research on this theory as applied to selected achievement contexts.

Overview of Major Leadership Theories as Applied to Achievement - Oriented Contexts

Leadership theories date back 100 years. Through time, experience and various settings, theories evolved and represented the human side of the construct, bringing relationships, behavior, and emotion into perspective. The following are theories that have developed over the course of time, leading to the discussion of transformational leadership. The theories addressed in this paper include trait theories, behavioral theories, the path-goal theory, the leader-member exchange theory, authentic leadership, servant leadership, and situational leadership.

Trait Theories

The first known leadership theories are the trait theories. Trait theories of leadership were based on the personal characteristics of a given leader. This approach of identifying specific traits in leaders also dubbed the *Great Man* approach, because it was assumed that great leaders of that time, shared similar characteristics, or traits (Northouse, 2016). Some of these great leaders included Abraham Lincoln and Mahatma Gandhi. Welty Peachey and colleagues (2015) researched leadership and sport and showed the progression of leadership theories over time. They identified trait leadership studies (Stogdill, 1948), which concluded that a single trait could successfully anticipate leadership qualities. Judge, Bono, Ilies, and Gerhardt (2002) performed both a qualitative and quantitative review, which demonstrated a strong, positive correlation between leadership traits and five particular

traits known as the five-factor model. These traits included neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. Robbins and Judge (2017) discussed how the theory was able to forecast leadership outcomes but indicated trait theories do not necessarily provide rationalization of leader behaviors. This essentially means that some inherent characteristics were predictable and gave followers certain expectations of outcomes based on leadership behavior (e.g., kindness, logic, taking action for the greater good). Research dating back roughly 100 years (Bono & Judge, 2004) demonstrated those with particular personal characteristics (such as intelligence, charisma, self-confident, highly energetic, and demonstrate integrity and expertise) exemplified strong leadership. As research evolved, an inconsistent correlation between the two developed (traits and behaviors), causing researchers to consider behavior as a primary component in developing leaders (Jones & George, 2017).

Behavioral Theories

Behavioral theories of leadership presuppose that particular behaviors are what distinguish leaders. That is, these theories begin with the assumption that an effective leader in any achievement context is one who exhibits the behaviors that are most conducive to group productivity and group psychosocial growth. Research for this theory began in the 1940s and 1950s (Jones & George, 2017). Robbins and Judge (2017) advance this concept, believing people can be taught to be leaders through education and instruction. The Ohio State University (e.g. Fleishman, 1967) conducted extensive studies examining leader behavior. Their list consisted of over 1,000 dimensions and after their research, two recurring dimensions were described by the employees: initiating structure and consideration. Initiating structure is a formal approach to management, identifying and describing roles and expectations, tasks, and outcomes. Consideration is built around relationships between the leader and non-leader, through respect and trust. Similarly, researchers at the University of Michigan (e.g. Bowers & Seashore, 1966) studied leader behavior in efforts to determine the impact on group performance (Welty Peachey et al., 2015). Leadership behaviors were categorized into behavioral orientations – employee and production. The former accounted for a strong relationship between the leader and follower; the latter focused on the technical aspect and deliverables of the leader role (Northouse, 2016).

Path-Goal Theory

House (1971) built the path-goal theory by expanding upon the research from the Ohio State Studies, as well as the expectancy theory of motivation (Robbins & Judge, 2017). The idea is that the leader takes on the responsibility of creating the framework (the path) to be successful in achieving specific results (the goal) of the task or project. Jones and George (2017) believed this contingency model was a manner in which to motivate subordinates with desired outcomes where leaders provided clarity to achieve specific results. They recognized four types of behaviors: directive, supportive, participative, and achievement-oriented, and believe the success of each is dependent on the subordinate.

