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### A Study of the Relationship Between Followership Modalities and Leadership Styles Among Educators at Selected High Schools in Jackson, Mississippi

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Andrews University

School of Education

A STUDY OF THE RELATIONSHIP BETWEEN FOLLOWERSHIP  
MODALITIES AND LEADERSHIP STYLES AMONG  
EDUCATORS AT SELECTED HIGH SCHOOLS  
IN JACKSON, MISSISSIPPI

A Dissertation

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Joyce Elaine Johnson

March 2003

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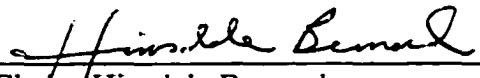
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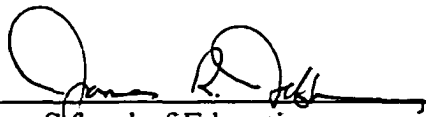
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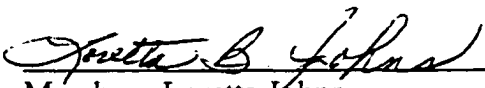
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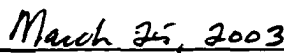
  
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ABSTRACT

A STUDY OF THE RELATIONSHIP BETWEEN FOLLOWERSHIP  
MODALITIES AND LEADERSHIP STYLES AMONG  
EDUCATORS AT SELECTED HIGH SCHOOLS  
IN JACKSON, MISSISSIPPI

by

Joyce Elaine Johnson

Chair: Hinsdale Bernard



## ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: A STUDY OF THE RELATIONSHIP BETWEEN FOLLOWERSHIP MODALITIES AND LEADERSHIP STYLES AMONG EDUCATORS AT SELECTED HIGH SCHOOLS IN JACKSON, MISSISSIPPI

Name of researcher: Joyce E. Johnson

Name and degree of faculty chair: Hinsdale Bernard, Ph.D.

Date completed: March 2003

### Problem

The purpose of this study was to explore the nature of the relationship between followership modalities and leadership styles. High-school teachers and principals in the Jackson Public School District in Jackson, Mississippi, participated in the study.

### Method

Methodological triangulation that combined quantitative and qualitative methods served as the study's research design. A 45-item Multifactor Leadership Questionnaire (MLQ Form 5x-Short), developed by Bass and Avolio (1995), and a well-established measure of leadership style, was administered to the principals.

A 20-item, self-diagnostic questionnaire, developed by Robert Kelley, designed to measure followership modalities, was administered to the high school teachers who participated in the study. Semi-formal interviews were also conducted with principals and teachers. One-way ANOVA and transcriptions of themes compiled from interviews were used to analyze the data.

### Findings

The findings of the study revealed there is limited variation in followership modalities in educational institutions. There is extensive variation in follower performance within identified followership modalities. Followership modalities correspond with leadership styles among teachers and principals. There is no difference in followers' active engagement skills based on gender, age, teaching experience and time with the leader. There is no difference in followers' independent critical-thinking skills based on gender, age, teaching experience, and time with the leader.

### Conclusions

This study's examination of followership modality variation among teachers revealed that followers generally reflect modality that corresponds with the leaders' style and behavior. Competent, visionary, inspiring, and stimulating leaders will predictably have followers who demonstrate similar traits. The majority of followers in this study seemed to emulate their leader's general style, greatly limiting the amount of variation in followership modality. However, the relational aspect of the leader-follower bond allows the leader to determine the extent to which followers demonstrate a certain followership modality.

Lovingly dedicated to my husband,  
Dr. Washington Johnson, II, my son, Washington Johnson, III,  
and my parents, Mr. and Mrs. Leroy Johnson, who through God's power,  
have provided unprecedented love, support, and encouragement for  
my success in this and other scholastic endeavors

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## CHAPTER 1

### INTRODUCTION

Countless books have been written to describe the qualities and responsibilities of the leader, greatly overshadowing the critical role of the follower. Likewise, a great amount of formal training is daily provided on leadership, while remarkably little, if any, is provided for followership. Followers, like leaders, must behave responsibly and need some direction in doing so. Leaders need the conceptual knowledge and skills necessary to engage followers in productive and satisfying mutual pursuits. Such acts of leadership require clear acknowledgment of the components of a thriving leader-follower relationship. Effective followership is a likely outcome. Followership is an art that encompasses many attributes, such as loyalty, dedication, trustworthiness, self-management, courage, compliance with rules, and accountability – traits that do not come naturally, but must be learned and made practical in daily experiences. The concept of followership seems to be greatly overlooked, but, like leadership, requires a mastery of skills. In the absence of followership skill development, leader-follower relationships in an array of settings could be ineffective.

Virtually no one leads all of the time. Leaders must also function as followers. In the same vein, followers could function as leaders. Kelley (1992) believes that the majority of one's time is spent in a "following" mode, whether a leader or follower. He

espouses that followership can even be described as the legitimate process of becoming a leader. Other authors in agreement with this notion (Smith, Smith, Joyeux, & Guerrier, 1997) assert that followership enables leaders to understand where their authority comes from. Official authority comes from regulations and manuals or is designated by rank or position. On the other hand, authority over people results from one thing: the willingness of those placed in the leader's charge to follow. Chaleff (1995) describes the relationship between leaders and followers all the way up and down the organization chart as one that makes programs, breaks programs, and makes or breaks careers.

Members must smoothly transition between leader and follower roles. Regardless of how many people one leads, one is also at times a follower. Absolutely everyone is a follower. Even the President of the United States, accountable to voters every 4 years, must excel in the role of follower if he is to understand how to accurately respond to the many voices of public opinion. The problem, according to Kelley (1992), is that the majority of people want to vie for the title of leader—although none wants the responsibility of leader—and none wants the follower's role. There seems to be an obvious bias against followership.

Followership takes courage—sometimes more courage than leadership. It provides followers with awareness that leaders have earned their places because of their experience and knowledge. This is ideally followed by genuine respect for the role the leader has earned. Good leaders and good followers are part of an equation that equals teamwork. Yukl (1989) refers to this concept as team leadership that differs from traditional top-down leadership. Yukl (1989) espouses that responsibility for group effectiveness is not just on the leader's shoulders but is shared by the group. He suggests

that control over the final decision is not held by the leader but is best left to the group, with the importance of one's position and power being de-emphasized.

We often equate the term "following" with being negatively influenced to mindlessly do what everyone else is doing. But "to follow" is defined by *Merriam-Webster's Dictionary* (1993) as "to succeed in time or order." Thus, a good follower is really a leader in training (even if a leadership title has been assigned), who is listening to and learning from strengths and weaknesses proactively and developing character and confidence in personal work.

Organizations should seek to understand the dynamics of leader-follower relationships and seek to develop both roles in their people. Smith (1997) provides corresponding conceptions implying that the leader and followers' purposes that are bound in pursuit of common ends become fused and the results are usually greater than the sum of their individual acts. Rost (1991) agrees in his contemporary definition of leadership, which is comprised of four basic components that are essential and must be present if a particular relationship is to be called leadership. First, the relationship is based on influence. This influence is multidirectional, meaning that influence can go in any direction, but must not be coercive. This creates a relationship that is based on persuasion rather than authority. The second component requires the people in the relationship to be leaders and followers who both practice leadership. The third component suggests that the leaders and followers in the relationship intend real changes or promote and purposefully seek changes that are substantial. Finally, the real changes must reflect the leaders' and followers' mutual purposes (Rost, 1991). Rost (1991)

contends that leadership is not what leaders do, but what leaders and followers do together for the collective good.

According to Kouzes and Posner (1987), the notion of leaders as followers may take some getting used to. It flies in the face of the leaders-as-heroes myth perpetuated so long in comic books, novels, and movies. It also contradicts the newest myth of the entrepreneur as a lone savior of the national economy. Yet, after careful analysis, it becomes obvious that even the entrepreneur is an astute listener and follower of others' desires.

Certainly the importance of effective leadership in organizations has been recognized and widely studied (Covey, 1993; Graham, 1995; Kouzes & Posner, 1987, 1995, 2002; Rost, 1991; Senge, 1990; Yukl, 1997). Leadership has been the subject of much interest and discussion in almost every arena. While a majority of studies have focused on the leader and the leader's effects on organizational success (Burns, 1978; Leithwood, 1994), rarely is the follower's role contemplated (Hollander & Kelley, 1992; Lundin & Lancaster, 1990). When it is addressed, followership is linked with leadership rather than being considered a separate entity (Hafsi & Misumi, 1992). Wheatly (1994) suggests that examining the whole system, its underlying processes, and relationships, rather than describing parts of a system, gives insight into the organization not otherwise seen. While the concept of followership is not new (Graham, 1995), current misconceptions of the relationship are inhibiting its warranted emphasis that would present it as a balancing component of leadership. This study will add value to the subject area through an integration of theories from various disciplines that will produce

a unique insight into the relationships of leaders and followers within a myriad of contexts.

### **Background of the Study**

Hollander (1997) posits that society prefers leadership to followership, though the two are inseparable. It is significant to note that, historically, the literature on followership has lagged behind that of leadership. This has resulted in follower skills being learned informally. Having played the role of a leader for more than two decades, my interest in leadership has grown increasingly over time. The success of my efforts were based on prescribed standards and gave particular focus to personal leadership development as well as development of other leaders. Ironically, when the Pareto rule is applied, which states that a small number of causes is responsible for a large percentage of the effect, in a ratio of about 80:20, contributions of followers would have accounted for approximately 80% of my noted accomplishments. Unfortunately, acknowledgement of the same occurred in a disproportionate manner. As with my experience, the omission of followership as a complementary and interdependent role of leadership seems apparent in most organizations (Kelley, 1992; Rost, 1991; Yukl, 1997). I am also cognizant of the fact that leadership and followership do not operate in vacuums. If a person has not been trained, formally or informally, to fill the follower role, the odds are significantly high that he or she will never reach leadership potential or appropriately give maximum discretionary effort (Hughes, 1999).

The interdependence of leadership and followership requires application of skills that are universally known but unfortunately practiced to a lesser extent. Being a good leader or follower is very challenging. It requires optimum awareness in the subject area

as well as self-discipline, self-appraisal, and self-improvement to control the traits of self-interest that are natural to all humans but destructive to group leadership. One of the prerequisites for providing effective leadership is understanding the importance of quality followership. Being a good follower means that one has developed the capacity to be directed and guided by an individual or a collective. It means that one is motivated in carrying out one's responsibilities to completion. According to Kelley (1992), such a follower is an assertive, critical thinker, who will allow his or her talents to be utilized, but who will refuse to be used and abused by leadership. The art and science of these skills must be learned with immediacy by all who aspire to become effective leaders and followers.

### **Statement of the Problem**

Followership, as many researchers such as Hollander (1996, 1997), Kelley (1992), Burns (1978) and Rost (1991) concur, is viewed as being subservient to leadership. It has not been given due significance that exemplifies its fundamental role in leadership effectiveness. Subsequently, there is no leadership-followership theory that explains leadership styles in relation to followership modality. This apparent gap must be closed because, in my opinion, it is followers who make leadership possible when they share the same sense of mission and accomplishments as their leaders. Followership is a dependent function of leadership. Leadership-followership relations cannot be ignored. They must be effectively developed and appropriately elevated in importance. Through proportional amplification of followership, leaders can avoid unnecessary failures, depending on the leadership environment. The problem of this study is to investigate the

relationship between followership modalities and leadership styles among educators at selected high schools in Jackson, Mississippi.

### **Conceptual Framework**

The conceptual framework for this study suggests that any form of leadership is a relational and perceptual exchange developed between a leader and his or her followers (Hollander, 1997). Rost (1991) promotes this concept, describing what he refers to as collaborative leadership — an influence relationship among leaders and followers. Rost (1993) also describes the essence of leadership as being the relationship, not the leader.

According to Tuckman and Jensen (1977), interdependence, strong personal relations, self-assurance, and high morale are characteristics that groups of followers exhibit when leader-follower relationships are at their best. Tuckman and Jensen (1977) describe this as *performing*, a stage of group development that is highly task-oriented, highly people-oriented, and highly productive. Groups at this level of development dynamically adjust to the changing needs of not only the leader, but also of other followers within the group.

Leadership in the study is underscored by a full range model, which proposes that certain characteristic outcome variables result from transformational and transactional leadership behaviors. Transformational leaders are described as having the ability to inspire others to do more than they originally intended and often more than they thought possible. Such leaders provoke an emotional response in followers (Druscat, 1994). They stimulate followers to change their beliefs, values, capabilities, and motives in order to raise performance beyond self-interest for the good of the organization (Bass, 1985, 1990; Burke, 1986; Burns, 1978; Tichy & Devenna, 1986). Transactional leadership

views the leader-follower relationship as a process of exchange. Compliance is gained by offering rewards for performance or threatening punishment for non-performance and non-compliance.

In the context of followership, Kelley (1992) supports the preceding view, espousing that leadership and followership are so interchangeable that labeling of either role becomes superfluous. The basis for this assumption is that when follower needs are effectively met, both followership and leadership become transparent and equal in importance. Followership, in this study, is underscored by two dimensions and based on the works of Kelley (1992). The first dimension is independent critical-thinking. The best followers are described as individuals who think for themselves, give constructive criticism, are their own person, and are innovative and creative. They also take initiative, are self-starters, assume responsibility, go above and beyond the job, and participate actively. The second dimension, active engagement, includes follower characteristics such as taking initiative, assuming ownership, participating actively, and going above and beyond the job.

### **Significance of the Study**

Leaders do not exist without followers and followers do not exist without leaders. Notwithstanding this obvious statement, the preponderance of leadership literature has focused on leaders with little or rare attention to the importance of understanding followers and followership. Rost (1991) suggests that what is needed is a new school of leadership that articulates a postindustrial concept. He depicts the new school of leadership as having leaders and followers in a multidirectional relationship, where



anyone can be a leader and/or follower; followers persuade leaders and other followers, as do leaders; leaders and followers may change places; many different relationships make up the overall relationship that is leadership. (p. 105)

In order for leader-follower relationships to be fully understood, there must be an appreciation of followers and followership (Smith et al., 1997). Members of today's organizations must both "think" and "do." They must both manage others and manage themselves; both make decisions and do real work. Few people who only follow will contribute to such organizations. Nor will many who only lead. Instead, all must learn how to both lead and follow. This study will add another dimension to the existing knowledge of followership. Research findings will increase awareness of the critical role of followership in relation to leadership in all settings.

### **Rationale**

Compelling evidence, heretofore provided, supports the idea that followership is a far more common experience and social necessity than leadership. No leader can achieve his or her goals without the efforts of others. True leadership can be described as the art of causing "followership" and should be guided by simple and basic principles such as:

1. People do what their minds and emotions tell them to do, and not necessarily what the leader asks them to do.
2. The follower provides the motivation. No leader can motivate others. The leader can, at best, create environments where followers will want to motivate themselves.

The increasing preoccupation with leadership runs the risk of relegating followership to the grey areas of organizational life. Paradoxically, the more the virtues

of leadership are praised, the more the notion of followership is disparaged. It is the connection between leadership and followership that needs collective attention.

### **Purpose of the Study and Research Questions**

The purpose of this study was to examine the nature of the relationship between followership modalities and leadership styles. The study also allowed an analysis of followers' active engagement and independent critical-thinking skills in relation to gender, age, teaching experience and time with the leader.

The research agenda will include the following questions:

1. Are there different followership modalities within educational institutions?
2. Do followership modalities correspond with leadership styles?
3. To what extent does leadership recognize the place of strong followership modalities in educational institutions?

### **Research Hypotheses**

The following research hypotheses will be addressed in the study:

*Research hypothesis 1:* There is a significant difference between followers' active engagement skills based on gender.

*Research hypothesis 2:* There is a significant difference between followers' independent critical-thinking skills based on gender.

*Research hypothesis 3:* There is a significant difference between followers' active engagement skills based on age.

*Research hypothesis 4:* There is a significant difference between followers' independent critical-thinking skills based on age.

*Research hypothesis 5:* There is a significant difference between followers' active engagement skills based on teaching experience.

*Research hypothesis 6:* There is a significant difference between followers' independent critical-thinking skills based on teaching experience.

*Research hypothesis 7:* There is a significant difference between followers' active engagement skills based on time with the leader.

*Research hypothesis 8:* There is a significant difference between followers' independent critical-thinking skills based on time with the leader.

### **Definition of Terms**

The following definitions of followership dimensions and leadership behavior factors are based on the works of Kelley (1992) and Bass and Avolio (1995), whose questionnaires were used in the research study.

**Active Engagement (AE):** The extent to which teachers are *Active Followers* – Followers who take initiative, assume ownership, participate actively, are self-starters, and go above and beyond the job.

**Alienated Follower:** Passive; independent critical thinker; capable but unwilling to take part in problem solving and decision making.

**Conformist:** Active; dependent uncritical thinker; somewhat of a “yes” person; avoids conflict.

**Contingent Rewards:** The leader clarifies what is expected from followers and what they will receive if they meet expected levels of performance.

**Exemplary Follower:** Active; independent critical thinker; committed, innovative, creative, hard working; takes risks; does not avoid conflict; works in the best interest of the organization.

**Followership Modality:** For the purpose of this study, followership modality represents the follower's preferred way of behaving when in a following mode. Followership modality is also synonymous with followership style.

**High Schools:** Secondary schools comprising Grades 7-12.

**Idealized Influence (Attributed) - IIA:** The leader provides followers with a clear sense of purpose that is energizing; makes personal sacrifices for the benefit of others; builds identification with the leader and his/her articulated vision.

**Idealized Influence (Behavior) - IIB:** The leader emphasizes the importance of having a collective sense of mission; takes a stand on difficult issues; shares values and important beliefs with followers.

**Independent Critical-Thinking (ICT):** The extent to which teachers are *Independent Critical Thinkers*—followers who think for themselves, give constructive criticism, are their own person, and are innovative and creative.

**Individual Consideration (IC):** The leader focuses on understanding the unique needs of each follower and works continuously to get them to develop to their full potential.

**Inspirational Motivation (IM):** The leader talks optimistically about the future; shows enthusiasm regarding goal accomplishment; articulates a compelling vision of the future.

**Intellectual Stimulation (IS):** The leader gets followers to question the tried and true ways of solving problems; encourages them to question the methods they use in order to improve upon them.

**Laissez-faire (LF):** The leader avoids getting involved when important issues arise; is absent when needed; avoids making decisions; delays responding to urgent questions; diverts attention from addressing work related problems.

**Leadership Style:** For the purpose of this study, leadership style will represent the leader's preferred way of behaving when in a leadership mode.

**Management-by-Exception – Active (MEA):** The leader focuses on monitoring task execution for any problems that might arise and correcting those problems to maintain current performance levels.

**Management-by-Exception – Passive (MEP):** The leader tends to take corrective action only after problems have become serious. Oftentimes the leader will avoid making any decisions at all.

**Passive Follower:** Passive; dependent uncritical thinker; the leader is expected to do all of the thinking; constant supervision required; never does more than the job requires.

### **Delimitations of the Study**

1. The high schools that participated in the study were delimited to schools within the Jackson Public School District. While this delimitation was necessary in order to match leaders and followers in existing relationships, generalization of the findings was limited to the leaders and followers within the Jackson Public School District.
2. While the preferred method of data collection would have been for me to

administer the Multifactor Leadership and Followership Style Questionnaires, each high school principal elected to administer the questionnaires to the teachers.

### **Limitations of the Study**

The following are limitations of the study:

1. This study was limited to a purposive sample of 102 teachers and 5 principals in a southern urban school district.
2. The informal interview settings with the teachers and principals were limiting factors related to the collection of qualitative data.
3. The unavailability of other research studies that directly link the same two variables in this investigation (followership modalities and leadership styles) limits the possibility of comparing the results of this study to other findings.

### **Overview of the Chapters**

The study is organized as follows: Chapter 1 includes an introductory background describing followership as a lost component of leadership, a statement of the problem, theoretical framework, purpose of the study and research questions, rationale, significance of the study, definition of terms, and limitations of the study. The review of literature pertaining to various aspects of followership is presented in chapter 2. Chapter 3 describes the research methodology used to gather data, the type of study, population, selection of the sample, instruments employed in the study, procedures of data collection, and procedures of data analysis. Chapter 4 describes analysis of the data by presenting a description of the participants, a description of the characteristics of the variables and the

results of the statistical analyses performed to test the null hypotheses. Chapter 5 comprises a summary of the study, discussion, conclusions, and recommendations.

## CHAPTER TWO

### REVIEW OF THE LITERATURE

#### **Introduction**

“Follower” is almost a pejorative term in the United States. The preference is to focus more on the role of the leader. A lot has been written in recent years about leaders and what they do. Leadership, itself, is a topic that has attracted a great deal of writing and discussion. Like many overused and extended topics, it has lost much of its essence through use in so many contexts. Leaders have been poked and prodded, their styles analyzed, their childhoods examined, their experiences compared and contrasted, and their successes and failures dissected (Lee, 1991). In most of this analysis, however, the leader tends to be viewed in isolation, as the only truly active agent in the picture. Lee (1991) argues that if followers are considered at all, it is usually as empty vessels, waiting to be filled with the leader’s inspiration.

