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Tips for Task 1: Your Leadership Analysis

To help you complete your leadership analysis, please use the following tips:

* Write the paper in **first** person.
* Read through the entire task instructions and rubric requirements before completing task 1.
* Recommend to use the “Sample academic paper” when organizing your task. You are encouraged to create a cover page, a table of contents, headers, and sub-headers throughout the paper.
* The paper should be 6-10 pages, not including the cover page and references. Please be both descriptive (who, what, when, and where) and explanatory (why and how). Evaluators assess your paper based on the specificity of your response, not on the generalizations.
* Note: Meeting the rubric criteria is more important than writing a number of pages.

A. Your Leadership Analysis

In this section, you will complete and explain the results of the CliftonStrengths assessment. CliftonStrengths is a leadership assessment tool that will help you identify and apply your top five categorical strengths to become a more effective leader.

* This section is an analysis of your leadership.
* Refer to your results from the CliftonStrengths assessment.
* You must upload your PDF version of your Signature Themes report when you submit your final paper.
* Explain what the results might indicate about you as a leader. You must explain your top five categorical strengths results. Be descriptive and provide examples.
* Your explanation should*include*:
  + a separate paragraph for each strength category,
  + the category title,
  + your results, and
  + your reflection on the results including both descriptive and explanatory examples.
* This reflection is not related to theory.
* Provide citations where needed.

B. Leadership Evaluation

In this section, you will perform a personal leadership analysis of three of your strengths and three of your weaknesses. You will then make three recommendations to improve your leadership effectiveness. Apply **one** scholarly leadership theory (listed below) to all three sections of this task: B1, B2, and B3.

* Transformational leadership
* Transactional leadership
* Situational leadership
* Participative leadership
* Servant leadership
* Behavioral leadership
* Trait theory of leadership

**Note: It is highly recommended that you use at least three distinct and unique scholarly sources to support the scholarly leadership theory.**

B1. Personal Leadership Strengths

In this section, discuss three personal leadership strengths, describing in detail how the three strengths you identified align with your chosen scholarly leadership theory.

* This section of the task requires scholarly research.
* Provide specific examples to support each strength, and include *at least* **one** in-text citation using a scholarly source.
* Write a separate paragraph for each of the three strengths.

*Note: A scholarly source could be a reputable journal, a published book, or any source from a university faculty member or business leader. Scholarly sources also include any article or book in the WGU library.*

B2. Personal Leadership Weaknesses

In this section, discuss three personal leadership weaknesses, describing in detail how the three weaknesses you identified align with the chosen scholarly leadership theory.

* This section of the task requires scholarly research.
* Use the same scholarly leadership theory that you used in B1.
* Provide specific examples to support each weakness, and include *at least* **one** in-text citation using a scholarly source.
* Write a separate paragraph for each of the three weaknesses.

B3. Recommendations for Personal Leadership

Now that you have reflected on your current leadership strengths and weaknesses, recommend three specific actions, behaviors, or practices that would improve your effectiveness in leading people and organizations. The recommendations address your identified leadership weaknesses and align with the chosen scholarly leadership theory.

* This section of the task requires scholarly research.
* Use the same scholarly leadership theory used in B1.
* Provide specific examples to support each actionable item, and include *at least* **one** in-text citation using a scholarly source.
* Write a separate paragraph for each of the three recommendations

C. SMART Goals

For **each** goal write a full paragraph that includes a full sentence about each SMART criterion:

* **S**pecific: Goals should be precise. Include why you are setting each goal, how the goal is linked to your leadership development, and what you hope to accomplish as a result of achieving the goals.
* **M**easurable: Goals should include a measurement to assess the extent to which the goal is accomplished.
* **A**ttainable (Achievable): Goals should be realistic, challenging, and attainable.
* **R**elevant: Goals should focus on the end result. State what results you can realistically achieve, given available resources. The statements should start with "***to***" followed by a verb—complete, acquire, increase, decrease, etc.
* **T**ime-bound: Goals should specify target dates for duration and completion. Periodicity is required.

Write a separate paragraph on each of your two SMART goals. Brief example:

* A specific goal I would like to accomplish is improving my mentoring skill set. It is critical that I become a better mentor to my staff so that I can facilitate their professional development.
* I will measure the progress of developing my mentorship skills by having a senior manager complete a progress report for me weekly.
* This goal is attainable because it is within my capacity to become a better mentor if I apply myself to training.
* The goal is relevant to my role as a manager trainee and a leader to others.
* I will accomplish this goal during the time frame of sixteen weeks.