Leader-Member Exchange Theory

The Leader-Member Exchange theory (LMX) is based on the idea that a leader has a particular group of supporters entrusted with special projects, usually resulting in increased job satisfaction, higher morale, a reduction in turnover, and stronger performance. Omillion-

Hodges and Baker (2017) defined LMX as the quality of the relationship between leaders and members. Dwertmann and Boehm (2016) performed a study with 1,253 participants and concluded that disability can contribute to the quality of the leader-member dyadic relationship. The differentiating factor of this theory as compared to others is that it specifically focused on the exchange in the leader-follower relationship (Northouse, 2016) whereas previous theories focused on one person in the relationship.

Authentic Leadership

Northouse (2016) described authentic leadership as one that centered on being genuine and sincere. It returns to an approach that looks at specific characteristics of the leader, including exemplifying ethical behavior, developing trust, sharing positive values, and humbly promoting others. Robbins and Judge (2017) argue that authentic leaders are confident in themselves and confidently act upon their values. These leaders have a strong sense of self and do not behave differently because of external input. They espouse and enact their beliefs with passion and naturally, followers are attracted to such trustworthy leadership. These types of leaders “are thought to promote ethical conduct and discourage nefarious behavior among their followers” (Lyubovnikova, Legood, Turner, & Mamakouka, 2017, p. 59).

Servant Leadership

The idea of servant leadership originated about 50 years ago (Greenleaf, 1970) and has been described as an oxymoron or contradictory in nature. It involves sacrifice on behalf of the leader, giving up self-interests to provide for others. Northouse (2016) underscores the focus of the leader – leaders are attentive, empathetic and nurture their followers. Robbins and Judge (2017) describe it as centering activities around others in order provide development opportunities, resulting in confidence, inclusion, and worthiness. Jones and George (2017) describe it slightly differently in that their servant leader has an internal desire to serve others.

Situational Leadership

Lastly, situational leadership is explained as changing leadership styles based on circumstance (Luo & Liu, 2014). It proves strong leadership capabilities when a given leader is in a particular situation and can adjust the way they lead to achieve desired results. If the leader were not able to transfer his or her skills to a different situation when necessary, the leader would be less likely to be successful. Van Wert (2015) demonstrated how a militaristic type of leadership style might not be appropriate in a civilian-based organization, and military leaders may not be as successful utilizing the leadership skills developed within the military, i.e. those skills may not transfer to other civilian agencies.

Table 1 identifies and defines each of the leadership theories previously discussed within this manuscript. Additionally, it provides an example of each leadership theory within a military context to better understand applicability and create a better understanding of each theory:

Table 1

Motivation Theories defined including Examples within the Military

<u>Theory</u>	<u>Definition</u>	<u>Examples within the Military</u>
Trait Theories	Also known as the "Great Man" theory; the idea that leadership qualities are based on a person's traits or characteristics.	When new cadets particularly admire specific characteristics that a superior officer (for example) exemplifies. Examples could include standing up for his/her team, honesty, integrity, work ethic, or confidence.
Behavioral Theories	The idea that leadership was not built upon traits but on particular behaviors. OSU ultimately identified two behaviors (initiating structure and consideration) in which leaders exemplified.	Before promoting military personnel, training programs could be mandated to develop particular behaviors to ensure future leaders have a positive impact on their subordinates.
Path-Goal Theory	To ensure the success of the initiative, this theory holds that leaders are responsible for providing a clear path to achieve predetermined goals.	In foreign territory, the directions are specifically laid out for each soldier to successfully accomplish the mission. Because there is direct line-of-sight to achieving the goal, each soldier can see not only how they can be successful but how they contribute to the overall success of the mission.
Leader-Member Exchange Theory (LMX)	This theory capitalizes on the relationship between leaders and followers; results of the implementation of this theory include increased job satisfaction and morale, reduced turnover, and stronger performance.	When making a major strategic decision, the General may call a number of people respected for their expertise into the room to make that decision, including those that may report to him. Being involved in the decision makes followers feel more engaged and a sense of ownership. This results in stronger motivation to be successful, and a stronger relationship between the leader and followers.
Authentic Leadership	These leaders are not only relatable, but they are true to their values, exemplify humility and ethics, and demonstrate trust.	In the movie, "Hacksaw Ridge," based on a true WWII story, Army soldier Desmond Doss refuses to carry a weapon and personally saves over 70 soldiers in the bloodiest battle of the war. He refused to carry a weapon because of his religious beliefs, and earned the respect not only of his fellow servicemen, but the respect of generations.
Servant Leadership	The notion that leaders put others' interests before their own.	When a soldier intentionally throws him/herself on a grenade, giving up his/her life for the lives of the other soldiers.
Situational Leadership	The theory that says some leaders excel in a given situation.	Every soldier has a different skill set. When soldiers can play on their strengths, they can demonstrate expertise and dominate the situation. When put in an unfamiliar situation, there is a learning curve as well as other factors that could limit the potential for success in that situation.
Transformational Leadership	The ability of a leader to take a situation that would normally deliver ordinary results to extraordinary through inherently motivating followers.	When a new cadet who has traditionally performed satisfactorily goes through an internal transformation because of a leader who believes in him/her. Results show exponential growth and strong motivation for continued success.