Lee (1991) further posits that in most schools of thought, an effective leader provides a vision, and creates strategies that move followers toward the vision. Modern-day managers are being told that they should be leading, not managing. They know their job is to spout forth inspirational vision statements such as there is no tomorrow, to rally employees around those visions, and to lead them to better productivity and increased



market share. In all of this, however, many fail the ultimate litmus test of leadership, when they discover that no one is following.

It is possible that the focus on leadership for the past several years has been myopic. Apparently followers have a lot more to do with the leadership equation than has been suspected. A few researchers (Hollander & Kelley, 1992; Kouzes & Posner, 1987, 1995, 2002; Rost, 1991; Yukl, 1997) believe the same. They have begun to take a closer look at followers.

Without followers, according to Kelley (1992), Napoleon would have been just a man with grandiose ambitions. There is plenty of research on what one should look for in a leader, but not on what one should look for in a follower. To the extent that leaders cannot be leaders without followers, I have come to the conclusion that followers are more important than leaders.

Many views of leadership suggest a cause and effect of leaders' behaviors on followers. It seems important to recognize a greater reciprocity between these roles. Fortunately, increasing emphasis is being given to the participation of followers in the shared process of decision-making with leaders. Hollander (1997) believes the leader-follower relationship should be basic to leadership practices, especially in encouraging such bonding elements as loyalty and trust. Both leaders and leadership depend upon followership. Despite this interdependence, comparatively little attention has been given to followers, who accord or withdraw support to leaders, compared to the effects of the leader on followers. Furthermore, this imbalance also neglects the important role of followers in defining and shaping the latitudes of a leader's action.

Ironically, the relationship of leaders and followers has a small but enduring place in the study of leadership. Chester Barnard's (1938) "acceptance theory of authority" exemplified this process. The study centered on the pivotal role of followers in judging whether an order is authoritative. Barnard (1938) suggested that followers should be allowed to make this judgment according to whether or not they understand the order; believe it is not inconsistent with organizational or personal goals; have the ability to comply with it; and see more rewards than costs in complying and remaining with the organization or group. Mary Parker Follett in the 1920s and 30s proposed similarly that attention be paid to who gives orders and how the persons to whom orders are directed receive them (Graham, 1995). It seems that followership is far from being a new concept, just one that has not received due significance.

Other authors' and my call for more attention to followership is more than episodic. Leadership and followership exist in a relationship built over time. According to Rost (1991), followers should be clearly distinguished in the leader-follower relationship. He states that "followers are active, not passive in the relationship" and that "followers do leadership, not followership" (p. 112). He contends that such outcomes are underscored by development of mutual purposes by leaders where followers and leaders engage in leadership together.

Effective leaders bolster that relationship by providing for follower needs, not only in tangible ways but also through such intangible rewards as support, fairness, and trust. Fayol (1949) long ago advocated attention to worker well-being, in addition to satisfying remuneration, bonuses, and profit sharing as part of good business practice. Yet, the focus on just such tangible rewards left a significant gap in understanding the

role of intangible rewards in leadership (Hollander, 1996). To enrich this conception, we need to show the enormous value in effective leader-follower relations and how inattention to leader-follower relations can produce dysfunctional outcomes, or what Peter Drucker (1974) calls “misleaders.”

### **Followership Defined**

In his article to praise followers, (1988) Robert E. Kelley suggests that followership dominates our lives and organizations, but not our thinking, because our preoccupation with leadership keeps us from considering the nature and the importance of the follower. He describes followership as enthusiastic, intelligent, and self-reliant participation—without star billing—in the pursuit of an organizational goal. Followership is the “real people” factor the majority of the time in a leader-follower relationship. Little gets done without followers and, by sheer numbers, they represent the bulk of an enterprise. This premise is based, in part, on the performance of Leo, the main character in Herman Hesse’s (1989) *Journey to the East*. In the story, Hesse portrays a group on a mythical journey. Leo is a servant who performs all of the menial chores with good cheer that infuses the group. The journey appears to be successful until Leo vanishes and the ultimate occurs. The group is disabled by his absence and the journey is soon abandoned.

Contrary to many “servant-leader” interpretations of Hesse’s narrative of Leo, Kelley (1992) sees Leo as an exemplary follower, the kind of person that no leader or group can do without. Exemplary followers obviously exhibit effective followership, being willing to do the tough jobs without any glory; sacrificing societal rewards like status, money, and fame; being true to themselves and finding their own meaning in life;

and working with others when appropriate, rather than competing. This type of followership encourages getting the job done rather than vying for power or credit; standing up for what is right; caring in the face of apathy, and knowing when enough is enough.

Hollander (1997) positions followership in a reciprocal, interdependent system with leadership where the leader both gives and gets something. Correspondingly, it is also true that the traditional expectation of the follower role as being low power and passive is misleading. By definition, followers are characterized in the relationship with leaders by their predisposition to be led in their classical work.

Hersey (1988), while focusing on the strategies of the leader, describes four levels of follower readiness:

Level One: Followers with low job maturity and low psychological maturity

Level Two: Followers with low job maturity and high psychological maturity

Level Three: Followers with high job maturity and low psychological maturity

Level Four: Followers with high job maturity and high psychological maturity.

To Hersey (1988), these levels dictate the actions of the leader. From the perspective of analyzing the follower, these suggest several characteristics worthy of note. Followers acknowledge some limitations of self. Whatever action the leader proposes, it resonates with the follower because he or she perceives that a comparative inadequacy exists that is satisfied by the leader. The context of the situation and level of the follower's self-confidence shape these limitations. This describes a circumstance where a particular follower finds that, for a particular context, the leader provides the guidance and direction the follower needs as compensation for his or her deficiency.

There are several emphases in this statement. One is that each follower in a group may have different levels of perceived limitations. Another is that the follower may not actually have limitations but believes he or she does need a leader. Modern leadership theory makes considerable note of this point in suggesting that one function of leaders is to empower followers and enhance their belief in their own abilities and self (Smith, 1997).

Smith (1997) further asserts that followers, according to the situational leadership theory, subjugate their leadership urges. To achieve his or her goals or to pursue group-determined goals, the follower must not be the leader. The follower may have excellent leadership skills and even a formal leadership title, but for this context, agrees to set them aside for another to appropriately be the leader. To do so, the follower may accept that the group is in better hands with the leader than the follower or that certain long-term gains will be realized in some future moment where the follower may assert leadership. For the follower, this is a decision of comparative worth in the relationship.

Central to the discussion of leaders and followers is trust. This aspect may be the most significant and meaningful in the relationship. For trust to occur, the followers, to be followers, have some abiding faith that leaders will direct actions toward mutually beneficial gains. Those gains will occur in an atmosphere where faith by the follower is sufficient as opposed to countervailing pressures, measures of probability, or trade-offs. Trust is another element based on perception. Followers operate from some level of trust, though the trust may later be betrayed. Any number of examples, such as the Jim Jones and David Koresh cases, are reminders that trust is a belief by the follower but that belief could be manipulated by the leader (Smith, 1997). On November 18, 1978, in Guyana,

Jim Jones, portraying a religious leader, ordered the 911 members of his flock to kill themselves by drinking a cyanide potion and they did, seemingly without question (Reiterman, 1982). In a similar manner, David Koresh, also under the auspices of religion, led several people to become members of a cult called the Branch Davidians. The apparent loyalty to Davidian leadership resulted in the deaths of 80 people, including 23 children under the age of 17 in Waco, Texas, on April 19, 1993 (Linedecker, 1993).

By definition, followers are people who have wants and desires of their own. Psychologist David Berlew (1974) identified a number of interesting expectations of followers as people wanting a chance to (a) be tested; (b) to make it on one's own; (c) take part in a social experiment; (d) do something well; (e) do something good, and (f) change the way things are.

Each of these opportunities drives the follower to work with the leader in a mutually satisfying relationship. One can argue that modern workers have elevated these expectations over previous generations and seem to show less loyalty to leaders unless their wants are satisfied. Anecdotally, any reader can cite everyday experiences of encountering today's workers or students who seem to live only for the day and expect returns beyond contribution (Berlew, 1974). The notion that if one has power over people, one is accountable to them seems to provide a good summary to the aforementioned conceptions.

Kelley (1992) echoes similar beliefs about what followership involves. His research supports the significance of giving attention to this seemingly forgotten phenomenon. Kelley's (1992) queries with followers show that, in general, followers are very dissatisfied with the quality of business or government leadership. Kelley (1992)

found from the follower's point of view that, (a) two out of five leaders have questionable abilities to lead; (b) only one in seven leaders is someone whom followers see as a potential role model to emulate, and (c) less than half of the leaders are able to instill trust in subordinates. Nearly 40% of the followers in Kelley's study said that leaders have ego problems—are threatened by talented subordinates, have need to act superior, and do not share the limelight. Kelley (1992) responds to these perceptions by providing what he calls, “a new definition of followership—one that embraces followers as being fully competent and full partners in the organization” (p. 32).

According to Kelley (1992), two dimensions underscore the concept of followership: independent critical-thinking and active engagement. Independent critical-thinking characterizes followers who think for themselves, give constructive criticism, are their own persons, and are innovative and creative. They also take initiative, are self-starters, assume responsibility, go above and beyond the job, and participate actively. At the other end of the spectrum, the worst followers must be told what to do, cannot make it to the bathroom on their own, and do not think, need prodding, are lazy, require constant supervision, dodge responsibility, and are passive. In between are the typical followers who take direction and do not challenge the leader or group. They get the job done after being told what to do, but often shift with the wind. Active engagement includes follower characteristics such as taking initiative, assuming ownership, participating actively, and going above and beyond the job, most often without supervision.

Kelley's (1992) definition of followership appears to have a built-in paradox. At its best, it incorporates a balance of two seemingly mutually exclusive requirements: independent thinking and active acceptance of the follower role. Both are necessary for

exemplary exhibition of followership. Independent thinking without active engagement can lead people with great ideas to fall short of implementing them or to become smart cynics who harass the leader. Active engagement without independent thinking can lead to “yes-people” who uncritically accept orders, whether good or bad. But exemplary followers who use both these skills become enormously valuable to leaders and their organizations. Many leaders will go to great lengths to attract and accommodate exemplary followers because their contributions are both different and better.

According to Kelley (1992), exemplary followers possess a repertoire of skills and values that are learnable and doable. These can be divided into three broad categories: (a) Job skills (performing jobs with focus, commitment, competence, and initiative); (b) Organizational skills (nurturing and leveraging organizational relationships with other followers and leaders), and (c) Values component (how followers exercise a courageous conscience which guides their job activities and organizational relationships).

Unlike followers who consistently try to maximize only their own self-interest, the best followers view an organization as a community. Instead of taking a free ride at the expense of focusing solely on their rights, they acknowledge the mutual responsibilities they have with others. Organizational life requires give and take if it is going to work. Anyone who drinks from the organizational well must also help replenish it. Replenishing includes fostering effective vertical and horizontal relationships throughout the organization. Exemplary followers are also called upon to exhibit a unique attitude termed by Kelley (1992) as a “courageous conscience.” Courageous conscience is defined as the ability to judge right from wrong and having the fortitude to take affirmative steps toward what one believes is right. It involves both conviction and



action, often in the face of strong societal pressures for followers to abstain from acting on their beliefs.

At some point, a follower may be encouraged to do something wrong or to stop doing something that is believed to be good for the organization. Chances are, the order will not be extreme or jeopardize people's lives or constitute a gross legal violation where millions of dollars are at stake. Rather, it will be something more ordinary, like altering a time sheet, withholding relevant information or creating or ignoring a safety hazard. The courageous conscience goes beyond acknowledging and correcting wrong. It champions a new idea in the face of strong organizational apathy or resistance. Decisions are carefully made and analyzed using questions such as:

1. What is at stake for the organization?
2. What will happen if I fail to act?
3. Does the leader have both the expertise and the legitimate authority to issue this order?
4. Are human costs and societal values being overlooked?
5. What role am I being asked to play?
6. What is at stake for me personally?

Kelley (1992) believes these six questions can help a follower determine whether there is a duty to disobey orders received or take steps toward a positive contribution. Conceptually, the followers, not the leader, decide what role they will play and the significance of their actions.

The description of eternal vigilance as being the price we pay for liberty by abolitionist orator, Wendell Phillips, seems applicable to exemplary followers, who must be continually alert to the leadership actions to which they are subjected.

### **Military Followership**

Requiring the ultimate sacrifice, military personnel have strong views on followership. In his article, "Five Steps to Followership," Air Force Major Eric Loraine (2000, ¶ 5) describes followership as being extremely relevant to all in the military, regardless of rank or position. *Telling the truth* was described as the single most important characteristic of good followership. Loraine (2000) states that, "In a world of growing complexity, leaders are increasingly dependent upon their subordinates for good information whether the leaders want to hear it or not. Followers who tell the truth, and the leader who listens to it, are an unbeatable combination" (¶ 1).

*Don't be a yes man* is another followership attribute described by Loraine (2000, ¶ 6). Since there is a tendency by the follower to sometimes tell the leader what is perceived that he or she wants to hear, this characteristic ranked high in importance. Loraine (2000, ¶ 6) posits that one should resist the temptation with every fiber in his or her being to be apathetically agreeable. If there are reservations about a certain issue, the follower has an obligation to express them. Arguing with a superior when necessary is appropriate, but should be done in private. Followers are encouraged to fight for what is believed is right, but in the right venue. However, once the follower has had his or her say and the leader's decision is made, the follower is responsible for carrying out the decision on behalf of the leader. Loraine (2000, ¶ 7) also cites *using initiative* as being critical to followership. He states, "No one likes to work for a micro-manager, but one

reason leaders become micro-managers is that they see their subordinates standing by waiting for instructions before taking action. Followers who take initiative can avoid this. Effective followership involves making the decision, accomplishing the task, and then briefing the leader on what was done” (p. 2).

Lorraine (2000, ¶ 8) describes *doing one's homework* as a followership attribute with potentially strong implications. He encourages followers to think fully through assigned problems, what it means, and whom it affects now and in the future. Good followership involves anticipating what types of questions will be asked and contemplating the most appropriate responses. The follower is, in this way, an expert who is relied upon by the leader to suggest appropriate courses of action. More often than not, if the follower's homework is well done, the leader will hear and likely implement the recommendation. *Keeping the leader informed* was indicated as being an especially important followership attribute in today's information age. According to Lorraine (2000, ¶ 9), too often, concerns are reported in e-mail before the leader even knows there is a problem. All leaders need to know what is going on in their organizations—the good, the bad, and the ugly. If there are problems in the organization, the leader should not be the last to know. Most problems can be solved quickly if the leader knows about them. Good followership involves keeping the leader informed; better yet, micro-informed.

Military followership also involves being tactically and technically proficient, fostering trust and good leadership and, ultimately, commitment. When followership fails in this environment, the impact is far-reaching and could result in: (1) potential loss

of life, (2) loss of unit effectiveness in combat, or (3) failure to complete the unit's mission (Lorraine, 2000, ¶ 9).

### **The Balance of Leadership and Followership**

Kouzes and Posner (1987), in their book, *The Leadership Challenge*, state that "leadership is in the eye of the follower" (p. 15). They assert that leadership is about leaders and followers. Followers determine whether someone possesses leadership qualities. Upper management cannot confer leadership upon someone they select to manage a unit. Over time, those who would be followers will determine whether that person should be and will be recognized as a leader.

Yukl (1997) agrees with the preceding, suggesting that the attitude of followers is a common indicator of leader effectiveness. Hollander (1997), too, shares the notion that followers make leadership possible. He argues that without responsive followers, there is essentially no leadership, since the concept of leadership is relational.

Kouzes and Posner (1995) concluded from a research study that the majority of followers admire leaders who are honest, competent, forward-looking, and inspiring. *Honesty*, identified as being most important, seems to be an absolute essential. After all, if one is willing to follow someone, whether it is into battle or into the boardroom, one will first want to be assured that the person is worthy of trust. One will want to know that he or she is being truthful, ethical, and principled. One will want to be fully confident in the integrity of leadership. Followers have ways of measuring this subjective characteristic, *honesty*. It is always the leader's behavior that provides the evidence. In other words, whatever leaders say about their own integrity, followers wait for it to be shown. The only way a follower can know for sure if the leader is honest is to observe

how he or she behaves. Leaders are considered honest by followers if they do what they say they are going to do. Obviously, agreements not followed through, false promises, deceptions, and cover-ups all indicate that a leader is not honest. Consistency between word and deed is another way one judges someone to be honest. If a leader espouses one set of values but personally practices another, that person is considered to be duplicitous. Honesty is closely related to values and ethics. All followers appreciate people who take a stand on important principles. Leaders who lack confidence in their own beliefs are likely to have few, if any, loyal followers.

*Competence* was the next most important leadership attribute identified by followers in Kouzes and Posner's research (1995). Clearly, to enlist leaders' support of followers, followers must believe that the leader knows what he or she is doing. The leader must be seen as being capable and effective. This type of competence does not necessarily refer to the leader's technical abilities. The ability to challenge, inspire, enable, model, and encourage must be demonstrated if leaders are to be seen as capable. This can be described as added-value competence. The leader must bring some added value to the position. While functional competence may be necessary, it is insufficient to engage followers for optimum performance.

Over one half of the followers queried by Kouzes and Posner (1995) identified *forward-looking* as one of their most sought-after leadership traits. Followers expect leaders to have a sense of direction and a concern for the future of the organization. This expectation directly corresponds with the ability to envision the future. Whether we call it vision, dream, calling, goal, or personal agenda, the message is clear: Admired leaders

must know where they are going. Followers ask that leaders have a well-defined orientation toward the future.

Kouzes and Posner (1995) found in their study that followers expect leaders to not only know where they are going but be enthusiastic, energetic, and positive about the future. Leaders are expected to be inspiring—somewhat of a cheerleader, as a matter of fact. It is not enough for a leader to have a dream about the future. He or she must be able to communicate the vision in ways that encourage followers to sign on for the duration. Enthusiasm and excitement signal the leader's personal commitment to pursuing the vision. If a leader displays no passion for a cause, why should others? Leaders are like mediums. They act as channels of expression between the followers and the followers' visions. And, the best leaders are also followers. They pay attention to follower-expectations and reasonably comply.

### **Followers as Leadership Partners**

Kelley (1992), in his book, *The Power of Followership*, describes the results of a research project where followers were asked what they looked for in their leaders. The findings revealed that followers desire leaders who embrace them as partners or co-partners and who demonstrate the value they add to followers' productivity. According to Kelley's research (1992), followers do not want leaders who decide their work or their fate for them. They want leaders who view them as equals in shaping the enterprise. As equals, they decide how to work together, to share power, and to reward individual and joint contributions so that the partnership succeeds.

Leaders and followers, as partners, co-create the vision and mission. Many books about leadership tout the "visionary" role of leaders. For their part in this scenario,

dependent followers are supposed to stop wandering about aimlessly. Instead, they dutifully applaud, thank the leader profusely, and line up behind the leader's vision. This scenario has little appeal to exemplary followers. They generally know where they are going. If not, they want to be part of the process that determines the end goal. This might be called "leadership by informed consent." As partners, followers want to forge the vision together to increase the probability of success (Kelley, 1992).

Based on my personal leadership experiences, *sharing the risks and rewards* is a very fitting characteristic of exemplary followership. Exemplary followers are willing to put themselves on the line, but believe their leaders should do the same. When the work is done and if things go well, all should share the rewards equitably. If things go poorly, all should carry their fair share of the sacrifices. Followers particularly resent the leaders' profiting at the follower's expense. Followers increasingly carry the downside burden in organizations and gain little of the upside benefits. Unfortunately, the odds are greater today that many followers will be hurt before any leader is. If the organization goes under, lower-level employees will have a much tougher time than a high-leveled management person, who is perceived to have a golden parachute. Current examples are Enron and MCI-Worldcom. In every sense, the lower-level employees have suffered the most extreme consequences of being misled. Kelley (1992) posits that exemplary followers prefer leaders who will stand with them on the front line of adversity. His examples of Mahatma Gandhi of India and Martin Luther King, Jr., of the United States, who won follower support when they took the first blows from the police clubs, are appropriate for this concept. The personal sacrifice of these leaders encouraged their followers to overcome fear and to extend themselves for the greater good. Kelly (1992)

also references Alexander the Great, who walked with his soldiers who were dying of thirst and starvation as they marched across the Indian desert. His leadership prompted him to share in their suffering and encouraged them to overcome fear and extend themselves for the greater good.