C1. Specific Actions

Discuss two specific actions that will help you reach each of your two SMART goals.

* Make this a separate section from C by including its own header.
* Brief example: I will meet with a senior leader of the organization for mentorship training once a week for an hour over the course of sixteen weeks.
* Brief example: I will also attend a four-week training course in mentorship from our organization's training database.

### D. Sources (Reference Page)

Your paper is required to include in-text citations that correlate to your reference page. All sources require a corresponding in-text citation and all in-text citations require a corresponding source on the reference page.

* Joette Damo

[Ask for Help](https://westerngovernorsuniversity.formstack.com/forms/emaecare?StudentName-first=Joette&StudentName-last=Damo&Student_ID=000778125&Assessment_Code=DCM2)[Print](https://tasks.wgu.edu/)

# **DCM2 — DCM2 TASK 1: PERSONAL LEADERSHIP EVALUATION**

**MANAGING ORGANIZATIONS AND LEADING PEOPLE — C200**

**PRFA — DCM2**

TASK OVERVIEWSUBMISSIONSEVALUATION REPORT

[COMPETENCIES](https://tasks.wgu.edu/student/000778125/course/19840006/task/2004/overview" \l "taskOverviewCompetencies)

[INTRODUCTION](https://tasks.wgu.edu/student/000778125/course/19840006/task/2004/overview" \l "taskOverviewIntroduction)

[REQUIREMENTS](https://tasks.wgu.edu/student/000778125/course/19840006/task/2004/overview" \l "taskOverviewRequirements)

[RUBRIC](https://tasks.wgu.edu/student/000778125/course/19840006/task/2004/overview" \l "taskOverviewRubric)

COMPETENCIES

**3018.1.1** : **Practice of Management**

The graduate explains the theoretical bases, current knowledge, best practices, and trends related to the practice of management.

**3018.1.2** : **Theories of Leadership**

The graduate uses contemporary theories of leadership to develop personal leadership skills based on a personal leadership philosophy.

**3018.1.3** : **Sustaining Business Performance**

The graduate applies management and leadership theories for long-term global-business success.

**3018.1.4** : **Organizational Performance Methods**

The graduate analyzes appropriate methods to improve organizational performance.

INTRODUCTION

For this task, you will conduct an evaluation of your personal leadership effectiveness. You will write a paper evaluating your own leadership using a scholarly leadership theory. To help you refine your own leadership skills, you will develop at least two SMART (specific, measurable, achievable, realistic, and time-bound) goals as part of your evaluation.

REQUIREMENTS

Your submission must be your original work. No more than a combined total of 30% of the submission and no more than a 10% match to any one individual source can be directly quoted or closely paraphrased from sources, even if cited correctly. The originality report that is provided when you submit your task can be used as a guide.

You must use the rubric to direct the creation of your submission because it provides detailed criteria that will be used to evaluate your work. Each requirement below may be evaluated by more than one rubric aspect. The rubric aspect titles may contain hyperlinks to relevant portions of the course.

Write a paper (suggested length of 6–10 pages) by doing the following:

A.  Provide a PDF copy of your “Signature Themes” report after completing the CliftonStrengths assessment.

1.  Reflect on the results of the **five** categorical strengths from your CliftonStrengths assessment, including what those results might indicate about your leadership.

B.  Evaluate your leadership, using **one** of the scholarly leadership theories below, by doing the following:

•   transformational leadership

•   transactional leadership

•   situational leadership

•   participative leadership

•   servant leadership

•   behavioral leadership

•   trait theory of leadership

1.  Evaluate **three** strengths of your leadership, using the chosen scholarly leadership theory, including how each strength relates to the theory. Support the evaluation of your strengths with at least **one** scholarly source.

2.  Evaluate **three** weaknesses of your leadership, using the chosen scholarly leadership theory, including how each weakness relates to the theory. Support the evaluation of your weaknesses with at least **one** scholarly source.

3.  Recommend **three** actionable items to improve the effectiveness of your leadership, including how each actionable item relates to the chosen scholarly leadership theory. Support the recommendations of actionable items with at least **one** scholarly source.

Note: A scholarly source could be a reputable journal, a published book, or any source from a university faculty member or business leader. Scholarly sources also include any article or book in the online WGU library.