As this brief summary and review of the leadership theories that have been developed and used over the past five decades suggest, leadership effectiveness has been conceived in a variety of ways. Specifically, the earliest theories suggested that effective (or *great*) leaders have selected personality traits or characteristics that predispose them to develop into more effective leaders than their peers who do not possess those traits. Other theories use a more behavioral approach, indicating that effective leadership resides in selected behaviors that leaders exhibit (or do not exhibit) that make them successful or effective in helping their followers reach their desired outcomes. Other approaches emphasize the way in which leaders interact with their followers as the key factor in determining how effective those

leaders will be. One of the more recent theories of leadership effectiveness that conceptualized and promoted in the research literature is the Transformational Leadership theory. In the next section of this paper, this theory, along with its supporting research base, is explained and summarized.

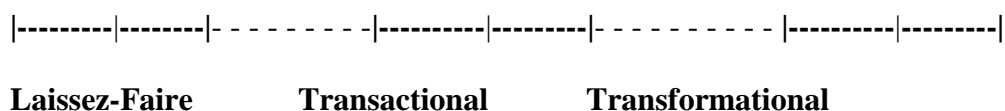
The Transformational Leadership Approach

A relatively new leadership style, identified as transformational leadership, developed through the initial work of Downton (1973). Five years later Burns (1978) looked at the relationship between leaders and followers, focusing on followers’ motives. Bass (1985) established a scale, or continuum, exhibiting the progression from a lazy (or laissez faire) leader to a transactional leader to a transformational leader, believing that leaders are first transactional and evolve to become transformational leaders.

Robbins and Judge (2017) described transactional leaders as those designated in authority positions who motivate through clear goals, defined roles and following specific directions or requirements; in contrast, they defined transformational leaders as “leaders who inspire followers to transcend their own self-interests and who are capable of having a profound and extraordinary effect on followers” (p. 395). It is plausible that a leader will develop over time and will typically begin with a transactional style (as dictated by management), providing specific orders for a given task. Over time, the leader begins to learn ways to inspire followers, rather than provide direction. From a theoretical perspective, the leadership styles at the bottom (or far left) of the continuum (e.g., laissez faire – productive with minimal motivation, and punishment passive – unlikely to punish) are not effective in stimulating either follower/group performance or productivity or positive psychosocial responses in the followers/group. The two leadership approaches identified as transactional appear higher on the continuum than do laissez faire and punishment passive and labeled as punishment active and reward contingent. Leaders who establish a clear and consistent set of standards or criteria for the group/followers characterize both leadership approaches. Those individuals (followers/group) who meet the expected standards either avoid punishment and/or achieve the promised rewards. From a theoretical and research-based perspective, these transactional approaches as exhibited by a leader in an achievement setting are associated with high productivity and positive achievement outcomes on the part of the followers. Nevertheless, a more transformational style (if based on punishment active and/or reward contingent) can enhance not only followers’ productivity but also their motivation, positive psychosocial feelings, and high group cohesion. Therefore, in an ideal achievement context, a leader would exhibit both the behaviors/characteristics of a positive transactional approach but also exhibit transformational leadership behaviors.