### **Value-added Leadership**

Leaders traditionally believe that they add value to followers in two ways. First is being the expert on the follower's job. The leader could look over the employee's shoulder, give advice, and make sure the job gets done right. Second is to give approval and distribute the rewards for good work. Current business literature also suggests that the leader provides the vision and does some "transformation and empowerment" intended to jump-start the organization. However, from the exemplary follower's viewpoint, these functions are unnecessary. In many organizations, the followers know how to do their job better than the leader. This is especially true for technical fields where the actual job knowledge becomes obsolete quickly. The longer leaders are away from the technical job, the more dependent they become on the specialists working for them. Likewise, exemplary followers look less to their bosses for approval. Bosses often do not have the expertise to determine the quality of the work itself. How, then, could the boss give approval? Instead, these followers look to professional peers who can comment on the elegance and originality of their work. Also, as more workers get connected to either internal or external customers, they query those customers as to how happy they are with the work products. The boss, then, is simply left with deciding how much to pay or value the followers' work (Kelley, 1992).



The leader's vision, transformation, and empowerment roles also are superfluous for many exemplary followers. In fact, many exemplary followers would be insulted if leaders offered their vision as the single approach to accomplishing the organization's goals. So what is a leader to do? What value can she or he add to exemplary followers? What will make an exemplary follower support one leader rather than sabotage or desert in favor of an alternative leader? Research shows that most followers would provide responses to these questions that suggest leaders should create environments where exemplary followers flourish by removing roadblocks to follower productivity; deflecting administrative non-work; appropriately providing follower-autonomy; facilitating teamwork; and being a synergy catalyst. Followers additionally want leaders to be less of a hero and more of a hero-maker by understanding that the strong pillars that support the organization for the long term are the exemplary followers (Kelley, 1992; Kouzes & Posner, 1995).

Both leaders and followers add value, and make contributions that are necessary for success, and both play critical parts in the leader-follower relationship. However, while any leader can build a following, it is exemplary leaders who attract exemplary followers. Moreover, the ultimate test of leadership is the quality of the followers (Kelley, 1992).

Lee (1991), in his article, "Followership: The Essence of Leadership," concurring with Kelley (1992), describes value-added leadership as a partnership with followers. His portrayal of the concept synonymously emphasizes the importance of effective followership incorporating ownership. While it is impossible for leaders to ensure with complete certainty that followers share their goals and possess the ability to meet them,

they can create an environment where followers can develop their own goals (a culture of empowerment), as well as provide training to develop competence. It then becomes the leader's task to sense where followers want to go, align their goals with the larger goals of the organization, and invite them to follow.

According to Lee (1991), alignment is only possible when followers have goals of their own. He asks, "How can anyone lead you without taking you somewhere you want to go? People with no goals of their own cannot be led because they have nowhere they want to go" (p. 33).

Jan Carlzon (1987), the former President of Scandinavian Airline Systems, who turned around the airline in the early 1980s, referred to the leader-follower partnership in his book, *Moments of Truth*. Carlzon (1987) argues that if leaders are not serving the customer, they should be serving someone who is. He wanted his followers to become heroes and to be empowered to solve problems, with leaders being able to reliably believe that followers had the skills, competence, and knowledge to run the organization effectively.

According to Hollander (1997), such a position requires, at the least, shared responsibility and accountability on both the leader's and the follower's parts. But since not all leaders wish to be participative and accountable to followers, these traits can also become sources of resistance. However, the natural inclinations need not become permanent, as a following can come about in various ways. Hollander (1997) posits that legitimacy and credit are two primary traits that help pull together a variety of factors. Legitimacy is the more usual way of acknowledging an occupant of the leader role, and validating the basis for his or her attainment of that status. Legitimacy plays a pivotal

part in the leader—follower relationship because it is the base on which followers perceive and respond to the leader. Its manifestations are seen in such key interpersonal qualities as trust and loyalty.

Credit is another, more psychological, way of considering the leader-follower bond, in regard to positively disposed perceptions. In both cases, followers can affect the strength of a leader's influence, the style of a leader's behavior, and the performance of the group or larger entity. In short, influence and power flow both from legitimacy and those additional elements affected by followers through their perceptions, attributions, and judgments (Hollander, 1997).

Howard (1997) conceptualizes this thought process as empowerment. Described as forming the backbone of many approaches to organizational change, its straightforward message is that followers will take charge of their jobs and be motivated to higher levels of performance and productivity if they are reasonably rendered decision-making power.

Empowerment calls for a level of top-to-bottom involvement and realignment of roles that demand extensive rethinking and restructuring for most organizations. Implementing the concept, however, has proved much more difficult than might be expected. A study (Howard & Wellins, 1994) of 25 organizations' implementation of empowerment shows a number of significant obstacles that included senior management, system, follower, and leader barriers.

The many challenges to implementing empowerment should not discourage organizations from appropriately undertaking this type of change. The compelling evidence to leaders is that followers and organizations suggest that mastering

empowerment is definitely worth the effort. It is not power for the sake of the leader, but for the sake of others. It allows leaders to use the power that flows through them in services to others. Empowering others is essentially the process of turning followers into leaders themselves (Howard & Wellins, 1994).

Kelly (1992) contends that followers, too, must demonstrate their value in the leader-follower relationship. Leaders and peers both want to know what an individual can bring that will help the organization achieve its goals. Followers are expected to prove themselves. The first testing ground is usually the job itself. People want to see if followers can do the jobs given to them and at what level of competence. The follower's fate is then determined, in great part, by how the job is carried out. If the first hurdle is not passed, the follower is generally not prized, let alone given the opportunity to use other valuable skills. Such persons will be left out of key meetings and important networks. Their potential effectiveness will be blunted.

According to Kelley (1992), "value-added" is what separates an exemplary follower from someone who does really good work. For instance, some people do an excellent job on work that never should have been done in the first place. Much bureaucratic busywork falls into this category. Adding value, then, goes beyond doing a good job. It means making a positive difference in accelerating the organization toward its goals. Followers who make more of a difference add greater value.

### **Practical Implications of Followership**

Herb Kelleher, CEO, Chairman, and Founder of Southwest Airlines, clearly understands how to incorporate followership into one's leadership style. A genuine success story, provided in the book, *Nuts*, depicts the company's leader as an ideal model

for followership (Freiberg & Freiberg, 1996). At Southwest Airlines, leadership is practiced through collaborative relationships. The people of Southwest Airlines work in relationships where the roles of leaders and followers or collaborators are interchangeable. Essentially, leadership is something leaders and followers do together. According to Freiberg and Freiberg (1996), the word “collaborators,” instead of “followers,” more appropriately describes Southwest employees, due to their active engagement with each other regardless of which side they are on.

This position is influenced by Joseph Rost’s (1991) assessment of leadership. Rost (1991) describes leadership as a dynamic relationship based on mutual influence and common purpose between leaders and collaborators in which both are moved to higher levels of motivation and moral development as they affect real, intended change. Rost (1991) posits that the affected change is the most distinguished element of the leader-follower relationship, and must be intentional and deliberate by both the leader and follower. According to Rost (1991), consenting followers are needed for leadership to exist. His idea of collaboration implies an outcome that is mutually beneficial to the leader and follower. Burns (1978) also supports this notion by stating that, “the function of leadership is to engage followers, not merely to activate them, to commingle needs and aspirations and goals in a common enterprise, and in the process make better citizens of both leaders and followers” (p. 461).

Southwest Airlines believes it has leaders within every rank and file of its business. The relationship between leaders and collaborators at Southwest Airlines is based on commitment, not compliance. Leadership is not some sophisticated technique for getting people to do what one wants them to do. Leadership is getting people to want

to do what one wants them to do because they share one's purpose, vision, and values. When the interest of leaders and collaborators overlaps, the result is long-term, sustained commitment, which fosters followership. When people are committed, they are bound emotionally or intellectually to a purpose or course of action. They are in it with all of their heart, soul, and mind. Compliant people simply go through the motions and put in their time. Commitment does not come with position and cannot be bought. Commitment must be earned. Leaders and collaborators are drawn to higher levels of commitment when both see that their personal agendas are encompassed by a purpose that is deeply held by everyone in the relationship.

The collaborative nature of leadership at Southwest Airlines ideally epitomizes followership. Leaders and collaborators consciously choose to serve the purpose of the organization over their own interests. Key principles govern the thought process that results in such a favorable outcome. First is an acknowledgement that leadership does not reside in one person. Second, leadership is not a position of power and authority (Frieberg & Frieberg, 1996). These notions are conceptually based on Rost's (1991) call to leaders to engage in non-coercive relationships. Rost (1991) contends that power and authority in relationships can be coercive, forcing people to believe in certain ways if they want to remain in the relationship. He states that, "coercion is antithetical to influence relationships. People in influence relationships can refuse to behave in prescribed ways and still remain on good terms with others in the relationship" (p. 106).

Frieberg and Frieberg (1996), describe the first principle as the "Lone Ranger" image—the idea that one heroic person is out in front taking charge while everyone else passively follows—as a myth. Southwest Airlines believes those closest to the problems

are most capable of fixing them. By design, this approach allows the employees to learn and lead. The second principle suggests that leaders who conceptually incorporate followership recognize that position of power is not leadership. Many who participated in some of the greatest change efforts in history have done so without the backing and power or status, money, armies, or nuclear weapons. People may hold the title of Chief Executive Officer, Head Coach, Commissioner, Mayor, or General, but their positions do not necessarily make them leaders (Frieberg & Frieberg, 1996).

Leadership that fosters followership must be based on mutual influence that allows leaders to both shape and be shaped. Such an environment allows influence to flow back and forth between leaders and followers. The implication is that anyone at any level within an organization has the opportunity to influence the system. Paramount to success in this endeavor is having the ability to influence. Freiberg and Freiberg (1996) argue that the following will aid in expanding a leader's scope of influence with followers: (a) walking the talk; (b) focusing on things you can control; (c) being prepared; (d) sharpening political skills; (e) loving people into action, and (f) listening for more than you hear.

Similar views are shared by Peters (1988), who believes deferring to followers makes followership visible and tangible with a leader. Leaders, according to Peters (1988), should place a disproportionate amount of emphasis on the care of followers. He espouses that followers should know, unquestionably, that they are the heroes. And this involves being follower-oriented. A related trait of being follower-oriented is taking obvious pride in the work of others. This exceptional behavior involves the leader describing follower accomplishments in terms of his or her own genuine and transparent

thrill over what has been achieved. Only persons whose greatest pleasure is bragging about the accomplishments of their followers will adequately fit this image.

Peters (1988) also identifies delegation, an age-old management strategy, as a significant trait of being follower-oriented. Effectively carried out, delegation really does mean letting go and will result in superb performance. However, the leader who will effectively delegate, according to Peters (1988) must qualify by meeting the conditions of these four counterforces: (a) the leader has extremely high standards, which are lived, transmitted, and uniformly demanded; (b) the leader has a crystal-clear vision about where the organization is headed; (c) the leader wholeheartedly believes in people, and will be deeply disappointed, as a mentor, if the follower fails or at least fails to make a concerted effort, and (d) the leader generously provides delegated tasks to the insistent follower, yet reasonably shares work and responsibility (p. 546).

Fournies (1987) seems to cut to the chase with his notion that every leader's success depends on how well he or she incorporates followership. Basic to this idea are three important fundamentals: "Leadership is getting things done through others; leaders need followers more than followers need leaders; and leaders get paid for what their followers do, not for what they do" (p. 12).

Accepting these basics implies that the only purpose for a leader's existence is to do everything in his or her power to ensure followers are successful. If they succeed, then the leader succeeds. If the followers fail, it is also a failure to the leader. The message, clearly, is that leaders must accept full responsibility for the success or failure of followers. Anything less will be considered self-destructive behavior (Fournies, 1987).



## **Followership in a Christian Culture**

So far, incorporating followership has been described from traditional frameworks. Assuredly, the distinctive culture of Christianity requires a different type of followership assessment. However, many who call themselves Christians are aspiring to be leaders with little apparent interest in followership. This is most ironic since to be a Christian at all by definition is to be a follower. Jesus' call was for His disciples to follow Him. He did not say to the people, "If anyone would be my disciple, he should deny himself, take up his cross and LEAD me." The emphasis on being a follower in this sense has become much subtler, if not totally non-existent in our Christian culture. The focus appears to be on leadership, and churches are continually offering seminars on leadership at the expense of equally valid emphasis on followership.

Interestingly, the Scriptures say far more about following than about leading. In Matt 4:19, 9:9, Mark 2:14, Luke 5:27, and again in John 21:22, Jesus makes it clear that His admonition is to be followed. As a matter of fact, the gospel theme can be summed up as an invitation from Jesus to follow Him. Throughout His earthly ministry, Jesus came to individuals and said, "Follow Me." Those He addressed always understood the invitation to mean that they should literally stop what they were doing and re-orient their whole lives around Him, His teaching, and His life. Those who chose to follow Jesus had their lives, their hearts, their hopes and dreams, and their eternities transformed by their followership and His leadership. Today, those who choose to follow Jesus find themselves in the same position.

Pastor Percy Campbell (1999), during his sermon on the art of followership, defined followership as "when someone helps, ministers to, or wants to be of service to

another” (¶ 5). Campbell (1999, ¶ 1) further suggested that committed followership is the pathway to godly leadership. He indicated that the people who followed the Lord closely on earth became the leaders of the New Testament Church. According to Campbell (1999, ¶ 5), followership occurs in several stages and is part of the process of becoming a good leader. The mastery of followership may, in fact, prepare and qualify one for leadership.

The first stage identified by Campbell (1999, ¶ 6), *Respect for the person*, suggests that people are willing to follow when a certain degree of respect has been mutually earned. Respected leaders have a strong voice with their followers and the same is true in a reciprocal relationship. Campbell (1999, ¶ 6) believes that low morale in churches and workplaces exists, in large part, due to a lack of mutual respect between leaders and followers. *Agreement with vision* was identified as the second stage for development of good followership. Campbell (1999, ¶ 7) states that, “we often buy into the leader before we buy into the vision and because we like the leader, it looks like we like the leader’s vision. The leader must validate the depth of agreement by followers” (¶ 7).

*Interest in personal growth* is the third of four stages identified by Campbell (1999, ¶ 8). This stage suggests that followers must accord affirmative responses to questions such as, “Do I respect my leader?” “Do I like and understand the vision and its impact on me?” “Will I develop and grow from the vision?” This stage evokes the idea that, unless one tries something beyond what is already mastered, he or she will never grow. The follower’s growth is dependent upon quality exposure to the leader and the leader’s vision. *Success in personal growth*, the final stage identified by Campbell (1999,

¶ 9), is described as the most critical in followership development. It determines whether followers reach their potential. The premise in this stage is that followership will be maintained only as long as people feel they are growing and are better off with than without the leader. Campbell (1999) believes that every leader must bring success to the follower, putting what he describes as “wins” in the followers’ belts. He further asserts that, “The moment people start to feel that they aren’t winning, they will cease to follow and the leader is responsible for allowing the follower to win” (¶ 10).

Christians should view followership as being synonymous with servant leadership-followership. As highlighted in the Bible (Luke 22:24-27), Jesus is the model of servant leadership-followership in the Church. Responding to a power struggle going on among His disciples about who was the greatest, Jesus said, “But he that is greatest among you, let him be as the younger; and he that is chief, as he that doth serve. . . . I am among you as he that serveth” (vs. 26, 27). Here Jesus points to His own selfless example of service for others. He implied in His response that the same spirit that moved Him to minister to the physical and spiritual needs of mankind should motivate the lives of His followers. His words convey the idea of persistent and consistent loyalty. Yet the very notion of servant-leadership-followership is fraught with negative connotations, stemming in part from the Latin root of servant (*servus*) meaning “slave.” Jesus’ life is an example of the essence of service that is respectful, caring, mutual, and reciprocal. The idea of “servant” is one who is hired from on high to do the dirty jobs. Jesus modeled servant leadership as reciprocal servant- leadership-followership (Malone, 2001).

Unlike any other vein of followership, Christian followers are to be distinguished as people who serve God fully, wholeheartedly, taking no honor to themselves, and

remembering that by a most solemn covenant they have bound themselves to serve the Lord, and Him only. The Redeemer will not accept divided service. The worker for God must learn daily the meaning of selflessness in order to be a true follower of Christ (White, 1947).

When Jesus called people to follow Him, He was inviting them into a personal relationship where their lives blended together all day, every day. Jesus Christ, in John 15:4, uses the word “abide,” which means to make a home with or to dwell with, to describe this practice of Christian followership. Christ describes this connection as being the only way Christians can bear fruit. In essence, a continuous abiding in a living connection with Christ is essential for growth and fruitfulness. Occasional attention to matters of religion is not sufficient by this standard. The common scene of riding high on a wave of religious fervor one day, only to fall low into a period of neglect the next, does not promote spiritual strength. Followership in a Christian context means the soul must be in daily, constant communion with Jesus Christ and must live His life (John, 1980).

Followership for the Christian is active, not passive. Yet, a follower of Christ is not required to do the work alone. The Christian follower’s growth in grace, joy, and usefulness all depends upon an active union with Christ. It includes daily and hourly communion with Him. By faith, Christ’s followers are to grow in Him by giving and taking. One’s all must be given—the heart, will, complete service and obedience. The Christian follower, in a like manner, takes all—all of Christ, the fullness of blessing, to abide in the heart as strength and righteousness, an everlasting helper and the only power that will effect obedience (White, 1977). While followership in a Christian culture is

distinctive, it is fundamental to effective leadership and followership in all other venues of life.

### **Chapter Summary**

In this chapter, I have addressed some of the pertinent issues regarding leader-follower relations. Specific emphasis has been placed on followers. In general, the preceding review provides a running theme of follower significance in the context of leadership. I would reiterate here that followers play a critical role in leadership success. The focus of this study on investigating the relationship between followership modalities and leadership styles is an attempt to shed light on, and broaden our understanding of, this most important human relations' component. The next chapter describes the methods by which the problem was explored.

## CHAPTER 3

### METHODOLOGY

#### **Introduction**

This chapter comprises a description of the research design, population and sample, procedures of data collection, demographics, instrumentation, and data analysis procedures.

The purpose of the study was to investigate the relationship between followership modalities and leadership styles among high school teachers and principals in Jackson, Mississippi. The study also allowed for analyses of the relationship between followers' active engagement and critical thinking skills and gender, age, teaching experience, and time with the leader.

#### **Research Design**

A descriptive, triangulated study was conducted to investigate the relationship between followership modalities and leadership styles among high-school teachers and principals. Specifically, methodological triangulation, which offers a balance between logic and stories using qualitative and quantitative methods at the same time, was the chosen research design (Jaeger, 1997). According to Jaeger (1997), quantitative methods are more appropriate for many studies, while others produce more valid results through a qualitative approach.

The qualitative portion of the study emphasized exploration, understanding, contextualizing, and introspection. It captured a more complete and holistic portrait of quantitative findings, enabling me to shed light on how followership functions in relation to leadership and provided the basis possible for the development of a corresponding theory. The qualitative analysis also provided detailed descriptions of leader-follower behaviors and opinions.

The quantitative portion was devoted to the statistical presentation of data that revealed patterns, inconsistencies, and evidence of the hypothesized relationship between followership modalities and leadership styles. The quantitative analysis complemented the qualitative data, as suggested by (Creswell, 1995), by indicating the extent of leadership and followership behavioral factors within the sample. I agree with Newman and Benz (1998) that numbers in and of themselves cannot be interpreted without understanding the assumptions that underlie them. Numerical information essentially involves numerous judgments about what the numbers mean, unless, according to Patten (2000), there is some way to elaborate and contextualize the statistical facts.

The research agenda specifically examined followership modalities within educational institutions, the relationship between followership modalities and leadership styles, and the extent to which leadership recognizes the place of strong followership modalities in educational institutions.

### **Population and Sample**

The target population for this study was high-school teachers and principals in the Jackson Public School District in Jackson, Mississippi. Approximately 500 teachers and 8 principals represented the population within the 8 high schools in the district. Five of

the high schools agreed to participate in the study. The 5 high schools were Bailey Magnet, Callaway, Jim Hill, Lanier, and Murrah. Confidentiality of the schools was maintained by coding each school and not identifying the names of the participants in the report of the findings. The sample selection procedure for the study was purposive, with all participants having distinct characteristics that were relevant to the research questions.

The study was conducted in Jackson, Mississippi, located in the southern region of the United States. Located in Hinds County, Jackson is the capitol of the state of Mississippi. African Americans make up 71% of the City's 184,256-member population, with Whites comprising 28%. Although significantly fewer in numbers, Hispanics or persons of Latino origins make up the next largest ethnic group in the population at 0.8 %, with Asians following at 0.6 %. Persons reporting two or more races also represent 0.6 % of the population, while persons reporting some other race make up 0.2 % of the city's population. American Indians and Alaskan natives represent the smallest ethnic group, representing 0.1 % of the population. Over half (53 %) of the city's population is female. The median household income is \$32,033, with approximately 19 % of the population being below the national poverty level (U.S. Census Bureau, 2000).

### **Procedures of Data Collection**

Data collection procedures included entrée, sample selection, and instrumentation. Permission to conduct the study was granted by the Institutional Review Board at Andrews University, and the Department of Research, Planning and Evaluation of the Jackson Public School District (please see appendix A). Written informed-consent notifications were provided to each participant prior to data collection that included



pertinent details associated with the study (please see appendix B). Initial contact with the district's eight high-school principals occurred via telephone. The telephone contacts served the purpose of (a) providing an overview of the study's proposal, (b) requesting permission to survey designated high schools with informed consent to participants, (c) reviewing and solidifying the proposed questionnaire procedures, and (d) scheduling a specific time for questionnaire implementation.