C.  Discuss **two** short-term goals that will help improve your leadership. Adhere to the SMART criteria for each goal: specific, measurable, achievable, realistic, and time-bound.

1.  Discuss at least **two**specific actions you will take to reach each of the SMART goals discussed in part C.

D.  Acknowledge sources, using in-text citations and references, for content that is quoted, paraphrased, or summarized.

E.  Demonstrate professional communication in the content and presentation of your submission.

**File Restrictions**

File name may contain only letters, numbers, spaces, and these symbols: ! - \_ . \* ' ( )  
File size limit: 200 MB  
File types allowed: doc, docx, rtf, xls, xlsx, ppt, pptx, odt, pdf, txt, qt, mov, mpg, avi, mp3, wav, mp4, wma, flv, asf, mpeg, wmv, m4v, svg, tif, tiff, jpeg, jpg, gif, png, zip, rar, tar, 7z

RUBRIC

**A: SIGNATURE THEMES REPORT:**

|  |  |  |
| --- | --- | --- |
| **NOT EVIDENT**  A PDF copy of the “Signature Themes” report is not provided. | **APPROACHING COMPETENCE**  Not applicable. | **COMPETENT**  A PDF copy of the “Signature Themes” report is provided. |

**A1: REFLECTION ON CLIFTONSTRENGTHS:**

|  |  |  |
| --- | --- | --- |
| **NOT EVIDENT**  A reflection on the results of the 5 categorical strengths from the CliftonStrengths assessment is not provided. | **APPROACHING COMPETENCE**  The reflection on the results of the 5 categorical strengths from the CliftonStrengths assessment is not supported by specific details of each strength, or it does not include what each may indicate about personal leadership. | **COMPETENT**  The reflection on the results of the 5 categorical strengths from the CliftonStrengths assessment is supported by specific details of each strength and includes what each may indicate about personal leadership. |

**B1: PERSONAL LEADERSHIP STRENGTHS:**

|  |  |  |
| --- | --- | --- |
| **NOT EVIDENT**  The submission does not evaluate 3 personal leadership strengths. | **APPROACHING COMPETENCE**  The submission evaluates 3 personal leadership strengths, but the evaluation does not use the chosen scholarly leadership theory, or it does not include specific details of each strength or specific examples to support how each strength relates to the chosen theory. Or the evaluation is not supported by *at least* 1 appropriate scholarly source. | **COMPETENT**  The submission evaluates 3 personal leadership strengths using the chosen scholarly leadership theory, and the evaluation includes specific details of each strength and specific examples to support how each strength relates to the chosen theory. The evaluation is supported by *at least* 1 appropriate scholarly source. |

**B2: PERSONAL LEADERSHIP WEAKNESSES:**

|  |  |  |
| --- | --- | --- |
| **NOT EVIDENT**  The submission does not evaluate 3 personal leadership weaknesses. | **APPROACHING COMPETENCE**  The submission evaluates 3 personal leadership weaknesses, but the evaluation does not use the chosen scholarly leadership theory, or it does not include specific details of each weakness or specific examples to support how each weakness relates to the chosen theory. Or the evaluation is not supported by *at least* 1 appropriate scholarly source. | **COMPETENT**  The submission evaluates 3 personal leadership weaknesses using the chosen scholarly leadership theory, and the evaluation includes specific details of each weakness and specific examples to support how each weakness relates to the chosen theory. The evaluation is supported by *at least* 1 appropriate scholarly source. |

**B3: RECOMMENDATIONS FOR PERSONAL LEADERSHIP:**

|  |  |  |
| --- | --- | --- |
| **NOT EVIDENT**  The submission does not recommend 3 actionable items to improve personal leadership effectiveness. | **APPROACHING COMPETENCE**  The submission recommends 3 actionable items to improve personal leadership effectiveness, but the recommendations do not align to the chosen scholarly leadership theory or do not include specific examples to support how *each* actionable item relates to the chosen theory. Or the recommendations are not supported by *at least* 1 appropriate scholarly source. | **COMPETENT**  The submission recommends 3 actionable items to improve personal leadership effectiveness, and the recommendations align to the chosen scholarly leadership theory and includes specific examples to support how *each* actionable item relates to the chosen theory. The recommendation is supported by *at least* 1 appropriate scholarly source. |