For an adapted version of Northouse’s (2016) leadership continuum, please see *Figure 1*.

Figure 1. The Leadership Continuum:



Leadership Style

From a business perspective, Jones and George (2017) provided three manners in which managers can transform subordinates:

1. Transformational managers make subordinates aware of how important their jobs are for the organization and how necessary it is for them to perform those jobs as best as they can so the organization can attain its goals.
2. Transformational managers make their subordinates aware of the subordinates' own needs for personal growth, development, and accomplishment.
3. Transformational managers motivate their subordinates to work for the good of the organization as a whole (pp. 352-353).

Moreover, the following studies demonstrated how transformational leaders further motivate and inspire their subordinates. For example, Day et al. (2016) integrated other aspects to consider with regard to transformational leadership, such as promoting a greater sense of culture and establishing structure. While their research was primarily in the education system, their results demonstrated support for these components. Wang et al. (2011) defined transformational leadership as selfless, maintaining that these leaders sought results for the group, rather than supporting any self-interest. In doing so, they provided support for an increase in intrinsic follower confidence levels that often delivered results surpassing expectations. Additional support from their study demonstrated from a variety of managerial standpoints, including the ability to predict performance outcomes from various transformational techniques, and train motivated professionals to become transformational leaders.

Since the advent of the transformational leadership theory some 30-40 years ago, a plethora of research studies conducted to examine the applicability of its tenants to a variety of achievement-oriented settings. In the next section of this paper, the overall results of this research summarized for three particular achievement settings that include business/marketplace, education, and competitive sport. Within each section, the results of either recent major content review studies, meta-analyses or large-scale multi-site studies used provide a summary of the research work to date.

Summary of Research Results Using Transformational Leadership Approach in Business and Sport Achievement Contexts

The studies included within this manuscript were selected based on a number of criteria. First, a search performed with keywords included: transformational leadership, sport, physical activity, and business. Second, scholarly databases searched included APA.net, Google Scholar, OhioLink, ERIC, and EBSCO. Third, additional guidance was sought from faculty members with prior published research within the transformational leadership arena. Studies excluded from the selection based on the following measures. First, only English-language articles published were selected. Second, these English-language articles published only in peer-reviewed journals. Third, a *Find* search performed to ensure transformational leadership was included in the study. Fourth, these articles were selected within the last five years. There were three studies selected from 2011 because research for this paper crossed publishing years.

The intention is to provide four to five studies in each context that provide a different contribution to the argument that transformational leadership is long-term and transcends

disciplines, while covering a vast number of constructs leading to higher achievement outcomes (e.g. attitude, motivation, social responsibility, values, ethics, job satisfaction, leader behaviors, trust, and team dynamics).

The review contains a variety of large-scale, multi-site, individual studies as well as meta-analyses on a global scale that are all related to transformational leadership, exemplifying the impact which transcends disciplines. **Table 2** highlights each of the studies, by context, including authors, scope of the study, and key points of the study as related to transformational leadership.

