Annotated Bibliography

Peter A. O'Bannan

Western Governors University

Management and Leadership Capstone C210

Instructor name (optional, if required)

Date of submission

Running head and page number (APA requirement)

On the top right: Page number 1

On the top left (for professional papers): A shortened version of your title in all caps (e.g., *ANNOTATED BIBLIOGRAPHY*) – this is optional for student papers but still accepted.

Aalateeg, S. (2017). Literature review on leadership theories. *IOSR Journal of Business and Management, 19*(11), 35–43. Retrieved from http://www.iosrjournals.org/iosr-jbm/papers/Vol19-issue11/Version-3/E1911033543.pdf

This article offers a comprehensive review of major leadership theories, including trait, behavioral, contingency, transactional, transformational, and laissez-faire leadership. Aalateeg classifies the evolution of leadership thought into philosophical schools ranging from trait-based to neo-charismatic. The paper provides historical context and summarizes research milestones across decades, with attention to leadership's evolving definition and its differentiation from management. Key contributions include comparative tables on leader vs. manager functions, detailed descriptions of major theories, and critiques of each theory's strengths and limitations. The article concludes with a synthesized definition of leadership as a dyadic, dynamic process grounded in motivation, vision-sharing, and influence.

From a leadership and management perspective, the article is a valuable foundational resource. It clarifies how various theories inform different leadership styles and their applications, and how the evolution of leadership thought reflects broader organizational and societal shifts. By comparing and contrasting management and leadership roles, the article underscores the critical need for managers to adopt leadership functions—especially in dynamic and people-focused environments. This is particularly relevant in modern organizational behavior, where flexibility, communication, and adaptability are essential. The thorough breakdown of transformational and transactional leadership also highlights their practical implications for aligning individual and organizational goals.

Application to Practice:

Aalateeg's distinctions between management and leadership reinforce my understanding of leadership as an influence-driven process rather than a task-focused role. In my own practice, I can use this framework to explain why I value relational leadership approaches—particularly transformational leadership—as more sustainable and motivating for team members. When mentoring new staff or guiding student groups, I can consciously prioritize inspiration, shared purpose, and developmental feedback over procedural direction.

The contingency theory section helps me see the value in adjusting my leadership style to situational demands. For example, in fast-paced school environments or high-stress healthcare settings like Eastern State Hospital, I can shift between directive (when safety is critical) and participative (when morale is low or creativity is needed) styles. This awareness improves team performance and builds trust because leadership becomes contextually responsive rather than rigid.

Aalateeg's summary of behavioral theories and the Managerial Grid informs my belief in the balance between task and people orientation. When leading teams on collaborative projects, I plan to set clear expectations (initiating structure) while also showing consideration through supportive check-ins, recognizing achievements, and encouraging autonomy. This dual-focus approach will help me avoid micromanagement while still ensuring accountability and goal alignment.

Alipour, K. K., Mohammed, S., & Raghuram, S. (2018). Differences in the valuing of power among team members: A contingency approach toward examining the effects of power values diversity and relationship conflict. *Journal of Business & Psychology, 33*(2), 231–247. https://doi.org/10.1007/s10869-017-9496-8

Alipour et al. (2018) explore how diversity in team members' valuation of power can influence team outcomes, particularly in the presence of relationship conflict. The authors adopt a contingency perspective, finding that high diversity in power values can either harm or help team functioning depending on the level of interpersonal conflict. In low-conflict environments, such diversity can encourage perspective-taking and balanced decision-making. However, when conflict is high, differing views on power often exacerbate misunderstandings and reduce team effectiveness. The article provides insight into how leaders can manage value-based differences to cultivate cohesive, high-performing teams.

This article is directly relevant to contemporary leadership practices that emphasize diversity, emotional intelligence, and conflict resolution. Leaders who understand how individual differences in power orientation influence team behavior can better mediate conflict, assign roles, and build trust. It contributes to the growing body of knowledge on inclusive leadership and the importance of psychological safety in team settings.

Application to Practice:

Understanding Conflict in Hierarchical Workplaces: At Eastern State Hospital, I observed how differing power values among staff—from authoritarian supervisors to relational, collaborative team members—often led to friction and breakdowns in communication. This article helped me

understand that it wasn't just *who* held power that mattered, but *how* each person valued it. Recognizing this allowed me to navigate team dynamics more consciously and advocate for inclusive decision-making.

Leadership in Student and Peer Teams: In mentoring robotics teams and cross-functional groups, I've seen how power-value differences play out, particularly when students from diverse cultural or socioeconomic backgrounds work together. I often emphasize collaborative leadership, but I've learned to coach students on how to navigate team roles respectfully, especially when more assertive individuals clash with quieter, values-driven contributors. This article affirms my belief that relational conflict must be addressed early to prevent value-based divisions.