**C: SMART GOALS:**

|  |  |  |
| --- | --- | --- |
| **NOT EVIDENT**  A discussion of 2 short-term goals that will help improve personal leadership is not provided. | **APPROACHING COMPETENCE**  The discussion includes 2 short-term goals that will help improve personal leadership, but the goals do not adhere to *each* of the SMART criteria (i.e., specific, measurable, achievable, realistic, and time-bound). | **COMPETENT**  The discussion includes 2 short-term goals that will help improve personal leadership, and the goals adhere to *each* of the SMART criteria (i.e., specific, measurable, achievable, realistic, and time-bound). |

**C1: SPECIFIC ACTIONS:**

|  |  |  |
| --- | --- | --- |
| **NOT EVIDENT**  A discussion of at least 2 actions to reach each of the SMART goals discussed in part C is not provided. | **APPROACHING COMPETENCE**  The discussion includes *at least* 2 actions to reach *each* of the SMART goals discussed in part C, but it does not include specific details of each action. | **COMPETENT**  The discussion includes specific details of *at least* 2 actions to reach *each* of the SMART goals discussed in part C. |

**D:**[**SOURCES**](https://www.hippocampus.org/HippoCampus/?user=WritingCenter&playlist=Using+Sources+and+APA)

|  |  |  |
| --- | --- | --- |
| **NOT EVIDENT**  The submission does not include both in-text citations and a reference list for sources that are quoted, paraphrased, or summarized. | **APPROACHING COMPETENCE**  The submission includes in-text citations for sources that are quoted, paraphrased, or summarized and a reference list; however, the citations or reference list is incomplete or inaccurate. | **COMPETENT**  The submission includes in-text citations for sources that are properly quoted, paraphrased, or summarized and a reference list that accurately identifies the author, date, title, and source location as available. |

**E:**[**PROFESSIONAL COMMUNICATION**](https://lrps.wgu.edu/provision/27641407)

|  |  |  |
| --- | --- | --- |
| **NOT EVIDENT**  Content is unstructured, is disjointed, or contains pervasive errors in mechanics, usage, or grammar. Vocabulary or tone is unprofessional or distracts from the topic. | **APPROACHING COMPETENCE**  Content is poorly organized, is difficult to follow, or contains errors in mechanics, usage, or grammar that cause confusion. Terminology is misused or ineffective. | **COMPETENT**  Content reflects attention to detail, is organized, and focuses on the main ideas as prescribed in the task or chosen by the candidate. Terminology is pertinent, is used correctly, and effectively conveys the intended meaning. Mechanics, usage, and grammar promote accurate interpretation and understanding. |

**1 A COMPETENT**

A PDF copy of the “Signature Themes” report is provided.

**2 A COMPETENT**

The reflection on the results of the 5 categorical strengths from the CliftonStrengths assessment is supported by specific details of each strength and includes what each may indicate about personal leadership.

**3 B COMPETENT**

The submission evaluates 3 personal leadership strengths using the chosen scholarly leadership theory, and the evaluation includes specific details of each strength and specific examples to support how each strength relates to the chosen theory. The evaluation is supported by *at least* 1 appropriate scholarly source.

**4 B COMPETENT**

The submission evaluates 3 personal leadership weaknesses using the chosen scholarly leadership theory, and the evaluation includes specific details of each weakness and specific examples to support how each weakness relates to the chosen theory. The evaluation is supported by *at least* 1 appropriate scholarly source.

**5 B COMPETENT**

The submission recommends 3 actionable items to improve personal leadership effectiveness, and the recommendations align to the chosen scholarly leadership theory and includes specific examples to support how *each* actionable item relates to the chosen theory. The recommendation is supported by *at least* 1 appropriate scholarly source.

**COMPETENT**

The discussion includes 2 short-term goals that will help improve personal leadership, and the goals adhere to *each* of the SMART criteria (i.e., specific, measurable, achievable, realistic, and time-bound).

**COMPETENT**

The discussion includes specific details of *at least* 2 actions to reach *each* of the SMART goals discussed in part C.

**COMPETENT**

The submission includes in-text citations for sources that are properly quoted, paraphrased, or summarized and a reference list that accurately identifies the author, date, title, and source location as available.

**COMPETENT**

Content reflects attention to detail, is organized, and focuses on the main ideas as prescribed in the task or chosen by the candidate. Terminology is pertinent, is used correctly, and effectively conveys the intended meaning. Mechanics, usage, and grammar promote accurate interpretation and understanding.