Table 2

Studies Summarized

<u>Authors</u>	<u>Participants/Scope</u>	<u>Key Points</u>
<i>Business Contexts</i>		
Wang, Oh, Courtright, & Colbert (2011)	* 25-year meta-analysis * 113 primary studies (117 independent samples)	* Demonstrated positive impact of transformational leadership across: performance (individual, work team, and organizationally), attitudes, and motivation
Du, Swaen, Lindgreen, & Sen (2013)	* 400+ U.S.-based organizations with participants in positions from administrative to executives * 580 volunteer participants from 97 different organizations	* Validated the presence of transformational leadership promoted corporate social responsibility
Groves, & LaRocca (2011)	* 122 identified leaders with 458 direct reports * 321 participants from various organizations in Germany attending a distance teaching university	* Revealed the existence of transformational leadership led to an increase in shared values, responsibility for outcomes, and value commitment
Effelsberg, Solga, & Gurt (2014)	* Organized data collection procedures in place * Used 3rd party and elimination criteria to finalize 74 participants * Intended to replicate similar studies examining the effects of transformational leadership (e.g., Nubold et al. 2013, 76 participants) and elicit participants' ethical decision making (e.g., Mencl and May 2009, 93 participants; O'Leary and Pangemanan 2007, 60 participants).	* Showed the impact of transformational leadership promoted employee selflessness; meaning, employees were more willing to sacrifice personal advance for the good of the company
Graham, Ziegert, & Capitano (2015)		* Validated the impact of transformational leadership stimulated ethical behavior and decisions within the organization
<i>Competitive Sport Contexts</i>		
Welty Peachey, Zhou, Damon, & Burton (2015)	* Specific content analysis from 1970s to present day * Conducted citation analysis and developed ranking system with particular criteria	* As a result of transformational leadership, higher education programs led to stronger performance and positive team cultures
Alvarez, Castillo, Molina-Garcia, & Balague (2016)	* 28 pieces of international literature from 13 to 70 years old using a cross-sectional longitudinal approach * Conducted qualitative semi-structured interviews with 9 professional athletes	* Showed a positive correlations between transformational leader behaviors and attitudes, and enjoyment and positive experiences from student athletes
Smith, Young, Figgins, & Arthur (2017)	* Required daily interaction with respective leaders (e.g. coaches, captains), competitive level requirements must be met, and had leaders demonstrating transformational leadership behaviors	* Demonstrated that those exhibiting transformational leadership behaviors resulted in a more positive environment, stronger vision and communication, inspiration, and higher performance expectations; additionally athletes' team dynamics improved
Cronin, Arthur, Hardy, & Callow (2015)	* Cross-sectional study of 381 Division I athletes from the U.S. from a number of different sports	* Verified a positive relationship between transformational leadership and player sacrifice as well as organizational citizenship

Results of Transformational Leadership Approaches in Business/Marketplace Contexts

To demonstrate the value of transformational leadership in varying business contexts, several studies exemplify a variety of ways in which transformational leadership improves organizational performance. Each of these studies reveals different but distinctive impacts that transformational leadership has demonstrated, either directly or indirectly, on organizational performance. These results further support the positive influence with the presence of transformational leadership. First, Wang, Oh, Courtright, and Colbert (2011) performed a meta-analysis over the prior 25 years of research on transformational leadership and follower performance in organizations. They analyzed more than 113 primary studies that included 117 independent samples. It concluded through the meta-analytic review that the transformational leadership delivered a positive impact across five outcomes including individual, work team, and organizational performance, as well as attitudes and motivation. Signifying that because of transformational leadership, individuals performed better and were motivated to do so in a healthy manner. Team performance improved with members demonstrating positive attitudes ultimately leading to an overall increase in organizational performance.

The second business-related study that demonstrates the positive impact of transformational leadership in a business environment, conducted by Du, Swaen, Lindergreen, and Sen (2013), performed a research study correlating leadership styles with corporate social responsibility in organizations. It included 400 organizations with varying business demographics with respondents in positions ranging from owners and executives to general management and administration. Through their research, they demonstrated that when transformational leaders were present in an organization, the organization was more likely to promote corporate social responsibility. As a result, these organizations enhance their relationship with stakeholders. Like the Wang et al. (2011) study, organizations exemplifying transformational leadership improve the organization – whether it is through measurable outcomes or tangible relationships.

Another study within the business/marketplace context showcasing the value of transformational leadership was conducted by Muchiri and McMurray (2015). They performed research in order to evaluate the relationship among transformational leadership, entrepreneurial orientation, and organizational performance. Through a number of studies, they demonstrated a positive correlation between transformational leadership and organizational outcomes. Like the prior two studies, they concluded that transformational leadership played a considerable role (either directly or indirectly) in organizational performance.