The questionnaires were hand delivered to the principals' offices. The questionnaire requests were reviewed in brief face-to-face meetings with 3 of the 5 principals at the time of delivery. While I proposed procedures that would allow neutral persons, preferably high school guidance counselors, to administer the Followership Style Questionnaires, principals in 4 of the 5 participating high schools elected to serve as administrators of the questionnaire. One principal chose the library as a neutral location, allowing self-administration of the questionnaire during times that were solely selected by the participants. For the remaining four schools, the Followership Style Questionnaires were administered in conjunction with staff meetings that required the presence of all of the teachers. I requested to administer the Multifactor Leadership Styles Questionnaire (MLQ) to each principal during initial face-to-face meetings. This request was denied by all principals, as they seemed to have intense workloads during the research period that did not allow schedule flexibility for the initial meetings. Immediately following administration, I collected all questionnaires in person. The principals' offices served as the designated locations for picking up the questionnaires. In all cases, the principals were available at the time the questionnaires were collected.

A pilot study was conducted at Clinton High School in Clinton, Mississippi, a neighboring township of Jackson, Mississippi. The pilot study was designed to evaluate the logistics of administering the questionnaires, specifically as it related to time constraints and environmental factors.

### **Demographics**

To obtain demographic information about participants, the following were included in both the Followership Style Questionnaire and MLQ: gender, age, ethnic background, marital status, educational background, total years of teaching experience, current subjects taught, number of years at current school, and the number of years with school principals.

### **Instrumentation**

In order to assess both variables of the research study, followership modalities and leadership styles, two instruments were chosen. Kelley's (1992) Followership Styles Questionnaire was used to identify followership modalities among the teachers. Bass and Avolio's (1995) Multifactor Leadership Questionnaire was used to identify the principals' leadership styles. Permission to use these two instruments in this study was obtained from the authors of both instruments (please see appendices D and E).

### **Followership Style Questionnaire**

The study used a 20-item, self-diagnostic questionnaire designed to determine followership styles of high-school teachers in the designated school districts (please see appendix C). According to Fowler (1987), self-administered questionnaires are thought to be most appropriate because the information collected is easy to code, tabulate, and

analyze. The selected Followership Style Questionnaire, designed by Robert E. Kelley (1992), a primary contributor to the study of followership, appears to be the only one of its kind. According to Kelley (2002), development of the Followership Questionnaire and the related followership concepts involved a substantial number of interviews and questionnaires where views on followership were solicited. Participants included more than 1700 people surveyed by Kelley (1992), averaging age 37, with 13 years of work experience. They had also reported to 9 different leaders over the course of working for 3 different companies. The respondents represented over 20 different industries. The instrument has been widely used by Kelley in countless workshops and academic courses and is considered an adequate tool for determining followership style. Permission to use the instrument was granted by Robert E. Kelley (please see appendix A). The Followership Questionnaire helped to identify follower behaviors that correspond with two dimensions, independent critical-thinking and active engagement. The computed ratings identified one of four dominant followership styles (alienated, exemplary, passive, or conformist) as defined by Kelley (1992). The instrument additionally has the ability to identify a fifth style, pragmatists or survivors, who do not fit in the other four styles.

A Likert scale ranging from 0 to 6 was used to score the 20-item Followership Questionnaire. The numerical values on the scale were represented as follows: 0 - 2 = Rarely      2 - 4 = Occasionally      4 - 6 = Almost Always.

The Followership Style questions were designed as follows:

**Demographics:** These questions solicited data that helped determine whether there are significant followership style differences between genders, age groups, and

based on teaching experience, and time with the leader among teachers who participated in the study.

**Independent Critical-Thinking Items:** Questions 1, 5, 11, 12, 14, 16, 17, 18, 19, and 20) determined the extent to which teachers are *independent critical thinkers*—followers who think for themselves, give constructive criticism, are their own person, and are innovative and creative.

**Active Engagement Items:** Questions 2, 3, 4, 6, 7, 8, 9, 10, 13, and 15; these questions determined the extent to which teachers are *active followers*—Followers who take initiative, assume ownership, participate actively, are self-starters, and go above and beyond the job.

Ratings for Independent Critical-Thinking and Active Engagement items were totaled separately and plotted on vertical and horizontal axes respectively, as indicated in Appendix C. The tabulations resulted in one of these four followership styles:

(a) Alienated, (b) Conformist (c) Passive and (d) Exemplary.

#### Multifactor Leadership Questionnaire

A 45-item Multifactor Leadership Questionnaire (MLQ) to determine predominant leadership style was administered to each school principal (please see appendix D). The Multifactor Leadership Questionnaire (MLQ Form 5x-Short), developed by Bass and Avolio (1995), is a well established measure of leadership style that has been reliably associated with measures of full-range leadership behavior (Bass & Avolio, 1995). Reliabilities for the total items where the instrument was used in nine studies ( $n = 2154$ ) ranged from .74 to .94. The MLQ model is based on a conceptualization of transformational, transactional, and non-transactional leadership

behavioral factors. It also measures leadership outcomes such as satisfaction, extra effort, and effectiveness.

Transformational leadership, initially distinguished from transactional leadership by Downton (1973) and further developed by Burns (1978), generally represents a visionary and inspirational approach with followers. The transformational leader communicates clear and acceptable visions and goals, uses compliance approaches, and builds ownership on the part of group members by involving the group in the decision-making process. Bass and Avolio (1990, 1997) associate these behavior factors with transformational leadership: Idealized influence (attributed), Idealized influence (behavior), Inspirational motivation, Intellectual stimulation, and Individual consideration. Questions 2, 6, 8, 9, 10, 13, 14, 15, 18, 19, 21, 23, 25, 26, 29, 30, 31, 32, 34, and 36 measured the level of transformational leadership behavioral factors among the principals.

Transactional leadership views the leader-follower relationship as a process of exchange. Compliance is gained by offering rewards for performance or threatening punishment for non-performance and non-compliance. These leadership behavioral factors are associated with transactional leadership: Contingent rewards, Active management-by-exception, and Passive management-by-exception. Questions 1, 3, 4, 11, 12, 16, 17, 20, 22, 24, 27, and 35 measured the level of transactional leadership behavioral factors among the principals.

The third dimension of the MLQ model, non-transactional leadership, indicates an absence of leadership or the avoidance of intervention, or both. Only one behavioral

factor corresponds with this dimension, Laissez-Faire. Questions 5, 7, 28, and 33 measured the level of non-transactional leadership behavior factors among the principals.

The MLQ also reliably measured these leadership outcomes for the high-school principals: Extra effort, Satisfaction, and Effectiveness. Questions 37, 38, 39, 40, 41, 42, 43, 44, and 45 measured the level of leadership outcomes among the principals. A detailed description of each leadership behavior factor is provided in chapter 1 among the definition of terms.

The following Likert rating scale was used for scoring the MLQ: 0 = Not at all; 1 = Once in a while; 2 = Sometimes; 3 = Fairly often; 4 = Frequently or always. The MLQ scores were derived by adding up the behavioral factor items categorically and dividing by the total number of items within each scale. (Please see appendix D)

### Interviews

The interview protocol engaged teachers in discussions of leadership preferences, a comparison of their preferred leadership styles to the current leader's, the impact of the leader's style on their roles, and perspectives on any apparent leader-follower gaps. The interview protocol for the principals allowed them to reveal their perceived leadership styles, the impact of their styles on the followers in their organization, how they believe followers perceive them, and their perspectives regarding any leader-follower gaps. Themes that were common among both the leaders' and followers' responses were extrapolated and analyzed to adequately answer the specified research questions. The length of the principal and teacher interviews averaged 10 minutes. The questionnaires were conducted during scheduled faculty meetings at four of the schools. The fifth school arranged self-administration of the questionnaire in the school's library during

times selected individually by the teachers. Interviews were allowed during school operational hours only, when the atmosphere was more subject to distraction.

Focus groups and one-on-one interviews were requested at three of the five high schools, but interviews were allowed only in two locations on an informal basis. A total of 10 teachers were informally interviewed based on schedule availability. The interviews at the first school included four teachers in groups of two's, and occurred in the corridor outside of a classroom. Six individual interviews were conducted at the second school with teachers who were rotating lunchroom coverage. To the extent possible, a qualitative approach, using four open-ended questions, was used to obtain descriptive accounts of participant responses (please see appendix E for Interview Protocols).

One-on-one interviews were informally conducted with the principals of the two schools where the teachers participated in interviews. While the principals agreed to participate in informal interviews, they were conducted in conjunction with other duties, usually "hall patrol." Although the information was provided in a congenial manner, there were frequent interruptions by students or teachers, due to the informal settings.

According to Sudman and Bradburn (1983), open-ended questions allow and encourage respondents to offer their opinions fully. These authors further indicate that open-ended questions allow respondents to express themselves in a language that is more comfortable to them and more congenial to their views. The teachers as well as principals interviewed in this study seemed very comfortable, often indicating that their responses could be openly expressed with their leaders or respective followers.

## **Data Analysis Procedures**

### **Statement of Null Hypotheses**

Answers to the demographic data were analyzed and compared to determine whether there were significant differences in the expression of followership modalities and leadership styles based on gender, age, teaching experience, and time with current leaders. The following null hypotheses were generated for analysis from the demographic data:

*Null hypothesis 1:* There is no significant difference between followers' active engagement skills based on gender.

*Null hypothesis 2:* There is no significant difference between followers' independent critical-thinking skills based on gender.

*Null hypothesis 3:* There is no significant difference between followers' active engagement skills based on age.

*Null hypothesis 4:* There is no significant difference between followers' independent critical-thinking skills based on age.

*Null hypothesis 5:* There is no significant difference between followers' active engagement skills based on teaching experience.

*Null hypothesis 6:* There is no significant difference between followers' independent critical-thinking skills based on teaching experience.

*Null hypothesis 7:* There is no significant difference between followers' active engagement skills based on time with the leader.

*Null hypothesis 8:* There is no significant difference between followers' independent critical-thinking skills based on time with the leader.



## Research Questions

The Followership Questionnaire was used to answer research question 1: *Are there different followership modalities within organizations?* The questionnaire results were analyzed to assign each teacher one of four followership modality types or followership styles (exemplary, conformist, alienated, or passive). A followership modality mean for teachers in each respective high school was computed to identify a predominant followership modality among the teachers. One-way ANOVA represented the general framework for evaluating whether there were significant differences in the followership modality means among the groups of teacher participants. This research method was selected because it provides the advantage of comparing multiple means, and is capable of accurately predicting the outcome of a null hypothesis, which says that there is no true difference between the means (Patten, 2000).

The Multifactor Leadership Questionnaire, the Followership Questionnaire, and the interview protocols were used to answer Research Question 2: *Do followership modalities correspond with leadership styles?* One-way ANOVA was used to separately compare means for followership modalities and leadership styles. Interview responses were analyzed to identify common themes among the teachers' and principals' responses.

The responses to the MLQ and qualitative interviews were used to answer Research Question 3: *To what extent does leadership recognize the place of strong followership modality in organizations?* The principals' leadership styles were analyzed with the data from the MLQ, while interview responses were grouped into useful themes that described the leaders' perspectives of followership within their respective schools.

## **Chapter Summary**

Teachers and principals from high schools in the Jackson Public School District in Jackson, Mississippi, were invited to participate in a descriptive triangulated study that investigated the relationship between followership modalities and leadership styles. Five high schools participated in the study where Kelley's Followership Style Questionnaire was administered to 102 teachers and the Multifactor Leadership Questionnaire was administered to 5 principals. I collected the questionnaires from each principal's office.

The statistical analysis of the data was performed using one-way ANOVA in SPSS (Statistical Package for Social Sciences) for windows. The null hypotheses were tested at the .05 level of significance.

Chapter 4 contains a detailed description of the data analysis that distinguishes the quantitative and qualitative components of the study.

## CHAPTER 4

### ANALYSIS OF DATA

#### **Introduction**

As described in the previous chapter, a descriptive, triangulated study was conducted to investigate the relationship between followership modalities and leadership styles. The results will be reported in two main sections: Quantitative and Qualitative. The quantitative results will provide a description of the research participants, descriptive statistics of the results, and related hypotheses. The Multifactor Leadership Questionnaire (MLQ), designed by Bernard Bass and Bruce Avolio (1995), was used to collect the quantitative data from the principals participating in the study. Robert Kelley's (1992) Followership Style Questionnaire was used to collect the quantitative data from the teachers participating in the study. I reported the analyses of the quantitative data through the use of one-way ANOVA.

The qualitative section examines interview responses of both the teachers and principals who participated in the study. The qualitative analysis is based on the themes that emerged from the qualitative data that are considered relevant to the study. This chapter presents the results, based on the research questions and the quantitative and qualitative analysis of the data.

## Research Questions

The following research questions were investigated in the study:

1. Do followership modalities vary within educational institutions?
2. Do followership modalities correspond with leadership styles?
3. To what extent does leadership recognize the place of strong followership modality in educational institutions?

Research Question 1 was answered through the use of Kelley's (1992) Followership Style Questionnaire that was administered to the teachers who participated in the study. The results of the questionnaire revealed that 92% of the teachers, who represented the followers in this study, were of the same followership modality: exemplary. The remaining 8% of followers revealed conformist modalities. Analysis of the data determined that there was limited followership modality variation among the teachers.

Research Question 2 was answered through analysis of combined data from the Multifactor Leadership Questionnaire (MLQ) results, the Followership Questionnaire results, participant interview responses, and through the use of one-way ANOVA testing of the null hypotheses.

The MLQ revealed predominantly transformational leadership styles for the principals, while the Followership Style Questionnaire revealed predominantly exemplary styles for the teachers.

Participants' interview responses generated three relevant themes: *leadership style preferences, reciprocal impact of leaders and followers' roles, and perceived gaps between leaders and followers.* Both the teachers and principals indicated in their

interview responses that they prefer leadership styles that correspond with traits that are associated with transformational leadership. The interview responses further indicated that the leaders' and followers' roles reciprocate each other. It was also apparent from the responses that there are perceived leadership gaps between the leaders and followers.

The eight null hypotheses that were tested were retained. They revealed that there is no significant difference in followers' active engagement and independent critical-thinking skills based on gender, age, teaching experience, and time with the leader.

The analysis of data related to the correspondence of followership modalities to leadership styles revealed that the predominant exemplary followership modality apparent among the teachers complemented the predominant transformational leadership styles that were revealed among the principals. The statistical results were substantiated by participants' interview responses. The results suggest that followership modalities correspond closely with leadership styles.

Research Question 3 was answered with the principals' responses to the Multifactor Leadership Questionnaire and their combined interview responses. The apparent transformational leadership predominance among the principals was a reflection of their cognizance of strong followership among the teachers. The overall mean for the principals' transformational leadership behavior factors as well as the means for single transformational factors indicated that behaviors that fostered and maintained high levels of development among followers were evident in their leadership styles. This was further substantiated in interviews with the principals where statements of high regard for followers were consistently made.

## **Analysis of Quantitative Data**

### **Description of the Participants**

A total of 107 principals and teachers (5 principals and 102 teachers) from five of the eight high schools within the Jackson Public School district in Jackson, Mississippi participated in the study.

### **Characteristics of the Principals**

Three of the five principals were female. Out of the three females, one was Caucasian and two were African Americans. Both of the males were African American. The principals had varying administrative experiences, ranging from 6 to 16 years, averaging 11 years. In addition to the varied administrative experience, student enrollment ranged from 500 to over 1,000 students, with assigned teachers ranging from 38 to 78 per school. The principals' length of service at current schools ranged from 1 to 7 years. The principals' ages ranged from 34 to 59 years. Four of the principals had doctorate degrees and the remaining principals had at least a master's degree.

### **Characteristics of the Teachers**

Of the 102 teachers who participated in the study, there were 77 females and 25 males. Fifty of the teachers were African American (49%), forty-eight Caucasian (47%), one Hispanic (1%), and three Native Americans (3%). Sixty-six (65%) of the teachers had master's degrees, 34 (33%) bachelor's degrees, and 2 (2%) had doctorates. Sixty-six (65%) of the teachers had been assigned at their current schools less than 5 years. Thirty-six (35%) had been assigned at their current schools for more than 5 years. Seventy-four (73%) of the teachers had been with the current leader for 5 or fewer years. Twenty-eight

(27%) of the teachers had been with the current leader for more than 5 years. The teachers had an average of 19 years of total teaching experience.

### Descriptive Statistics of the Sample

Table 1 includes the overall means and standard deviations for the principals' leadership behavioral factors as measured by the MLQ. Transformational leadership behavior factors revealed the highest overall mean scores among all leadership behavior factors. Idealized influence (behavior) revealed the highest overall mean score for transformational leadership factors, followed by inspirational motivation, individual consideration, idealized influence (attributed), and intellectual stimulation that revealed the lowest overall mean score.

Contingent reward revealed the highest overall mean score among the transactional leadership behavior factors, followed by management-by-exception (passive), and management-by-exception (active). The findings revealed that laissez-faire, a non-leadership behavior factor, was minimally present among the teachers with an overall mean score of .44. Among the leadership outcomes, effectiveness revealed the highest overall mean score, followed by extra effort and satisfaction.

Figure 1 shows a comparison of principals' individual leadership behavior factor ratings. The principals' individual ratings are represented by numerical and color codes that correspond with the numerical school codes for the teachers in Figure 2. Each leadership behavior factor could potentially achieve a maximum score of 4 as indicated on the value axis. The 12 leadership behavior factors that were measured are abbreviated beneath corresponding numerical codes. Transformational leadership factors comprise codes 1-5 and include Idealized Influence (attributed), Idealized Influence (behavior),

Inspirational Motivation, Intellectual Stimulation, and Individual Consideration.

Transactional leadership behavior factors comprise codes 6-8 and include Contingent Reward, Management-by-Exception (active), and Management-by-Exception (passive). Code number 9 represents the single non-leadership behavior factor, Laissez-faire. Codes 10–12 comprise the leadership outcomes, Extra Effort, Effectiveness, and Satisfaction. Figure 1 reveals similar scoring patterns among the principals. The widest scoring margin appears to be between principal number 5 and the other principals' Laissez-faire ratings.

Figure 2 presents a school comparison by school of the means for the teachers' active engagement and independent critical-thinking skills. Active engagement and independent critical-thinking skills are color-coded. The numerical school codes correspond with the numerical codes assigned to the principals indicated in figure 1. The results revealed similar scoring patterns among both the teachers' active engagement and independent critical-thinking skills, with a maximum score of 60 for each dimension. However, active engagement skills revealed higher overall means for all teachers.

Figure 3 provides an illustration of followership modality variation among the teachers based on the overall means for their active engagement and independent critical-thinking skills. The majority of teachers (92%) revealed exemplary followership modalities. The remaining (8%) revealed ratings that corresponded with conformist followership modalities. The teachers revealed independent critical-thinking ratings that ranged from 25 to 60, averaging 40.8. Active engagement skills ranged from 26 to 60, averaging 47.1. These ratings indicated extensive variation within the exemplary followership modality. Figure 3 also illustrates the extent of exemplary and conformist



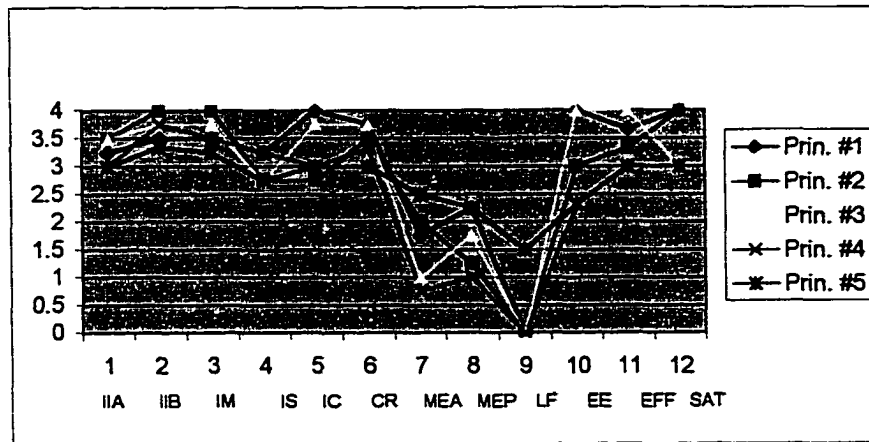
followership performance among the teachers. The illustration shows that the teachers have not achieved optimum exemplary followership performance. It is also apparent that the conformist followers are relatively close to the exemplary followers in their ratings.

Table 1

*Means and Standard Deviations for All Leadership Behavioral Factors as Measured By the MLQ*

<u>Leadership behavioral factors</u>	<u>Mean</u>	<u>SD</u>
<i>Transformational leadership factors</i>		
Idealized Influence (attributed)	3.29	.21
Idealized Influence (behavior)	3.75	.19
Inspirational Motivation	3.64	.23
Intellectual Stimulation	2.92	.24
Individual Consideration	3.34	.47
Total	3.35	.41
<i>Transactional leadership factors</i>		
Contingent Reward	3.49	.28
Management-by-exception (active)	1.58	.70
Management-by-exception (passive)	1.74	.58
Total	2.21	.98
<i>Non-leadership behavior factor</i>		
Laissez-faire	.44	1.1
Total	.44	1.1
<i>Leadership outcomes</i>		
Extra Effort	3.32	.74
Effectiveness	3.52	.41
Satisfaction	3.24	.43
Total	3.36	.97

Note. Maximum score = 4.00; N = 5.



*Note.* 1 (IIA)=Idealized Influence (Attributed); 2 (IIB)=Idealized Influenced (Behavior); 3 (IM)=Inspirational Motivation; 4 (IS)=Intellectual Stimulation; 5 (IC)=Individual Consideration; 6 (CR)=Contingent Reward; 7 (MEA)=Management-by-exception (active); 8 (MEP)=Management-by-exception (passive); 9 (LF)=Laissez-faire; 10 (EE)=Extra Effort; 11 (EFF)=Effectiveness; 12 (SAT)=Satisfaction.

Figure 1. A comparison of principals' individual leadership behavior factor ratings.

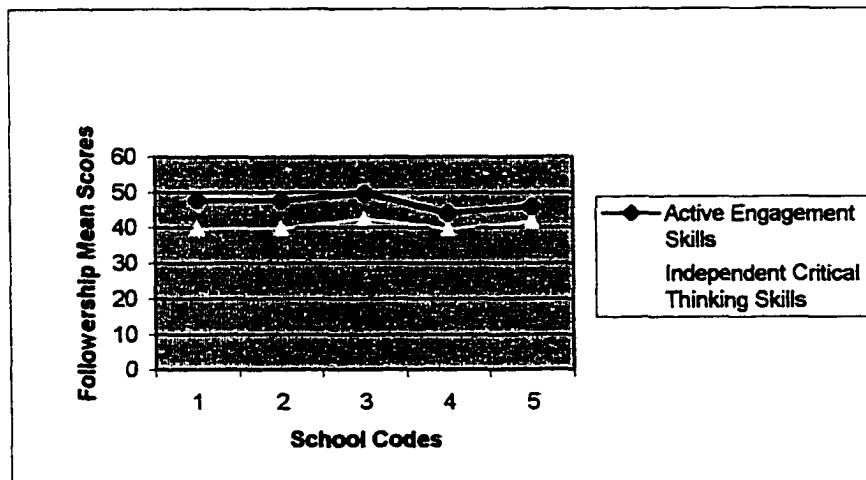


Figure 2. A comparison by school of teachers' active engagement and independent-critical-thinking skills.

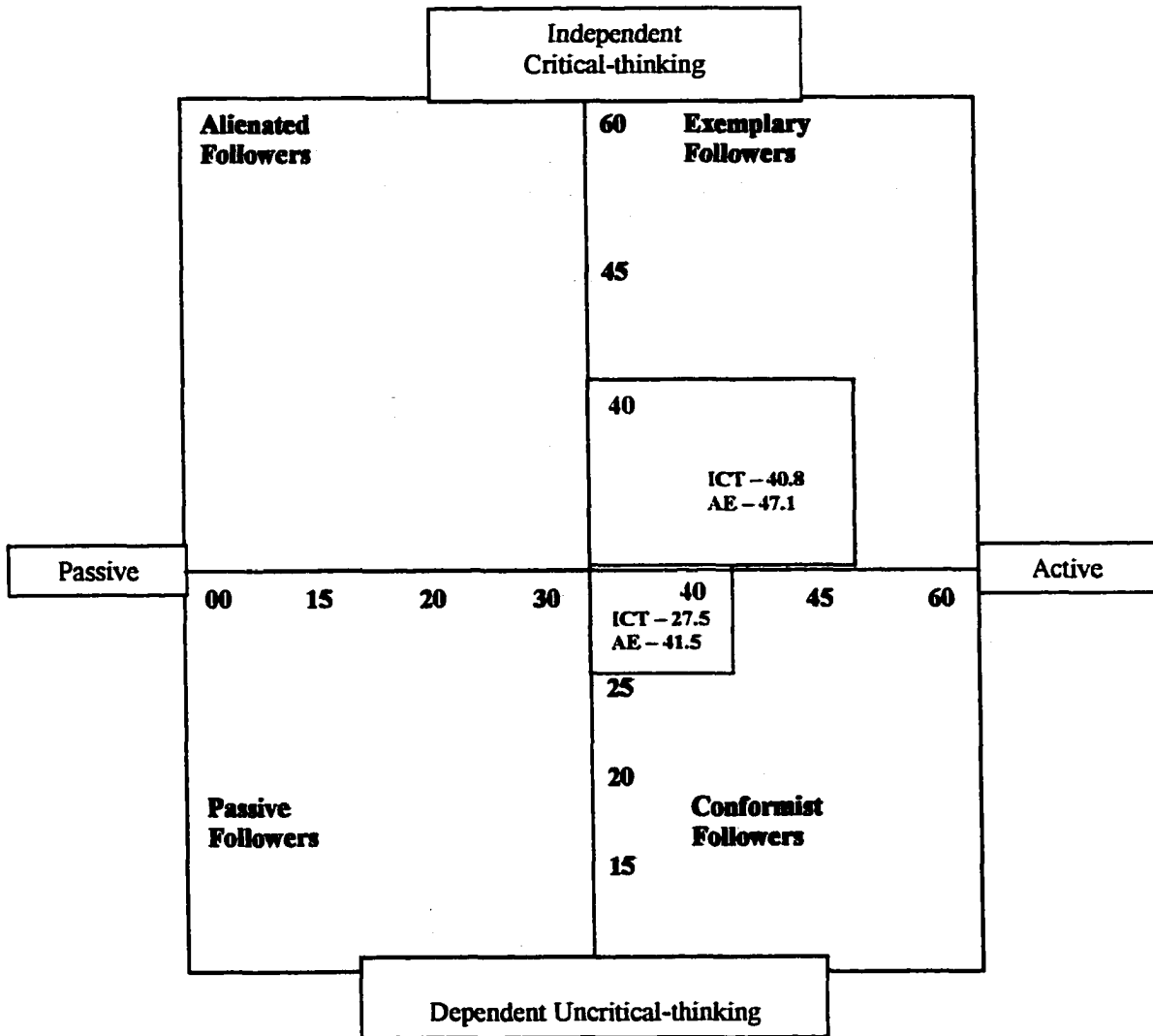


Figure 3. Followership modality variation among teachers.

### Testing of the Null Hypotheses

The following null hypotheses were generated from the research agenda and tested through the use of one-way ANOVA using a significance level of .05. Table 2 presents a summary of all the results:

#### Null Hypothesis 1

There is no significant difference between followers' active engagement skills based on gender. Based on the results, hypothesis 1 was retained,

$$F_{(1, 100)} = 3.10, p = .08.$$

#### Null Hypothesis 2

There is no significant difference between followers' independent critical-thinking skills based on gender. Based on the results null hypothesis 2 was retained,  $F_{(1, 100)} = .12, p = .73$ .

#### Null Hypothesis 3

There is no significant difference between followers' active engagement skills based on age. Based on the results, null hypothesis 3 was retained,  $F_{(4, 97)} = 2.05, p = .09$ .

#### Null Hypothesis 4

There is no significant difference between followers' independent-critical-thinking skills based on age. Based on the results, null hypothesis 4 was retained,

$$F_{(1, 100)} = 1.14, p = .34.$$

Table 2

*A Composite ANOVA of Null Hypotheses Variables and Followers' Active Engagement and Independent Critical-Thinking Skills*

Variables	Source	Sum of Squares	df	Mean Squares	F ratio	p
Active Engagement Skills and Gender	Between Groups	130.656	1	130.656	3.10	.08
	Within Groups	4212.805	100	42.128		
	Total	4343.461	101			
Active Engagement Skills and Age	Between Groups	338.611	4	84.653	2.05	.09
	Within Groups	4004.850	97	41.287		
	Total	4343.461	101			
Active Engagement Skills and Teaching Experience	Between Groups	161.423	4	40.356	.94	.45
	Within Groups	4182.038	97	43.114		
	Total	4343.461	101			
Active Engagement Skills And Time With Leader	Between Groups	6.836	1	6.836	.16	.69
	Within Groups	4336.625	100	43.366		
	Total	4343.461	101			
Independent Critical Thinking and Gender	Between Groups	6.503	1	6.503	.12	.73
	Within Groups	5258.987	100	52.590		
	Total	5265.490	101			
Independent Critical Thinking and age	Between Groups	238.283	4	59.571	1.14	.34
	Within Groups	5027.207	97	51.827		
	Total	5265.490	101			
Independent Critical Thinking and Teaching Experience	Between Groups	161.541	4	40.385	.77	.55
	Within Groups	5103.949	97	52.618		
	Total	5265.490	101			
Independent Critical Thinking And Time With Leader	Between Groups	191.633	1	191.633	3.77	.06
	Within Groups	5103.949	100	50.739		
	Total	5265.490	101			

*Note.* N = 102 Followers (Teachers).

### Null Hypothesis 5

There is no significant difference between followers' active engagement skills based on teaching experience. Based on the results, null hypothesis 5 was retained,

$$F_{(4, 97)} = .94, p = .45.$$

### Null Hypothesis 6

There is no significant difference between followers independent critical-thinking skills based on teaching experience. Based on the results, null hypothesis 6 was retained,

$$F_{(4, 97)} = .77, p = .55.$$

### Null Hypothesis 7

There is no significant difference between followers' active engagement and critical-thinking skills based on time with the leader. Based on the results, null hypothesis 7 was retained,

$$F_{(1, 100)} = .16, p = .69.$$

### Null Hypothesis 8

There is no significant difference between followers' independent critical-thinking skills based on time with the leader. Based on the results, null hypothesis 8 was retained,

$$F_{(1, 100)} = 3.77, p = .06.$$

Table 3 presents overall means for followers' independent critical-thinking and active engagement skills based on gender. Seventy-five percent (75%) of the followers who participated in the study were females and 25% were males.

Table 3

*Gender and Followers' Independent Critical-Thinking and Active Engagement Skills*

Gender	# Followers	ICT Skills	AE Skills
Males	25	40.4	45.2
Females	77	40.9	47.8

*Note.*  $N = 102$  Followers; overall ICT skills mean score = 40.8; overall AE skills mean score =47.1.

Table 4 presents the means for followers' independent critical-thinking and active engagement skills based on age. The largest group of followers were age 50 and above. Consequently, the overall means for followers' active engagement and independent critical-thinking skills were higher for followers who were age 50 or older.

Table 4

*Age and Followers' Independent Critical-Thinking and Active Engagement Skills*

Age of followers	# Followers	ICT Skills	AE Skills
21-29	10	37.9	43.4
30-39	17	40.5	46.5
40-49	18	39.1	45.3
50-59	50	42.2	48.5
60 & above	7	40.4	49.5

*Note.*  $N = 102$  followers; overall ICT skills mean score = 40.8; overall AE skills mean score =47.1

Table 5 presents the means for followers' independent critical-thinking and active engagement skills based on teaching experience. Three follower groups revealed means for independent critical-thinking skills that were higher than the overall mean for all follower groups. Followers with 21-30 years of teaching experience revealed the lowest mean for independent critical-thinking skills.

Active engagement skills were lowest for followers with less than 5 years of teaching experience. The remaining follower groups revealed means that were comparable to the overall mean for active engagement skills.

Table 5

*Teaching Experience and Followers' Independent Critical-Thinking and Active Engagement Skills*

Years of experience	# Followers	ICT Skills	AE Skills
Less than 5 years	20	40.05	45.2
5-10 Years	14	42.28	48.85
11-20 Years	18	42.27	46.66
21-30 Years	33	39.42	47.12
31 Years and Over	17	41.82	48.76

Note. ICT skills mean score = 40.8; overall AE skills mean score = 47.1;  $N = 102$ .

Table 6 presents the means for followers' independent critical-thinking and active engagement skills based on time with the leader. Followers with 5 or fewer years with the current leader comprised the largest group of followers at 73%. Independent critical-thinking skills were lowest for the followers in this group.

Table 6

*Time With The Leader and Followers' Independent Critical-Thinking and Active Engagement Skills*

Time with the Leader	# Followers	ICT Skills	AE Skills
5 or fewer years	74	40.0	47.02
More than 5 Years	28	43.07	47.60

Note. Overall ICT skills mean score = 40.8; overall AE skills mean score = 47.1.



### **Analysis of Qualitative Data**

Semi-formal interviews with both the teachers and principals provided the qualitative data that were used in the study. The following themes emerged from both teachers' and principals' interview responses: *Leadership Style Preferences, Reciprocal Impact of Leaders and Followers' Roles, and Perceived Gaps Between Leaders and Followers*. Tables 7, 8, and 9 present the themes and participant responses as indicated.

The teachers who participated in interviews were asked to indicate the types of leadership styles preferred. The principals were asked to identify the kinds of leadership styles they currently use. Table 7 presents responses from both the teachers and principals regarding their leadership style preferences. The overall responses from both the teachers and principals indicated they prefer styles that support achievement of mutual goals.

During the interview, teachers were asked how the leaders' styles impacted their roles as followers. The principals were asked how their leadership styles impacted the followers' roles. Table 8 presents interview responses from both the teachers and principals regarding their perceived impact on each other's roles. The teachers' responses indicated the principals are perceived favorably and relied upon to set the tone for teachers. The principals provided responses that reflected strong interest in the teachers' performance, including the use of rewards for a good job.

Both teachers and principals were asked about perceived leader-follower gaps. Table 9 presents their responses. The responses indicated that systemic problems are perceived as creating the most prevalent leadership gaps. These primarily included standardized testing requirements.

Table 7

*Leadership Style Preferences*

Teachers	Principals
"Give me credit for doing a good job."	"I desire to show competence in my work."
"Let me know when I've done a good job."	"I treat people with respect and care and involve teachers in decision-making."
"I always plan to do a good job, but the principal makes the difference for sure."	"I help teachers meet their goals." "I'd like to think the teachers always know where I stand with them."
"For sure, the principal makes a difference in my performance."	"My style keeps the teachers involved and helps them understand what the school is trying to accomplish."
"Be fair and give me credit for a good job."	"The teachers know where I'm coming from. I'm approachable and helpful to my teachers. I allow them to participate in planning and goal setting."
Let me know what to do and I'll do the best job possible."	
" I need to know when I've done a good job."	"I help teachers meet their goals."
Tell me what is expected and I'll do it."	"I'm willing to flex my style based on the needs of the teachers and students."

*Note.*  $N = 10$  teachers;  $N = 2$  principals.

Table 8

*Reciprocal Impact of Leaders' and Followers' Roles*

Teachers	Principals
"She is a good role model who practices what she preaches."	"I try to reward teachers based on their performance. The rewards are not always positive, but I will not discipline until every alternative is executed."
"He is fair and treats everyone with respect."	"I strive to give teachers expectations."
"We know what direction the school is going in."	"I expect teachers to do a good job and hold them accountable. In many ways they determine how I will lead them."
"The principal lets us know what is going on."	
"We don't have to rely on the grapevine for information."	
"We hear about goals and objectives for the school during in-service training."	
"The principal is upbeat and personable."	
"The principal promotes a positive attitude among the teachers."	
"We are inspired during staff meetings."	
"The principal is a driving force in my school."	
"The principal sets the tone with his disposition toward teachers and students every day."	
"I know where my principal is coming from."	

Note.  $N = 10$  teachers;  $N = 2$  principals.

Table 9

*Perceived Gaps Between Leaders and Followers*

Teachers	Principals
“Someone in the district office needs to deal with State and Federal guidelines.”	“Zoning and these testing issues seem to create the biggest gaps. The exit exam creates the greatest amount of frustration for the teachers because they are required to execute some possibly unethical retention decisions when students don’t pass the exam.”
“Exit exams cause us more grief than anything. The superintendent has more control over these issues.”	
“School board restrictions limit our classroom resources.”	“Most of the teachers’ concerns are issues beyond my control like exist exams, the increased number of standardized tests and how the results are used. Retention with the exit exam is a big issue. I take their concerns up and I hear them.
“We need a voice beyond the classroom.”	

*Note.*  $N = 10$  teachers;  $N = 2$  principals.

## Chapter Summary

A total of 5 principals participated in the study by answering Bass and Avolio's Multifactor Leadership Questionnaire (MLQ). A total of 102 teachers participated in the study by answering Kelley's Followership Styles Questionnaire. This represents a response rate of 62% for the principals and 20% for the teachers. Two principals and 10 teachers participated in semi-formal interviews. The MLQ revealed predominately transformational styles for the principals. Kelley's Followership Styles Questionnaire revealed predominantly exemplary followership modalities for the teachers. All eight of the null hypotheses in this study were retained.

The results of the data analysis suggest that followership modalities do not vary extensively within educational institutions. The results showed that variation was more apparent for the teachers within each of the followership modalities than among the distinct modality types. The transformational leadership styles and the exemplary followership styles found among the principals and teachers respectively, as well as interview responses, indicated that followership modalities correspond closely with leadership styles. The predominant transformational leadership characteristics among the principals provide evidence of their recognition of strong followership among the teachers. This was further evidenced in the principals' interview responses.

Testing of the null hypotheses revealed that there is no significant difference between followership dimensions (active engagement and critical-thinking skills) based on followers' gender, age, teaching experience, and time with the leader. Chapter 5 presents a summary of the study, a discussion of the findings, the conclusions and implications of the findings, and recommendations for further research.

## CHAPTER 5

### SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter presents a summary of the study, a discussion of the findings, the conclusions and implications, and recommendations for further study.

#### **Summary**

This summary includes a statement of the problem, the purpose of the study, a brief overview of the literature, a review of the methodology used, and a summary of the results.

#### **Statement of the Problem**

The purpose of the study was to investigate the relationship between followership modalities and leadership styles among educators, focusing on selected high schools in Jackson, Mississippi. The study was needed to give greater significance to followership by amplifying its fundamental role in leadership effectiveness.

The conceptual framework utilized in the study suggested that any form of leadership is a relational and perceptual exchange developed between a leader and his or her followers (Hollander & Kelly, 1992).

#### **Purpose of the Study**

The purpose of the study was to determine the nature of the relationship between followership modalities and leadership styles. It was noted in chapter 1 that in nearly all

leadership studies, attention is focused on the leader with little attention on followers, except in the context of leadership. It was also observed that the absence of substantive investigations on the critical role that followership plays in leadership effectiveness, along with the lack of existing research that compares followership modalities and leadership styles in organizations, provides strong evidence of the urgency of further research in this area.

### Overview of the Literature

The literature reviewed for this study was related to followership as it relates to leadership behavior in several different venues. They included: Followership Defined, Military Followership, The Balance of Leadership and Followership, Followers as Leadership Partners, Value-added Leadership, Practical Implications of Followership, and Followership in a Christian Culture.

### **Overview of Followership Defined**

Followership is described as enthusiastic, intelligent, and self-reliant participation—without star billing—in the pursuit of an organizational goal (Kelley, 1992). According to Kelley (1992), followership is the “real people” factor the majority of time in a leader-follower relationship, manifested in behavior that is more interested in getting the job done than vying for power or credit. He posits that two dimensions underscore the concept of followership. The first dimension is independent, critical-thinking. The best followers are described as individuals who think for themselves, give constructive criticism, are their own persons, and are innovative and creative. They also take initiative, are self-starters, assume responsibility, go above and beyond the job, and participate

actively. At the other end of the spectrum, the worst followers must be told what to do, cannot make it to the bathroom on their own, and do not think, need prodding, are lazy, require constant supervision, dodge responsibility, and are passive. In between are the typical followers who take direction and do not challenge the leader or group. They get the job done after being told what to do, but often shift with the wind. Kelley (1992) believes exemplary performance is followership at its best.

Hollander (1997) portrays followership as being in a reciprocal interdependent system with leadership where the leader both gives and gets something.

Hersey (1988), in the situational leadership theory, asserts that follower readiness is what dictates what the leader needs to give and can expect to receive based on the specific leadership strategies employed.

Berlew (1974) posits that followers have expectations to work with a leader in a mutually satisfying relationship. Trust is described as being a central component of the leader-follower relationship. According to Smith (1997) all followers operate from some level of trust that leaders will direct efforts toward mutually beneficial gains.

Followership supports the notion that if one has power over people, one is accountable to them.

### **Overview of Military Followership**

Requiring the ultimate sacrifice, military personnel have strong views on followership. In his article, "Five Steps to Followership," Air Force Major Eric Loraine (2000, ¶ 5) describes followership as being extremely relevant to all in the military, regardless of rank or position. *Telling the truth, avoiding being a yes man, doing one's homework, and keeping the leader informed* were described as the most important



characteristics of good followership. According to Loraine (2000, ¶ 9), military followership must ultimately foster the highest level of commitment since the impact is far-reaching and could result in potential loss of life.