Next, Groves, and LaRocca (2011) investigated the impact transformational leadership had on responsible outcomes through studying the various behaviors, values and follower perceptions. They concluded that the stakeholder values exemplified by leaders that were congruent with follower values remained a contributing factor in producing transformational leadership results. These results indicated that when organizational leaders demonstrated stakeholder value commitment and showed a responsibility for outcomes, they were more likely to inspire shared values, thus, leading to improved organizational performance.

Effelsberg, Solga, and Gurt (2014) conducted a study demonstrating positive organizational impact utilizing transformational leadership in a business setting. They researched a

follower's likelihood of exemplifying pro-organizational behavior (SPB) while testing the impact of transformational leadership. They, too, concluded that transformational leadership was "to enhance people's willingness to sacrifice their personal gain for the benefit of their company," (p. 140) and that organizational identification is a necessary component the process of improving organizational performance. When employees are voluntarily willing to put their organizations first, they develop motivation to be successful. Ultimately, the contribution of so many employees in this manner results in greater overall organizational effectiveness.

The last study exhibited the powerful organizational impact of transformational leadership was conducted by Graham, Ziegert, and Capitano (2015). They examined the willingness of professional employees in follower positions to participate in unethical pro-organizational behavior (UPB). The results of the study indicated that positive language not only stimulated both the positive behavior by associates, but also an increased number of ethical decisions made within organizations in which transformational leaders were inspiring and motivating associates.

Each of these business-related studies further support the notion that transformational leadership contributes to improved organizational effectiveness, i.e., high achievement in the marketplace. Transformational leadership created an environment that produced an increased number of positive attitudes, strengthened motivation, and improved both individual follower performance as well as team and organizational performance (Wang et al., 2011). Stakeholder relationships improved as organizations demonstrate and encourage corporate social responsibility (Du et al., 2013). Transformational leadership also played a significant role in improving organizational performance (Muchiri & McMurray, 2015). Another way in which transformational leadership leads to high achievement is through values. When leaders within organizations demonstrated stakeholder value commitment and exhibited responsibility for results and performance, they were more likely to inspire shared values among the workforce, delivering a stronger performance (Groves & LaRocca, 2011). Transformational leadership contributed selflessly, putting their personal priorities aside for the betterment of the company (Effelsberg et al., 2014). Lastly, and in further support of demonstrating the direct contribution of transformational leadership to organizational achievement, the study performed by Graham, et al. (2015) revealed that positive language stimulated positive behavior, which led to an increased number of ethical decisions made in organizations. The results of this study demonstrated how transformational leadership impacted ethical decisions, which has a greater positive influence on the local community, stockholders, employees, the organization's reputation, and potentially the industry.

Each of these studies have demonstrated different ways in which transformational leadership has changed outcomes to improve overall organizational effectiveness. These results have demonstrated improved organizational performance, of which similar organizations have not achieved such positive performance outcomes because they have not exemplified this type of leadership. Transformational leadership has clearly stimulated the potential for achievement in business contexts, and it has had similar impacts in other contexts as well.

Results of Transformational Leadership Approaches in Competitive Sport Contexts

Four studies presented below in the sport context, not only continuing to support the successful outcomes because of transformational leadership, but also displaying how the construct transcends disciplines. These studies were selected because they expand the argument that transformational leadership produces various outcomes that deliver higher achieving outcomes than would otherwise be delivered. They exemplify better response to change, greater satisfaction, more sacrifices for the greater good of the organization, inspiration, and higher performance expectations.

Welty Peachey, Zhou, Damon, and Burton (2015) published a review encompassing a content analysis of leadership research within the field of sports management dating from the 1970s to current day. Their findings specific to transformational leadership concluded that higher education programs that led by strong transformational leaders outperformed, and maintained stronger, positive team cultures. Additionally, transformational leaders had better responses to change and stronger organized teamwork. These results support the previously mentioned results of Oreg and Berson (2011), Wang et al. (2011), Smith et al. (2017), and Welty Peachey et al. (2015).