### **Overview of the Balance of Leadership and Followership**

Kouzes and Posner (1987) describe leadership as being in the eye of the follower. They assert that leadership is about both leaders and followers. This school of thought suggests that followers are who determine if someone possesses leadership qualities. Rost (1991), who describes leadership as being multidirectional and a relationship of influence, cites the followers as being the key participants in the leader-follower relationship. Yukl (1997) also agrees with this notion, positing that the attitude of the followers toward the leader is a common indicator of leader effectiveness. He argues that leadership is determined by how well leaders satisfy the needs and expectations of followers.

A discussion of the balance of leadership and followership revealed that leadership is unequivocally in the eye of the follower. Followers determine whether someone possesses leadership qualities worthy of their trust. While followership is clearly a matter of choice, the leader's actions provide the greatest influence on follower-behavior. Considering the strong role of followers in the leader-follower relationship, followers warrant more credence.

### **Overview of Followers as Leadership Partners**

Kelley (1992) contends that followers desire leaders who view them as partners in shaping the enterprise. He argues that unless explicitly negotiated otherwise, partners are

viewed as equals. As equals, they make mutual decisions about the organization that will cause the partnership to succeed.

Based on my personal leadership experiences, partners are accountable for each other's actions and they seek and share information critical to the success of the partnership. They also share risks and rewards, which is a very fitting characteristic of exemplary followership.

### **Overview of Value-added Leadership**

Kelley (1992) argues that traditional ways in which leaders believed they added value included being the expert on the followers' jobs and rewarding good work. He contends that this notion is not acceptable for exemplary followers.

Exemplary followers, and followers in general, desire value-added leadership that removes roadblocks to productivity, deflects heavy administrative processes, and creates autonomy, teamwork, and synergy. Followers further believe that the leader should be less of a hero and more of a hero-maker, recognizing the followers as the strong pillars in the organization (Kelley, 1992; Kouzes & Posner, 1987, 1995, 2002).

Lee (1991) argues that leaders should recognize that followers have goals of their own which they should complement with added value.

Carlzon (1987) contends that leaders should add value by serving followers in ways that empower them to solve problems and utilize their knowledge and skills to run the organization effectively.

Hollander (1997) and Howard and Wellins (1994) conceptualize value-added leadership as empowerment, which will allow followers to take charge of their jobs and become motivated to higher levels of performance and productivity.

## **Overview of Practical Implications of Followership**

Freiberg and Freiberg (1996) present an ideal model of followership in the book *Nuts* with their description of leadership at Southwest Airlines. They argue that leadership success involves collaborative relationships between leaders and followers. This idea is based on Rost's (1991) definition of leadership that identifies mutual influence and common purpose between leaders and followers that affects real, intended change as the crust of leadership effectiveness.

Freiberg and Freiberg (1996) posit that the collaborative relationships between leaders and follower or collaborators are based on commitment, not compliance. They argue that commitment does not come with the leadership position and must be earned. Rost (1991), Freiberg and Freiberg (1996), and Yukl (1997) agree that leaders and followers are drawn to higher levels of commitment when both see that their personal agendas are encompassed by a purpose that is deeply held by everyone in the relationship.

Peters (1988) contends that practical implications of leadership involve leaders placing a disproportionate amount of emphasis on the care of followers. He cites showing appreciation and delegating as significant traits of being follower-oriented.

Fournies (1987) argues that leadership success depends solely on what leaders do with followers. His notion is based on the premise that (a) leaders get things done through others; (b) leaders need followers more than followers need leaders; and (c) leaders get paid for what followers do, not for what they do.

## **Overview of Followership in a Christian Culture**

The distinctive culture of Christianity requires a different assessment of followership from the aforementioned.

The Scriptures clearly say more about following than leading. In Matt 4:19, 9:9, Mark 2:14, Luke 5:27, and again in John 21:22. Jesus makes it clear that His admonition is to be followed. As a matter of fact, the gospel theme can be summed up as an invitation from Jesus to follow Him. Throughout His earthly ministry, Jesus came to individuals and said, “Follow Me.”

Pastor Percy Campbell, during his sermon on the art of followership, defined followership as “when someone helps, ministers to, or wants to be of service to another” (1999, ¶ 5). Campbell (1999, ¶ 1) also suggests that committed followership is the pathway to godly leadership. He argues that the people who followed the Lord closely on earth became the leaders of the New Testament Church. According to Campbell (1999, ¶ 5), followership occurs in several stages and is part of the process of becoming a good leader.

According to Malone (2001), Christians should view followership as being synonymous with servant leadership-followership. As highlighted in the Bible (Luke 22:24-27), Jesus is the model of servant leadership-followership in the Church. Responding to a power struggle going on among His disciples about who was the greatest, Jesus said, “But he that is greatest among you, let him be as the younger; and he that is chief, as he that doth serve. . . . I am among you as he that serveth” (vs. 26, 27).

White (1947) argues that, unlike any other vein of followership, Christian followers are to be distinguished as people who serve God fully, wholeheartedly, taking

no honor to themselves, and remembering that by a most solemn covenant they have bound themselves to serve the Lord, and Him only.

When Jesus called people to follow Him, He was inviting them into a personal relationship where their lives blended together all day, every day. Jesus Christ, in John 15:4, uses the word, "abide," which means to make a home with or to dwell with, to describe this practice of Christian followership (John, 1980).

### Methodology

A descriptive, triangulated study, which incorporated quantitative and qualitative methods, was conducted. The study analyzed and reported participants' perspectives on the relationship of followership modalities and leadership styles. As the data were presented, the influence and authority of renowned researchers (Creswell, 1995; Newman & Benz, 1998; Patten, 2000) helped to shape the nature of the study and appropriately provide validity.

The population consisted of 5 principals and 315 teachers from within the Jackson Public School District in Jackson, Mississippi. All 5 of the principals answered the Multifactor Leadership Questionnaire (MLQ) and 102 teachers answered the Followership Styles Questionnaire.

The research questions addressed followership modality variation within organizations, the correspondence of followership modalities with leadership styles, and the extent that leadership recognizes strong followership modalities in organizations.

Eight hypotheses were generated from the research questions and tested at the .05 level of significance. The first hypothesis addressed the difference between males' and females' active engagement skills. The second hypothesis addressed the difference

between males and females' independent critical-thinking skills. The third hypothesis addressed the difference between followers' active engagement skills based on age. The fourth hypothesis addressed the difference between followers' independent critical-thinking skills based on age. The fifth hypothesis addressed the difference between followers' active engagement skills based on teaching experience. The sixth hypothesis addressed the difference between followers' critical-thinking skills based on teaching experience. The seventh hypothesis addressed the difference between followers' active engagement skills based on time with the leader. The eighth hypothesis addressed the difference between followers' independent critical-thinking skills based on time with the leader. One-way ANOVA was employed to test these hypotheses.

### Summary of the Results

This section presents a summary of the results from the Multifactor Leadership and Followership Styles Questionnaires, hypotheses testing, and the qualitative interviews. The results were reported and analyzed as presented by the participants in two main sections: quantitative and qualitative. It was observed that my leadership background and experiences served as influencing factors in how I viewed and understood the data that were collected in the study.

### Quantitative Results

The results of Kelley's (1992) Followership Styles Questionnaire that was administered to the teachers who participated in the study indicated that 92% of the teachers, who represented the followers in this study, were of the same followership

modality, exemplary. The remaining 8% of followers revealed conformist modalities. The findings indicated limited followership modality variation among the teachers.

Bass and Avolio's Multifactor Leadership Questionnaire (MLQ) results revealed predominately transformational leadership styles among the principals who participated in the study.

Eight null hypotheses were generated from the research agenda and tested through the use of one-way ANOVA.

#### Null hypothesis 1

There is no significant difference between followers' active engagement skills based on gender. Null hypothesis 1 was retained since no statistically significant relationship was found between followers' active engagement skills based on gender.

#### Null hypothesis 2

There is no significant difference between followers independent critical-thinking skills based on gender. Null hypothesis 2 was retained since no statistically significant relationship was found between followers' independent critical-thinking skills based on gender.

#### Null hypothesis 3

There is no significant difference between followers' active engagement skills based on age. Null hypothesis 3 was retained since no statistically significant relationship was found between followers' active engagement skills based on age.

#### Null hypothesis 4

There is no significant difference between followers' independent critical-thinking skills based on age. Null hypothesis 4 was retained since no statistically significant relationship was found between followers' independent critical-thinking skills based on age.

#### Null hypothesis 5

There is no significant difference between followers' active engagement skills based on teaching experience. Null hypothesis 5 was retained since no statistically significant relationship was found between followers' active engagement skills based on teaching experience.

#### Null hypothesis 6

There is no significant difference between followers' independent critical-thinking skills based on teaching experience. Null hypothesis 6 was retained since no statistically significant relationship was found between followers' independent critical-thinking skills based on teaching experience.

#### Null hypothesis 7

There is no significant difference between followers' active engagement skills based on time with the leader. Null hypothesis 7 was retained since no statistically significant relationship was found between followers' active engagement skills based on time with the leader.



### Null hypothesis 8

There is no significant difference between followers' independent critical-thinking skills based on time with the leader. Null hypothesis 8 was retained since no statistically significant relationship was found between followers' independent critical-thinking skills based on time with the leader.

### **Qualitative Results**

Semi-formal interviews with both the teachers and principals provided the qualitative data that were used in the study. The following themes emerged from both the teachers' and principals' interview responses: Leadership Style Preferences, Reciprocal Impact of Leaders' and Followers' Roles, and Perceived Gaps Between Leaders and Followers. The teachers' and principals' interview responses substantiated the quantitative findings.

### **Discussion of the Findings**

#### **Followership Modality Variation**

The findings of this study revealed limited variation in followership modalities among the teachers who participated in the study. Based on the Followership Style Questionnaire responses, 92% of the teachers were identified as having independent critical-thinking and active engagement skills to the extent of being exemplary followers. The remaining 8% were conformist followers.

It should be noted that the overall level of exemplary followership identified among the teachers was well below the optimum score of "60" for both independent critical-thinking

(ICT) and active engagement (AE) skills, with independent critical-thinking skills revealing the lower overall mean of 40.8 (please see Figure 3 above).

The overall mean scores for the exemplary followers' active engagement and independent critical-thinking skills indicate that followers are below the highest level of exemplary performance, but at a more favorable level of follower performance than the other three styles (alienated, conformist, and passive) identified. In contrast, the 8% of teachers who revealed conformist styles with overall mean scores of 27.5 for critical-thinking skills, and 41.5 for active engagement are on the most favorable end of the conformist quadrant, and reflect ratings that are very close to exemplary followership (please see Figure 3).

Though not in the worse sense, the conformist followers are considered dependent uncritical-thinkers. However, varying degrees of follower performance were inherent within both the exemplary and conformist followership modality groups. This was evidenced by the followers' independent critical-thinking scores that varied in range from 25 to 60 and active engagement scores that ranged from 26-60. Otherwise, limited variation among followership modalities occurred, since 92% of the teachers were of the same followership modality type. It is predictable that this outcome was due to the exemplary leadership practices of the principals that were inherent in their predominantly transformational styles. The findings indicate that followership modality types do not vary extensively within educational institutions. However, variation appears to be extensive within the specific followership modality, as all followers do not perform at the same exemplary levels.

Variation in follower performance corresponds very closely with notions that followers are not static and changes in them should signal corresponding changes in leadership (Hersey & Blanchard, 1972; Lee, 1997). This argument seems consistent with Kelley's (1992) contention that exemplary followers lead exemplary leaders and vice versa. However, Kelley (1992) operates more on the assumption that the leader is responsible for maintaining healthy leader-follower relations. His model places little burden on followers to go within themselves and identify behavior and performance improvement opportunities. Gardner (1987) seems to agree, arguing that the extent to which leaders enable followers to develop their own initiative creates something that will survive their own departure.

Based on more than two decades of leadership experience, I believe followers bear shared responsibility for exemplary performance. Yet, as Kouzes and Posner (1995) espouse, leaders make a difference. This is particularly true of leaders who use the fundamental practices of exemplary leadership. According to Kouzes and Posner (1995), followers who work with exemplary leaders strive to abide by exemplary practices themselves and feel more committed, excited, energized, influential, and powerful. These followers fit the mold of exemplary performers who will likely have a positive influence on other followers in the organization. Bass (1990) asserts that this type of follower behavior results from transformational leadership practices.

Other studies (Murphy, 1991; Smith, Carson, & Alexander, 1984; Weems, 1993) similarly reveal that transformational leadership can account for exemplary performance as measured by a variety of factors: net income, sales, profits, and net assets; employee

commitment, job satisfaction, role clarity, turnover, achievement of company goals, and teamwork.

Based on the followership modality ratings as well as the interview responses, the followers in this study generally have favorable perceptions of their leaders, their own performance, and are apparently positively influenced by the leaders' styles. The statements provided by teachers regarding their perceptions of their leaders were all presented with a positive flavor (please see Tables 7, 8, and 9). The followers' overall ratings for independent critical-thinking and active engagement skills further substantiate these findings. However, the extensive variation within the exemplary followership modality suggests that apparent performance improvement opportunities exist for both the followers and leaders.

Each Followership Style Questionnaire item suggested a follower scenario that could be influenced by the leaders' behavior. In other words, leaders' behavior likely determined the followers' responses for each item. In real situations, leaders would have had opportunities to create shared ground and shared advantages in order to achieve the best outcome. This notion is analogous to what Conger (1998) calls "framing." Centered around persuasion, this concept suggests that the leader must create an environment where all perspectives are considered, specifically as it relates to (a) values and beliefs, (b) goals and rewards, and (c) language. Here, the leader must understand follower needs and strengths and frame positions around advantages that are attractive to the followers.

While exemplary traits prevailed among both the leaders and followers in this study, it seems apparent that gaps exist that inhibit optimum follower performance. A possible explanation may be the leaders' limited cognizance of follower needs.

According to Lee (1997), sensing followers' needs and strengths is a conscious choice that the leader makes, which creates options for followers who are, for the most part, self-directed. This idea depicts the concepts presented in Hersey and Blanchard's (1972) situational leadership model. The core of the model presents successful leaders as ones who will seek to understand their followers' task maturity, achievement motivation, and willingness to accept responsibility, then adapt their leadership styles to situations they find themselves in. Rost (1993) similarly reminds us that a collaborative perspective that encourages consensus and cooperation must reflect leadership in the current century. He argues that focus on the qualities of both leaders and followers is essential for optimum leadership effectiveness. Consequently, when exemplary leadership practices are consistently employed, it is predictable that the healthiest leader-follower relationships will result. Kouzes and Posner (1995) espouse that leaders in such a scenario are more effective in meeting job demands, creating higher performing teams, increasing motivational levels and followers' willingness to work hard, and ultimately possess higher degrees of personal credibility.

#### *Correspondence of Followership Modalities With Leadership Styles*

The findings of this study, based on the ratings of the Multifactor Leadership Questionnaire administered to the principals, the Followership Style Questionnaire administered to the teachers, the qualitative interview responses, and analyses of the null hypotheses, revealed that followership modalities correspond with leadership styles. The principals in the study were predominantly transformational in their leadership styles, while the teachers revealed predominantly exemplary followership styles (please see Table 1 and Figures 1, 2 and 3).

The study's findings are consistent with Kouzes and Posner's (1995) claim that transformational leaders closely resemble exemplary leaders who challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart. They inspire others to excel, give individual consideration, and stimulate others to think in new ways. The exemplary followership style revealed among the teachers who participated in this study is predictably responsive to the transformational leadership traits identified among the principals. A comparison of means using SPSS (Statistical Package for Social Sciences) revealed idealized influence (behavior) as having the highest mean score, followed by inspirational motivation among the principals' transformational leadership behavioral factors (please see Table 1).

The teachers' interview responses provided further support of the existence of transformational leadership traits among the principals such as emphasizing the importance of having a collective sense of mission, and sharing values and important beliefs with followers. Talking optimistically about the future, showing enthusiasm regarding goal accomplishment, and articulating a compelling vision are all embedded in idealized influence (behavior) and inspirational motivation leadership behavior factors (Bass & Avolio, 1993). (Please see Table 8.) The teachers interviewed also consistently indicated that the positive outlook portrayed by their principals was a source of motivation. When asked about the leader's impact on their roles as followers, the teachers perceived the principals as having strong values and being "up front" with them on issues.

Principals provided further evidence of their inherent transformational leadership traits in their responses to the interview question, "How does your leadership style impact

the followers in your organization?” Both principals interviewed expressed beliefs that followers were clear on the direction of the school, involved in creating the strategy for achieving the school’s goals, and generally perceive the leaders as positive forces (please see Table 8).

Idealized influence (attributed) revealed the second lowest mean score, while intellectual stimulation represented the lowest mean score for transformational leadership factors among principals. Intellectual stimulation also represented the only transformational leadership behavior factor with a mean score below 3.0 (please see Table 1). These ratings seemed to be consistent with the teachers’ overwhelming interview responses when asked, “What is necessary to close perceived gaps?” Ninety percent of the teachers cited systemic issues (i.e., state guidelines, board of education restrictions, and national testing requirements) as factors that often impede their abilities to solve many of the schools’ problems (please see Table 9). The majority of these issues were perceived as being out of the principals’ control, and more strongly influenced by district leadership.

The principals seemed to be attuned when asked about gaps between them and followers. They expressed a sense of frustration with state or district guidelines (exit exams and related retention issues, zoning, increased standardized testing, etc.) that often limited their abilities to allow followers to suggest new ways of doing things, or to question the status quo (please see Table 9). Among the transactional leadership behavioral factors, contingent reward revealed the highest mean score. The principals shared that after clarifying what is expected from the teachers and what they will receive if expected levels of performance are met, the appropriate leadership behavior is then

determined (please see Table 8). Consonant with this finding, in response to interview questions regarding preferred leadership styles, all of the teachers interviewed expressed the need to know job expectations in advance and to be fairly rewarded for doing a good job, clearly components of both transformational and transactional leadership.

The two principals interviewed also indicated that accountability with teachers involved contingent rewards, a form of transactional leadership (please see Table 8). While leadership avoidance and transactional behavior factors revealed comparatively low means among the principals, laissez-faire and passive management-by-exception behaviors were apparent in the principals' leadership styles (please see Table 1). These transactional leadership behavior factors are viewed as being passive-avoidant traits that generally inhibit leadership effectiveness over time. Leaders exhibiting such practices tend to react only after problems have become serious enough to take corrective action. Oftentimes, the leader will avoid making any decisions at all (Bass, 1985). Follower reactions to passive-avoidant leadership behaviors may be associated with Kouzes and Posner's (1995) views on how many leaders enable others to act. Accordingly, they assert that followers in such relationships will be less apt to engage themselves in many routine activities when they perceive their sphere of influence as being limited. In extreme cases, acquiescence will increase with the followers' dependence on leaders and can result in learned powerlessness and a lack of trust in the leader (Kouzes & Posner, 1995).

Building on the same premise, Lee (1997) proposes that the breakdown in the leader-follower trust relationship ultimately involves not only the immediate leader, but also the hierarchy and its organizational systems which reinforce desired follower



behaviors. Among the leadership outcomes measured in the study, effectiveness revealed the highest mean score, followed by extra effort, and satisfaction (please see Table 1).

I believe transformational and transactional leadership styles are fundamentally different, but not mutually exclusive. Rather, the full range of leadership research reveals that the transactional leadership style is equally important and sometimes constitutes a necessary counterpart to the transformational leadership style (Druscat, 1994). The transactional style may even be preferable in some cases such as in stable organizations or during times of economic stability (Bass & Avolio, 1990).

According to Chemers (1993), the two styles are highly related, and, conceptually, constitute a relational and perceptual exchange between the leader and followers that is ideally built on trust. Hollander (1997) agrees by asserting that transformational leadership is an extension of transactional leadership, in which there is greater leader intensity and follower arousal. He proposes that in order to achieve a responsive following, it is essential, at the outset, to establish and build upon transactional leadership before expecting an adequate response to transformational leadership. Lee (1997) cautions that use of a single transactional leadership approach may adversely affect achievement of long-term results, is more leader-centered, and can result in leadership without honor.

Based on extensive leader-follower encounters, I believe Hollander's (1997) view of the preceding is appropriately stated. Followers almost always enter into some type of exchange relationship with the leader, usually for tangible rewards (pay and benefits, position assignments, physical location assignments, scheduling preferences, etc.) prior to full establishment of a predominantly transformational framework. As noted by

Hollander (1997), these tangible rewards provide the basis for incorporating the intangibles that are more closely associated with transformational leadership, such as personal recognition, intellectual stimulation, and creating a sense of purpose. Simply stated, few, if any, followers function in formal leader-follower relationships with no expectation of a reward. I believe that transactional leadership establishes the leader-follower relationship, while transformational leadership develops it.

I concur with Rost (1991), Berg (2001, ¶ 47), Gardner (1987), and Yukl (1997) who posit that the success of leader-follower relationships is determined by the amount of influence each will have on the other, which in its exemplary form depicts full collaboration, a transformational leadership characteristic.