Comparable to the positive impact of transformational leadership in the prior study, Alvarez, Castillo, Molina-Garcia, and Balague (2016) analyzed international literature using the constructs of physical activity and sport, as related to transformational leadership. A cross-sectional longitudinal approach resulted in a positive correlation between transformational leader behaviors and attitudes, enjoyment and positive experiences from student athletes. It was concluded that extra efforts from athletes was a product of leader satisfaction, similar to the results of prior studies across disciplines, such as Balwant (2016), Jyoti and Bhau (2015), and Eliophstou-Menon and Ioannou (2016).

Other studies that support the value of outcomes resulting from transformational leadership outcomes such as Smith, Young, Figgins, and Arthur (2017) examined transformational leadership in an elite professional sporting environment and found that those in leadership roles (e.g., coaches and captains) exhibiting transformational leadership behaviors complemented one another and delivered a stronger vision, inspiration, higher performance expectations, and clearer communication to the team; additionally, players better understood socialization and authoritative boundaries within the team dynamic. Moreover, Cronin, Arthur, Hardy, and Callow (2015) found a positive relationship between transformational leadership and organizational citizenship, and an increase in players making more sacrifices for their team (similar results as compared to employee sacrifice in Effelsberg et al. (2014) study), as a result of transformational leadership behaviors exhibited a by coaches.

These four studies further contribute to the body of knowledge supporting transformational leadership as a mechanism to produce higher achievements in the sport contexts. They exemplify higher performance, stronger teams, teamwork, and team cultures along with positive experiences, satisfaction and organizational citizenship.

The research-based literature reviewed in the previous three sections suggests that the transformational leadership theory is applicable to leadership effectiveness in three different achievement-oriented settings: business/marketplace, education, and competitive

sport. In particular, the overall results of this research suggested that a transactional leadership approach (punishment active and/or reward contingent) may be linked to positive achievement outcomes on the part of the followers/group but that a transformational approach enhances followers/group psychosocial outcomes (e.g., commitment, satisfaction, prosocial behavior). In general, then, the basic postulates incorporated in the Transformational Leadership Theory framework appear to be supported in these three somewhat different, but certainly related, achievement contexts.

To provide a more focused examination of the research on transformational leadership theory, a specific achievement context was selected: the military settings. Although the research on transformational leadership theory within such settings has only recently begun, several studies conducted and reviewed in the following section of this paper.

Summary of Research to Date

In general, transformational leadership theories have been both impactful and meaningful to many disciplines. Lord et al. (2017) confirmed transformational leadership predicts motivation (both individual and team) and team interaction. The research provided within this manuscript demonstrates the impact of transformational leadership in eighteen studies (including reviews and meta-analyses) across four different disciplines. Results in all instances exemplified the positive influence that transformational leadership had on the people, productivity, and environment. Wong, Bliese, and McGurk's (2003) review confirmed that transformational leadership is both applicable in various contexts and different types of organizations, as well as in military settings. Hardy et al. (2010) further substantiated the positive impact of transformational leadership within the military, business, and education, among other contexts.

Conclusion

Transformational leadership is an advanced concept within the leadership umbrella, as young leaders often start as transactional (Du et al., 2013). They are challenged with ensuring tasks are completed on time, within budget, and of high quality. As they are capable of leading managing more transactions (both in quantity and in variation), they become experienced in strategy, satisfying the needs of other organizational leaders, and begin to groom their subordinates. They are urged to create their own visions within their operational units to achieve one or more organizational outcome(s). The manner in which they go about this is when they move from goal conception to implementation and utilize their subordinates to achieve these goals as a unit. This includes (but is not limited to) training to develop new skills, enhancing current strengths, developing individuals and the team. Based on the research provided within this manuscript, becoming a transformational leader proves to produce higher achievement outcomes in various contexts.

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