When principals interviewed were asked about the kinds of leadership styles used, both indicated that their styles were, in part, follower-driven. The two principals interviewed provided a general leadership framework that included sharing visions, caring, and helping followers meet desired goals (please see Table 7).

The statistical evidence as well as interview responses suggests that teachers may perceive a favorable climate for exhibiting some degree of autonomy, innovation, and creativity through their use of independent critical-thinking skills, but are reluctant to display ownership and initiative through active engagement. Based on my experience, I would say that the leader is responsible for creating an environment that fosters active engagement on the part of followers.

The preceding is supported by Burns (1978), who espouses that leadership is inseparable from followers' needs and goals. He contends that leadership manifests itself based on the manner in which leaders see and act on their own and their followers' values

and motivations. Gardner (1987) presents a similar argument, suggesting that leaders must have a capacity for rational problem solving, yet, a penetrating intuitive grasp of the needs and moods of followers. This concept implies that it is the leader who has the greater influence on the leader-follower interaction. Fournies (1988) agrees by arguing that the leader is responsible for two general causes of follower nonperformance: (a) the leader did something wrong to or for the followers, or (b) the leader failed to do something right to or for the followers. Specifically regarding systemic problems or other obstacles beyond followers' control, Fournies (1988) posits that too many leaders ignore barriers that prevent followers from performing. Obviously, removing the obstacles will bring performance back to normal. Fournies (1988) suggests giving followers a strategy for overcoming barriers that cannot be removed and teaching them the necessary skills for using the strategy.

Kelley (1992) perceives the preceding, which is an aspect of transformational leadership, as placing leaders in positions of being active molders of passive followers, where influence runs in one direction only. The implication is that exemplary followers desire their model leaders to embrace them as partners or co-creators, and demonstrate the value they add to the followers' productivity. Such a partnership depicts competent people joining together to achieve what they could not achieve alone. As equals, they decide how to work together, how to share power, and how to reward individual and joint contribution so that the partnership succeeds. Kelley (1992) describes this as exemplary followers leading exemplary leaders. However, many others (Bass, 1998; Burns, 1978; Carlzon, 1987; Covey, 1993; Fournies, 1988; Gardner, 1987; Kouzes & Posner, 2002, Rost, 1991, Yukl, 1997) agree that someone should appropriately respond to exemplary

follower behavior. That person is, ideally, a leader who optimizes transformational behavior factors, creating the environment necessary for exemplary follower performance that produces maximum discretionary effort (Kouzes & Posner, 2002).

The findings related to the leadership outcomes provide further validation of the predictability of corresponding leader-follower behaviors when transformational styles are predominant. The overall mean for leadership outcomes was 3.36, reflecting highly favorable perceptions by principals of their efforts, effectiveness, and satisfaction. The principals apparently believe they share positive perceptions with their followers related to leadership outcomes. These findings also correspond with several studies that have addressed the relationship of follower satisfaction and leader effectiveness to transformational and transactional leadership styles. The studies demonstrate that transformational leadership is associated more with followers' satisfaction and willingness to exert extra effort to achieve organizational goals (Bass, 1985; Bass & Avolio, 1993, 1995; Bycio, Hackett & Allen, 1995; Hater & Bass, 1988; Howell & Avolio, 1993; Shamir, Zakay, Breinin, & Popper, 1998; Yammarino, Spangler, & Bass, 1993).

Based on questionnaire ratings, statistical analyses, and interview responses, it was found that the teachers and principals in this study have achieved a degree of the ideal leader-follower relationship described, but lack components that create full complementary and collaborative interactions. Rost (1991) argues that it is only in a leader-collaborator relationship that leadership exists. He refers to such a relationship as collaborative leadership and emphasizes the importance of the leader and followers pursuing mutual purposes that intend real changes. Kouzes and Posner (1995) espouse

that trust is at the heart of fostering collaboration and is central to human relationships within and outside organizations.

Freiberg and Freiberg (1996) amplify this concept in their identification of six leadership practices that will maximize collaboration and aid in expanding a leader's scope of influence with followers. They include: (a) *Walking the talk* by doing what you say you're going to do and being who you say you are; (b) *focusing on things you can control* by concentrating on things within your sphere; (c) *being prepared* by having the facts, especially on controversial issues; (d) *sharpening political skills* by learning what motivates, concerns and scares people; (e) *listening for more than you hear* by showing a genuine desire to understand the unique needs and feelings of others, and (f) *loving people into action* by using love as a source of influence and heeding to heart the cliché. "People don't care how much you know until they know how much you care" (pp. 304-308).

While limited collaboration is likely reflective of the average leader-follower relationship, there may be some contributing factors to its existence among the principals and teachers in this study. The small, yet measurable existence of passive-avoidant leadership traits among the principals in this study provides a possible explanation. I believe many leaders have been able to "fake" leadership, often for extended periods, by reacting to situations as they occur through the use of management-by-exception (both active and passive), which at its best is a form of "glorified management." A fitting remedy is value-added competence, as advocated by Kouzes and Posner (1995). The leader must bring some added value to the position that ultimately creates a record of achievements. Credibility with followers is a likely result.

While some gaps were apparent in the leader-follower relationships of the teachers and principals in this study, the overall perceptions between the leaders and followers were favorable. Consistent with this finding, 20 studies reviewed by Shamir, House, and Arthur (1993) showed that it is predominantly transformational leadership that is positively associated with followers' performances and perceptions. Lowe, Kroeck, and Sivasubramaniam (1996) reviewed another 35 empirical studies of transformational leadership and found transformational leadership positively correlated with followers' rated and objectively measured performance.

Based on the findings discussed in this section, the predominantly exemplary follower styles among the teachers corresponded with the transformational leadership styles perceived by the principals. Therefore, one can predictably conclude that followership modalities correspond with leadership styles.

#### Recognition of Strong Followership Modalities in Educational Institutions

The findings of this study showed that principals possessed strong transformational leadership traits that fostered recognition of high performance among the teachers. Leithwood (1990) reported that transformational leaders in schools pursue three fundamental purposes: (a) Helping staff develop and maintain a collaborative, professional culture, (b) Fostering teacher development, and (c) Helping teachers solve problems more effectively. Leithwood (1990) concluded that the transformational principals in his study shared a belief that their staff members as a group could develop better solutions than the principals could single-handedly. Some of the transformational leadership strategies noted by Leithwood (1990) included involving the whole staff in deliberating on school goals, recognizing the work of staff and students, writing notes of appreciation, letting teachers experiment with new

ideas, and using active listening to demonstrating caring. Similar leadership strategies were noted among the principals in this study. Both principals shared in interview responses that they involved teachers in goal settings and creating strategies. According to Leithwood, the effects of transformational leadership practices on teachers are uniformly positive. Sagor (1992) confirms Leithwood's findings by reporting that schools where teachers and students reported a culture conducive to school success had a transformational leader as their principal. Others, however, conclude that a balanced approach to creating high performance in schools is better (Mitchell & Tucker, 1992).

Based on the MLQ ratings as well as interview responses from the principals, it is deduced that the extent of recognition of strong followership modalities by the principals is clearly aligned with their demonstration of transformational leadership characteristics. The predominance of transformational leadership behavior factors among the principals gives credence to their inherent recognition of strong followership modalities among the teachers.

#### Gender and Followership

Although no significant difference was observed between gender and followers' active engagement and independent critical-thinking skills, low probability was revealed between gender and followers' active engagement skills ( $p = .081$ ). A possible explanation for the low significance level between gender and active engagement skills, which foster initiative, ownership, and active participation, is the existence of perceived gaps between the principals and teachers that were primarily related to systemic issues.

Independent critical-thinking skills, on the other hand, that measure the extent to which followers think for themselves, give constructive criticism, and demonstrate innovation and creativity, revealed a relatively high significance level ( $p = .72$ ) related to gender.

According to Helgesen (1990), who observed a number of female leaders, there are critical distinctions between the management and leadership actions of men and women. She concludes that women portray a stronger relational emphasis in their leadership styles. While all of the principals in this study revealed predominantly transformational leadership styles, it should be noted that 3 of them were females and more than half of the teachers reported to the female principals. Women are generally found to be more transformational than their male counterparts (Bass, Avolio, & Atwater, 1996).

Helgesen's (1990) study identified traits among women that would be considered transformational, such as looking more toward the long term, and consciously building relationships by seeing their work as only one element of their identity and scheduling regular times and places to impart information. According to Helgesen (1990), women value being the center of things, sharing and facilitating communication. She posits that men, in contrast, more often focus on the short term; define themselves by their work; hoard information as a way to control power; and pursue being at the top of things, where the control is clear and all lines of communication flow down. She further noted that the worldwide phenomenon of the cyclical nature of women's domestic work with enjoyment of the process rather than the reward of completing a task, along with "motherhood," are increasingly being recognized as excellent leadership preparation for female managers. These disciplines demand many of the same skills: organization,



pacing, conflict resolution, teaching, guiding, leading, monitoring, negotiation, and imparting information.

### Age and Followership

Although no significant difference was observed in this study between age and followers' active engagement and independent critical-thinking skills, a weak level of significance was revealed for followers' active engagement skills ( $p = .093$ ). As with gender, a possible explanation for the low significance level between age and active engagement skills, which foster initiative, ownership, and active participation, is the existence of perceived gaps between the principals and teachers which were related primarily to systemic issues.

In this study, the largest age group was comprised of followers who were age 50 or older. Consequently, followers age 50 or older revealed the highest levels of independent critical-thinking. This finding is supported by the Hudson Institute's *Workforce 2020* publication (2000) that predicts increasing numbers of older workers during the 21<sup>st</sup> century. The Institute reports that almost 20% of the entire U.S. population will be age 65 or older by 2020, resulting from the impact of Baby Boomers. Older workers reportedly provide advantages for employers when they are retained longer, by easing the scarcity of knowledge and skills predicted to occur early in the 21<sup>st</sup> century (Hudson Institute, 2020).

The International Labor Organization (ILO, 2002), asserts that the noted advantages are greatly enhanced by training and continuing education that are crucial in helping older workers to adapt to changing work demands and opportunities, and even

avoid involuntary retirement. To prevent worker obsolescence, emphasis must be placed on training throughout the entire working life (2002, ¶ 2).

#### Teaching Experience and Followership

No significant difference was observed between teaching experience and teachers' active engagement and independent critical-thinking skills. However the means for teachers' independent critical-thinking skills were higher in three groups (5-10 years, 11-20 years, and 31 years and over) than the overall mean for independent critical-thinking skills. Each of the noted groups had five or more years of teaching experience.

A possible explanation is teachers' customary exposure to continued training and development. Kouzes and Posner (2002) espouse that there is no suitable substitute for learning by doing. They contend that experience is crucial to learning and career enhancement and, by far, the most important opportunity for learning. This seems to hold true whether one is following or leading. The more one participates in professional development activities, the more likely it is that relevant skills are learned. The findings from this study substantiate Kouzes and Posner's (2002) claim.

#### Time With the Leader and Followership

Although no significant difference was observed between time with the leader and followers' active engagement and independent critical-thinking skills, a low level of significance was revealed for time with the leader and followers' independent critical-thinking skills ( $p = .055$ ). A possible explanation may be premature or undeveloped leader-follower relationships that result in a scarcity of knowledge among teachers with 5 or fewer years. Based on my leadership background and experience, such knowledge

deficiencies could include specific requirements of the current leader and even basic job requirements.

Seventy-two percent of the teachers in this study had worked with the current leader 5 or fewer years. The remaining 28% percent had worked with the current leader 5 or more years. The findings indicate that teacher-turnover may be a significant factor contributing to the limited time with the current leader. It is widely known that school officials are either anticipating or already experiencing a teacher shortage throughout the United States. It is projected that 2.2 million teacher vacancies will need to be filled nationally by 2010 (Johnson et al, 2001, ¶1). The National Association of State Boards of Education (NASBE, 2002) reports that Mississippi, the site of this study, is among many other states that are currently addressing teacher shortage issues. Mississippi legislated a Critical Teacher Shortage Act in 1998 that contains incentives and recruitment tools aimed at ameliorating the State's crisis by attracting qualified teacher candidates to specific geographic areas (NASBE, 2002, ¶ 1).

Time with the leader is a crucial factor in creating leader-follower relations that result in autonomous, innovative, and creative actions on the part of the follower. The premise made by Kouzes and Posner (1995) that leaders make a difference by creating an atmosphere of trust and human dignity implies relational factors are essential to this end. According to Lee (1997) and Hollander (1997), the quality of relationships is largely determined by the investment of time and principle-centered actions. Burns (1978) posits that only the followers themselves can ultimately define their own true needs. However, the leader's role is essential in enabling followers to make informed choices.

The preceding findings present evidence that relational factors hold a special place in creating and maintaining a leader-follower bond. Consequently, effective leadership and followership can exist only in a relationship built over time (Hollander, 1997). Kouzes and Posner (1995) strongly support the relational aspect of leading that results in higher levels of follower performance. In describing components related to encouraging one's heart, a key exemplary leadership practice, they contend that leadership is all about people, and leading them is caring about them. Appreciation, acknowledgement, praise, thank-yous, a simple gesture that expresses care about the follower, and the follower's contributions are at the heart of effective leader-follower relationships.

### **Conclusions**

The following conclusions about the relationship between followership modalities and leadership styles among educators at selected high schools in Jackson, Mississippi, can be drawn from the findings of this study:

1. There is limited variation in followership modalities in educational institutions.
2. There is extensive variation in follower performance within identified followership modalities.
3. Followership modalities correspond with leadership styles among teachers and principals.
4. There is no difference in followers' active engagement skills based on gender.
5. There is no difference in followers' independent critical-thinking skills based on gender.

6. There is no difference in followers' active engagement skills based on age.
7. There is no difference in followers' independent critical-thinking skills based on age.
8. There is no difference in followers' active engagement skills based on teaching experience.
9. There is no difference in followers' independent critical-thinking skills based on teaching experience.
10. There is no difference in followers' active engagement skills based on time with the leader.
11. There is no difference in followers' independent critical thinking skills based on time with the leader.

### **Implications**

Considering the predominance of transformational traits among the leaders in this study, followers were influenced to the extent of reflecting exemplary followership styles. When leaders exhibited strong transformational leadership styles, the impact was favorable for both followers and leaders. The transactional aspects of the leaders' behavior were inherently present and provided a basis for creating the transformational framework. This notion, along with leaders' interview responses, provided evidence that the leaders' styles were, in part, follower-driven. I believe the two distinct styles are not at all independent of each other. It seems logically apparent that leaders who possess both transactional and transformational characteristics in an appropriate combination with the other are more successful. I also strongly support Hersey's (1984) situational theory

that the leader who demonstrates effective use of many alternative leadership strategies that appropriately meet the needs of followers or organizations best optimizes leadership behavior.

The study's examination of followership modality variation among teachers revealed that followers generally reflect modality that corresponds with the leaders' style and behavior. Competent, visionary, inspiring, and stimulating leaders will predictably have followers who demonstrate similar traits. The majority of followers in this study seemed to emulate their leader's general style, greatly limiting the amount of variation in followership modality. However, the relational aspect of the leader-follower bond allows the leader to determine the extent to which followers demonstrate a certain followership modality.

In this study, 92% of the followers revealed the same followership modality. However, within the exemplary mode, followers varied in their levels of performance as it related to independent critical-thinking and active engagement skills. Detection of such follower-development opportunities, which are often very subtle, can only occur through healthy leader-follower relationships. I theorize that relationships represent the lifeblood of organizations. Leaders can serve well only those whom they know well. I further theorize that followers demonstrate the highest levels of performance in relationships where they know the leaders well. I believe the leader must be the first to undertake such initiatives.

However, this remains a great challenge, since building relationships with followers, particularly on an individual basis, is often perceived as a soft side of leadership that is uncomfortable for many leaders, and some followers. Effective leader-

follower bonds result from careful listening and frequent consultation on the part of the leader. Leaders desiring to experience followership at its best must seek to discover unknowns related to personality, assessment of strengths and weaknesses, empathy, communication, and understanding of human emotions. Developing and managing relationships in a positive and productive way requires being sagacious about other people's needs, motivations, and desires. Only then can leaders and followers achieve mutual pursuits and organizational effectiveness.

### **Recommendations**

Based on the findings and conclusions of this study, the following recommendations are proposed:

The findings of past research on transformational leadership suggested that transformational leadership is preferred by followers and has a significant direct influence on them. The findings in this study indicated that principals' transformational leadership had a reciprocal influence on teachers' followership modalities. In consideration of these results, more emphasis should be placed on leadership development for principals and development of exemplary followership characteristics for teachers.

In consideration of extremely high turnover for teachers, more aggressive programs should be designed to encourage experienced teachers to continue their contributions in the field of education. Specific emphasis should be placed on mentoring programs for new teachers.

Finally, the findings of the study show that followership varies more within a specific modality than among modalities. I believe that relationships provide the

framework by which leaders must create leader-follower bonds that result in maximized mutual pursuits. Consequently, strong emphasis should be placed on development and management of relationships for both leaders and followers within educational institutions. Such training and practice will enable leaders to develop fluid styles that are adaptable to follower needs.

### **Further Research**

Considering the dichotomous relationship of leadership and followership, additional studies are needed to investigate leadership in the context of followership.

Additional research is needed to investigate followership and followership modalities for the purpose of solidifying the phenomenon of followership. Currently it has both positive and negative connotations.

Additional studies are needed to compare the variables of this study, followership modalities and leadership styles, in an array of contexts. Such could include organizations where virtual or remote leadership is prevalent.

Additional research suggesting that the transactional style is equally important and a necessary counterpart to transformational leadership, should be expanded, since a single style will not adequately address every leader-follower encounter.



**APPENDIX A**  
**PERMISSION LETTERS**

May 3, 2002

Joyce Johnson

3005 Colony Park Drive  
Pearl  
MS 39208

Dear Joyce

**RE: APPLICATION FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS**  
**IRB Protocol #: 02-G-036      Application Type: Original      Dept: Leadership**  
**Review Category: Exempt      Action Taken: Approved      Advisor: Hinsdale Bernard**  
**Protocol Title: A Study of the Relationship Between Followership Modality and Leadership Styles**  
**Among Selected High Schools in Jackson, Mississippi**

On behalf of the Institutional Review Board (IRB) I want to advise you that your proposal has been reviewed and approved. You have been given clearance to proceed with your research plans.

All changes made to the study design and/or consent form, after initiation of the project, require prior approval from the IRB before such changes can be implemented. Feel free to contact our office if you have any questions.

The duration of the present approval is for one year. If your research is going to take more than one year, you must apply for an extension of your approval in order to be authorized to continue with this project.

Some proposal and research design designs may be of such a nature that participation in the project may involve certain risks to human subjects. If your project is one of this nature and in the implementation of your project an incidence occurs which results in a research-related adverse reaction and/or physical injury, such an occurrence must be reported immediately in writing to the Institutional Review Board. Any project-related physical injury must also be reported immediately to the University physician, Dr. Loren Hamel, by calling (616) 473-2222.

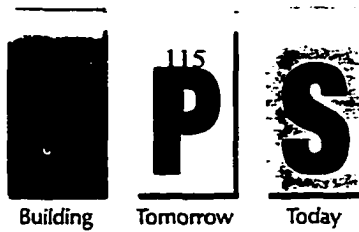
We wish you success as you implement the research project as outlined in the approved protocol.

Sincerely,



Michael D Pearson  
Graduate Assistant  
Office of Scholarly Research

Office of Scholarly Research, Graduate Dean's Office, (616) 471-6361  
Andrews University, Berrien Springs, MI 49104-0353



April 8, 2002

Ms. Joyce E. Johnson  
Adjunct Professor  
Jackson State University  
Jackson, MS 39217

Dear Ms. Johnson:

The District's Research Review Committee has approved your request to conduct the following study titled: **"A Study of the Relationship Between Followership Modalities and Leadership Styles at Selected High Schools in a Southern Urban School District"**. We are confident that individual responses will remain anonymous.

If further assistance is needed, please do not hesitate to contact our office.

Best wishes with your research.

Sincerely,

Willie C. Johnson  
Executive Director

WCJ:bd

**Subj: Re: Permission to User Followership Questionnaire**  
**Date: 3/22/02 2:04:01 PM Central Standard Time**  
**From: vze2q7mx@verizon.net**  
**Reply-to: rk2n@andrew.cmu.edu**  
**To: JohnsonJElaine@aol.com**  
**Sent from the Internet (Details)**

Dear Ms.Johnson:

Thanks you for your inquiry. My policy is to allow use of the questionnaire for non-commercial, academic research, such as dissertations. So, you have my permission to proceed. Should you want to use it for any other purpose, you must contact me again. My only other requirement is that you send me a summary of your results upon completion.

I have an expanded 40 item version of the questionnaire. If you are interested in seeing it, please send me your fax# or address.

Best wishes in your research pursuit and on a successful dissertation.

Robert Kelley

—On Friday, March 22, 2002 2:23 PM +0000 JohnsonJElaine@aol.com wrote:

> Dr. Kelly,  
>  
> I am a doctoral student at Andrews University, completing my dissertation  
> on the Study of Followership in a Southern Urban School District. I am  
> kindly requesting your permission to use your followership questionnaire  
> in your book, the Power of Followership to survey high school teachers,  
> who will be participants in the study. Please advise of any additional  
> requirements. Thank you very much.  
>  
> Joyce E. Johnson  
> Phone - 601-420-3701  
> email - johnsonjelaine@aol.com

Robert Kelley  
kelley+@cmu.edu

Thursday, March 28, 2002 America Online: JohnsonJElaine

**APPENDIX B**  
**INFORMED CONSENT NOTIFICATIONS**

Dear Principal,

I am writing to kindly seek your consent to participate in a research project. This project is part of the requirements for the completion of a Ph.D. degree in Leadership at Andrews University. The purpose of the project is to determine the nature of the relationship between followership modality and leadership style.

The study can be very significant for persons who frequently exchange leader and follower roles. The findings of the study will provide participants with the benefit of knowing basic followership styles and how the styles are represented in designated collective settings. The findings are also anticipated to reveal, at a minimum, conceptual knowledge of the relationship between leadership styles and followership modalities. This insight can contribute to the balance needed in leader-follower relations that foster productive work relationships.

The study will be conducted at your high school and include 9 items of demographic information and a 45-item Multifactor Leadership Style Questionnaire. If you consent, you will be asked to complete the Leadership Style Questionnaire. The questions are all related to behaviors exhibited when you are in a leadership role. There are no risks or hazards associated with the questionnaire. The questionnaire can be completed in approximately ten minutes. It is completely confidential, as names are not required. Individual research participants will not be identified in the research report or revealed in any portion of the findings that will be shared with the school district administration. Each school will be coded versus using its actual name. Your completion of the questionnaire is an indication of your consent to participate. If you do not wish to participate, simply discard this document and others related to the study. If you decide to participate, you have the freedom to withdraw at anytime during the survey.

If you have any questions concerning this project, please feel free to contact me at any time between 8:00 A.M. and 5:00 P.M. on Monday through Friday, and at any time on Sunday at (601) 420-3701. You may also contact Dr. Hinsdale Bernard of Andrews University at (616) 471-6702. If you have any questions concerning your rights as a research subject, please contact Andrews University's Institutional Review Board at (616) 471-6088.

Your participation in this study would be greatly appreciated. A summary of the findings will be provided to the Jackson Public School District's Research Planning and Evaluation office and can be made available to you upon request.

Thank you for your cooperation and assistance.

Sincerely,

Joyce E. Johnson  
 Doctoral Candidate  
 Andrews University

Hinsdale Bernard, Ph.D.  
 Dissertation Committee Chair  
 Associate Professor of Education  
 Andrews University

Dear Teacher:

I am writing to kindly seek your consent to participate in a research project. This project is part of the requirements for the completion of a Ph.D. degree in Leadership at Andrews University. The purpose of the project is to determine the nature of the relationship between followership modality and leadership style.

The study can be very significant for persons who frequently exchange leader and follower roles. The findings of the study will provide participants with the benefit of knowing basic followership styles and how the styles are represented in designated collective settings. The findings are also anticipated to reveal, at a minimum, conceptual knowledge of the relationship between leadership styles and followership modalities. This insight can contribute to the balance needed in leader-follower relations that foster productive work relationships.

The study will include 9 items of demographic information and a 20-item Followership Style Questionnaire. If you consent, you will be asked to complete the Followership Style Questionnaire and possibly participate in a focus-interview session. The questions are all related to behaviors exhibited when you are in a follower role. There are no risks or hazards associated with the questionnaire. The questionnaire can be completed in approximately ten minutes. It is completely confidential, as names are not required. Individual research participants will not be identified in the research report or revealed in any portion of the findings that will be shared with the school district administration. Each school will be coded versus using its actual name. Your completion of the questionnaire is an indication of your consent to participate. If you do not wish to participate, simply discard this document and others related to the study. If you decide to participate, you have the freedom to withdraw at anytime during the survey.

If you have any questions concerning this project, please feel free to contact me at any time between 8:00 A.M. and 5:00 P.M. on Monday through Friday, and at any time on Sunday at (601) 420-3701. You may also contact Dr. Hinsdale Bernard of Andrews University at (616) 471-6702. If you have any questions concerning your rights as a research subject, please contact Andrews University's Institutional Review Board at (616) 471-6088.

Your participation in this study would be greatly appreciated. A summary of the findings will be provided to the Jackson Public School District's Research Planning and Evaluation office and can be made available to you upon request.

Thank you for your cooperation and assistance.

Sincerely,

Joyce E. Johnson  
 Doctoral Candidate  
 Andrews University

Hinsdale Bernard, Ph.D.  
 Dissertation Committee Chair  
 Associate Professor of Education  
 Andrews University

**APPENDIX C**  
**FOLLOWERSHIP STYLES QUESTIONNAIRE**



**INSTRUCTIONS : (TEACHERS)**

This survey is intended to investigate the relationship between followership modalities and leadership styles among educators. It is intended for educational purposes only. Your identity as a participant will be kept confidential. Please do **NOT** write your name on the questionnaire. Please kindly complete all of the information contained in the questionnaire by **placing an [X] in the appropriate area or writing the requested information on this page.** Instructions for completing the attached Followership Questionnaire are provided. Please note that return and completion of this questionnaire implies your consent to participate. **THANK YOU SINCERELY.**

**Demographic Information**

**1. Gender:**

- Male
- Female

- Post Masters Degree \_\_\_\_\_
- Doctorate \_\_\_\_\_

- 2 Age** \_\_\_\_\_ 21-29  
 \_\_\_\_\_ 30-39  
 \_\_\_\_\_ 40-49  
 \_\_\_\_\_ 50-59  
 \_\_\_\_\_ 60 and above

**6. Number of Years at Current School:**

- Less than 5 years \_\_\_\_\_
- 5-10 Years \_\_\_\_\_
- 11-20 Years \_\_\_\_\_
- 21-30 Years \_\_\_\_\_

**1. Ethnic**

- Background:**  African American  
 Asian  
 Caucasian  
 Hispanic  
 Native American  
 Other

**7. Total Years of Teaching Experience:**

\_\_\_\_\_

**8. Number of Years with Current School Leader:**

\_\_\_\_\_

**9. Current Subject(s) Taught:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**4. Marital Status:**

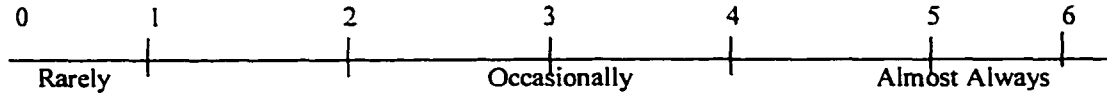
- \_\_\_\_\_ Married
- \_\_\_\_\_ Single
- \_\_\_\_\_ Separated
- \_\_\_\_\_ Divorced

**5. Educational Background:**

- Bachelor's Degree \_\_\_\_\_
- Masters Degree \_\_\_\_\_

## Followership Styles Questionnaire

**Directions:** For each statement, please use the scale below to indicate the extent to which the statement describes you by providing a number rating in the space provided. Think of a specific but typical followership situation and how you acted.



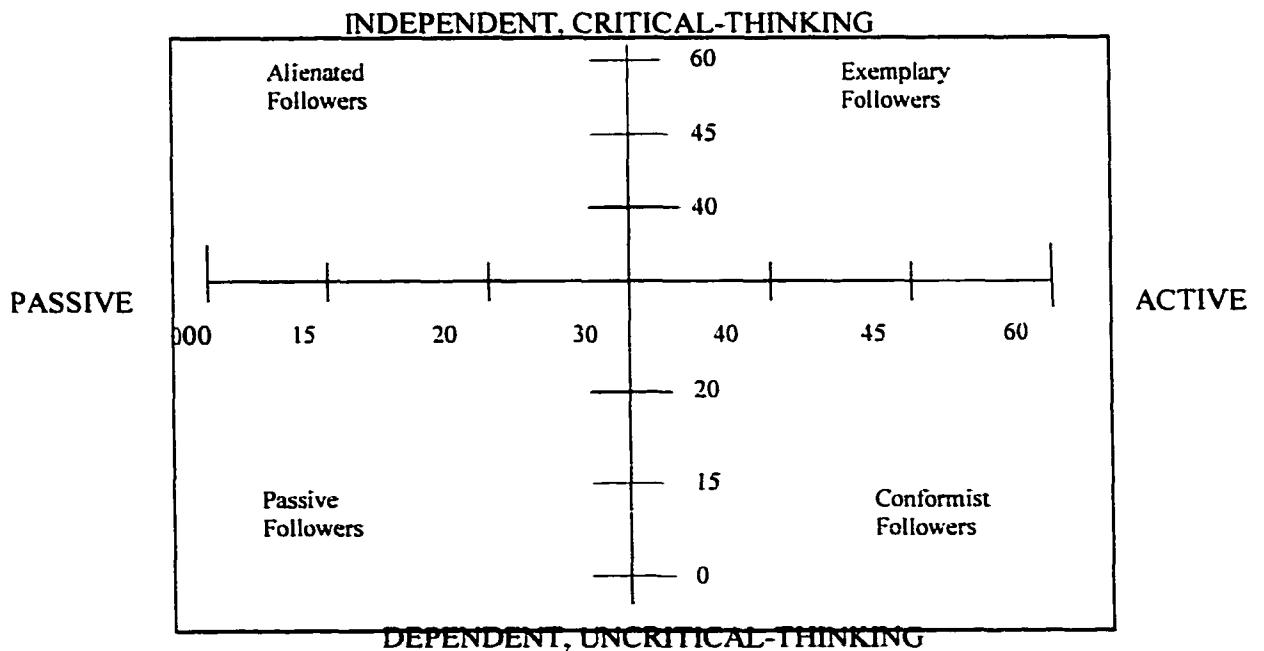
- \_\_\_\_\_ 1. Does your work help you fulfill some societal goal or personal dream that is important to you?
- \_\_\_\_\_ 2. Are your personal work goals aligned with the organization's priority goals?
- \_\_\_\_\_ 3. Are you highly committed to and energized by your work and organization, giving them your best ideas and performance?
- \_\_\_\_\_ 4. Does your enthusiasm also spread to and energize your co-workers?
- \_\_\_\_\_ 5. Instead of waiting for or merely accepting what the leader tells you, do you personally identify which organizational activities are most critical for achieving the organization's priority goals?
- \_\_\_\_\_ 6. Do you actively develop a distinctive competence in those critical activities so that you become more valuable to the leader and the organization?
- \_\_\_\_\_ 7. When starting a new job or assignment, do you promptly build a record of successes in tasks that are important to the leader?
- \_\_\_\_\_ 8. Can the leader give you a difficult assignment without the benefit of much supervision, knowing that you will meet your deadline with highest-quality work and that you will "fill in the cracks" if need be?
- \_\_\_\_\_ 9. Do you take the initiative to seek out and successfully complete assignments that go above and beyond your job?
- \_\_\_\_\_ 10. When you are not the leader of a group project, do you still contribute at a high level, often doing more than your share?
- \_\_\_\_\_ 11. Do you independently think up and champion new ideas that will contribute significantly to the leader's or the organization's goals?
- \_\_\_\_\_ 12. Do you try to solve the tough problems (technical or organizational), rather than look to the leader to do it for you?
- \_\_\_\_\_ 13. Do you help out other co-workers, making them look good, even when you don't get any credit?
- \_\_\_\_\_ 14. Do you help the leader or group see both the upside potential and downside risks of ideas or plans, playing the devil's advocate if need be?
- \_\_\_\_\_ 15. Do you understand the leader's needs, goals, and constraints, and work hard to help meet them?

- \_\_\_\_\_ 16. Do you actively and honestly own up to your strengths and weaknesses rather than put off evaluation?
- \_\_\_\_\_ 17. Do you make a habit of internally questioning the wisdom of the leader's decision rather than just doing what you are told?
- \_\_\_\_\_ 18. When the leader asks you to do something that runs contrary to your professional or personal preferences, do you say "no" rather than "yes"?
- \_\_\_\_\_ 19. Do you act on your own ethical standards rather than the leader's or the group's standards?
- \_\_\_\_\_ 20. Do you assert your views on important issues, even though it might mean conflict with your group or reprisals from the leader?

FOLLOWERSHIP SCORING KEY

<u>Independent Thinking</u>			<u>Active Engagement</u>		
	<u>Items</u>	<u>SCORE</u>		<u>Items</u>	<u>SCORE</u>
Question.	1.	_____	Question	2.	_____
	5.	_____		3.	_____
	11.	_____		4.	_____
	12.	_____		6.	_____
	14.	_____		7.	_____
	16.	_____		8.	_____
	17.	_____		9.	_____
	18.	_____		10.	_____
	19.	_____		13.	_____
	20.	_____		15.	_____
TOTAL SCORE		_____			_____
		_____			_____

Add up your self-ratings on the Independent Thinking items. Mark the total on the vertical axis of the following graph. Repeat the procedure for the Active Engagement items and mark the total on the horizontal axis. Now plot your scores on the graph by drawing perpendicular lines connecting your two scores. The juxtaposition of these two dimensions forms the basis upon which people classify followership styles. Four styles of followership emerge:



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**APPENDIX D**  
**MULTIFACTOR LEADERSHIP QUESTIONNAIRE**

## MLQ      Multifactor Leadership Questionnaire Leader Form (5x – Short)

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

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

Use the following rating scale:

Not at all 0	Once in a while 1	Sometimes 2	Fairly often 3	Frequently or always 4
-----------------	----------------------	----------------	-------------------	---------------------------

- |  |           |
|--|-----------|
| 1. I provide others with assistance in exchange for my efforts.                              | 0 1 2 3 4 |
| 2. I re-examine critical assumption to question whether they are appropriate.                | 0 1 2 3 4 |
| 3. I fail to interfere until problems become serious.  | 0 1 2 3 4 |
| 4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards. | 0 1 2 3 4 |
| 5. I avoid getting involved when important issues arise.                                     | 0 1 2 3 4 |
| 6. I talk about my most important values and beliefs.  | 0 1 2 3 4 |
| 7. I am absent when needed.  | 0 1 2 3 4 |
| 8. I seek differing perspectives when solving problems.                                      | 0 1 2 3 4 |
| 9. I talk optimistically about the future.   | 0 1 2 3 4 |
| 10. I instill pride in others for being associated with me.                                  | 0 1 2 3 4 |
| 11. I discuss in specific terms who is responsible for achieving performance targets.        | 0 1 2 3 4 |
| 12. I wait for things to go wrong before taking action.                                      | 0 1 2 3 4 |
| 13. I talk enthusiastically about what needs to be accomplished.                             | 0 1 2 3 4 |
| 14. I specify the importance of having a strong sense of purpose.                            | 0 1 2 3 4 |
| 15. I spend time teaching and coaching.  | 0 1 2 3 4 |
| 16. I make clear what one can expect to receive when performance goals are achieved.         | 0 1 2 3 4 |

<b>Not at all</b>	<b>Once in a while</b>	<b>Sometimes</b>	<b>Fairly often</b>	<b>Frequently or always</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
17. I show that I'm a firm believer in "If it ain't broke, don't fix it."				0 1 2 3 4
18. I go beyond self-interest for the good of the group.				0 1 2 3 4
19. I treat others as individuals rather than just a member of the group.				0 1 2 3 4
20. I demonstrate that problems must become chronic before I take action.				0 1 2 3 4
21. I act in ways that build others' respect for me.				0 1 2 3 4
22. I concentrate my full attention on dealing with mistakes, complaints, and failures.				0 1 2 3 4
23. I consider the moral and ethical consequences of decisions.				0 1 2 3 4
24. I keep track of all mistakes.				0 1 2 3 4
25. I display a sense of power and confidence.				0 1 2 3 4
26. I articulate a compelling vision of the future.				0 1 2 3 4
27. I direct my attention toward failures to meet standards.				0 1 2 3 4
28. I avoid making decisions.				0 1 2 3 4
29. I consider an individual as having different needs, abilities, and aspirations from others.	0	1	2	3 4
30. I get others to look at problems from many different angles.				0 1 2 3 4
31. I help others develop their strengths.				0 1 2 3 4
32. I suggest new ways of looking at how to complete assignments.				0 1 2 3 4
33. I delay responding to urgent questions.				0 1 2 3 4
34. I emphasize the importance of having a collective sense of mission.				0 1 2 3 4
35. I express satisfaction when others meet expectations.				0 1 2 3 4
36. I express confidence that goals will be achieved.				0 1 2 3 4
37. I am effective in meeting others' job-related needs.				0 1 2 3 4
38. I use methods of leadership that are satisfying.				0 1 2 3 4

<b>Not at all</b>	<b>Once in a while</b>	<b>Sometimes</b>	<b>Fairly often</b>	<b>Frequently or always</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
39. I get others to do more than they expected to do.				0 1 2 3 4
40. I am effective in representing others to higher authority.				0 1 2 3 4
41. I work with others in a satisfactory way.				0 1 2 3 4
42. I heighten others' desire to succeed.				0 1 2 3 4
43. I am effective in meeting organizational requirements.				0 1 2 3 4
44. I increase others' willingness to try harder.				0 1 2 3 4
45. I lead a group that is effective.				0 1 2 3 4

---

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## MLQ      Multifactor Leadership Questionnaire Scoring Key (5x – Short)

My Name \_\_\_\_\_ Date \_\_\_\_\_

Organization ID # \_\_\_\_\_ Leader ID # \_\_\_\_\_

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

Not at all 0	Once in a while 1	Sometimes 2	Fairly often 3	Frequently or always 4
-----------------	----------------------	----------------	-------------------	---------------------------

**Idealized Influence (Attributed) total/4 =**  
**Idealized Influence (Behavior) total/4 =**  
**Inspirational Motivation total/4 =**  
**Intellectual Stimulation total/4 =**  
**Individual Consideration total/4 =**  
**Contingent Reward total/4 =**

**Management-by-Exception (Active) total/4 =**  
**Management-by-Exception (Passive) total/4 =**  
**Laissez-faire Leadership total/4 =**  
**Extra Effort total/4 =**  
**Effectiveness total/4 =**  
**Satisfaction total/4 =**

---

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

<b>Not at all</b>	<b>Once in a while</b>	<b>Sometimes</b>	<b>Fairly often</b>	<b>Frequently or always</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
14. Idealized Influence (Behavior)				0 1 2 3 4
15. Individual Consideration				0 1 2 3 4
16. Contingent Reward.				0 1 2 3 4
17. Management-by-exception (Passive)				0 1 2 3 4
18. Idealized Influence (Attributed)				0 1 2 3 4
19. Individual Consideration				0 1 2 3 4
20. Management-by-Exception (Passive)				0 1 2 3 4
21. Idealized Influence (Attributed)				0 1 2 3 4
22. Management-by-Exception (Active)				0 1 2 3 4
23. Idealized Influence (Behavior)				0 1 2 3 4
24. Management-by-Exception (Active)				0 1 2 3 4
25. Idealized Influence (Attributed)				0 1 2 3 4
26. Inspiration Motivation				0 1 2 3 4
27. Management-by-Exception (Active)				0 1 2 3 4
28. Laissez-faire Leadership				0 1 2 3 4
29. Individual Consideration				0 1 2 3 4
30. Intellectual Stimulation				0 1 2 3 4
31. Individual Consideration				0 1 2 3 4
32. Intellectual Stimulation				0 1 2 3 4
33. Laissez-faire Leadership				0 1 2 3 4
34. Idealized Influence (Behavior)				0 1 2 3 4
35. Contingent Reward				0 1 2 3 4
36. Inspirational Motivation				0 1 2 3 4
37. Effectiveness				0 1 2 3 4
38. Satisfaction				0 1 2 3 4
39. Extra Effort				0 1 2 3 4

<b>Not at all</b>	<b>Once in a while</b>	<b>Sometimes</b>	<b>Fairly often</b>	<b>Frequently or always</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

40. Effectiveness				0 1 2 3 4
41. Satisfaction				0 1 2 3 4
42. Extra Effort				0 1 2 3 4
43. Effectiveness				0 1 2 3 4
44. Extra Effort				0 1 2 3 4
45. Effectiveness				0 1 2 3 4

---

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**APPENDIX E**  
**INTERVIEW PROTOCOLS**

**Interview Protocol for Followers**

1. What type of leadership do you prefer? (Interviewer will provide examples.)
2. How does your preferred style compare to the current leadership style in your organization?
3. How does the leader's style impact your role as a follower?
4. What do you believe is necessary to close the gap if appropriate?

### **Interview Protocol for Leaders**

1. What kinds of leadership styles do you use as a leader?
2. How does your leadership style(s) impact the followers in your organization?
3. How do your followers perceive you as a leader?
4. What gaps exist between you and your followers?
5. What do you believe is necessary to close the gaps, if appropriate?

## REFERENCE LIST

## REFERENCE LIST

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