Personal Leadership Philosophy and Conflict Mediation: My top strengths (CliftonStrengths: Learner, Belief, Fairness; VIA: Honesty, Spirituality) incline me toward egalitarian leadership. This sometimes puts me at odds with hierarchical or command-style cultures, as I experienced at ESH. Alipour et al. validate the idea that conflict *around* power values—not just power itself—needs attention. This reinforces my commitment to servant and transformational leadership models that promote shared influence and inclusive dialogue.

Bass, B. M. (1999). Two decades of research and development in transformational leadership.

European Journal of Work and Organizational Psychology, 8(1), 9–32. Retrieved from http://techtied.net/wp-content/uploads/2007/10/bass_transforrmational_leadership.pdf

In this comprehensive article, Bernard M. Bass expands on James MacGregor Burns' foundational theory of transformational versus transactional leadership. Bass details how transformational leadership goes beyond contingent exchanges by fostering idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration. The article synthesizes two decades of empirical research and proposes the "full range of leadership" model, integrating both transformational and transactional behaviors. Bass also explores the impact of culture, gender, training, organizational structure, and personality traits on leadership effectiveness. Key findings include the augmented effectiveness of transformational leadership over transactional styles across industries and the influence of childhood moral development on adult leadership behavior.

Bass's article is a seminal piece that provides a theoretical and empirical foundation for leadership development. It emphasizes that effective leadership requires not only managerial skills but also the ability to inspire, challenge, and individually support team members. This work has directly influenced leadership assessment tools like the Multifactor Leadership Questionnaire (MLQ) and is frequently used to train managers in both corporate and clinical settings. For modern leaders facing decentralized organizations, diverse teams, and moral complexity, Bass's emphasis on ethics and self-transcendence is especially critical.

Application to Practice:

At Eastern State Hospital, I witnessed the demoralizing effects of transactional leadership styles focused on compliance over critical thought. Drawing from Bass's discussion on intellectual stimulation, I intend to encourage staff—especially those in frontline roles—to question standard operating procedures and contribute to creative problem-solving. In future roles managing interdisciplinary healthcare or educational teams, I will implement regular team debriefs that encourage constructive dissent and innovation without fear of reprisal.

Bass highlights the importance of aligning followers' personal values with broader organizational missions through idealized influence and inspirational leadership. I plan to apply this by crafting clear, shared goals and communicating them with enthusiasm and moral clarity. Whether I'm leading a team of student support staff or mental health technicians, I will use storytelling, symbolism, and personalized coaching to help individuals find meaning in their work and stay committed during high-stress periods.

One lesson I take seriously from Bass's work is the need for individualized support and development. At ESH, I observed new hires flounder without mentoring, while others were never encouraged to grow beyond their roles. I plan to use individualized development plans (IDPs), reflective check-ins, and targeted delegation to ensure every team member feels seen, challenged, and supported. This mirrors Bass's model of delegating for growth and aligns with my CliftonStrengths results that emphasize Learner and Connectedness.

Belbin Associates. (2011). *Team roles in a nutshell.* Retrieved from

https://www.belbin.com/media/1141/belbin-uk-2011-teamrolesinanutshell.pdf

This concise guide from Belbin Associates summarizes the nine Belbin Team Roles, a well-established framework used to understand individuals' behavioral contributions in team settings. The roles—Plant, Resource Investigator, Coordinator, Shaper, Monitor Evaluator, Teamworker, Implementer, Completer Finisher, and Specialist—offer insight into how people think, interact, and execute work in collaborative environments. The guide emphasizes that no one role is superior and that effective teams are balanced when roles are distributed according to natural tendencies and strengths. It also warns of role-related weaknesses, like the Plant's potential to become impractical or the Shaper's risk of offending others.

Belbin's framework is highly relevant to team-based leadership, especially for managers assembling or developing high-performing groups. It supports strengths-based leadership by acknowledging that team effectiveness hinges not on uniformity, but on strategically leveraging diversity in working styles. This tool complements modern leadership models like servant and transformational leadership by emphasizing individual development and interdependence over rigid hierarchy.

Application to Practice:

As a teacher and mentor for academic and robotics teams, I've naturally used the Belbin approach before even knowing its name—assigning students to planning, building, or presenting roles based on observed behavior and strengths. For instance, I often identify "Plants" (creative

thinkers) early and pair them with “Completer Finishers” (detail-oriented executors) to ensure innovation is matched with follow-through.

I witnessed the negative effects of unbalanced team roles—particularly when Shapers (driven and dominating personalities) overpowered Teamworkers or Monitors (more reflective and consensus-driven peers). Belbin’s model gives language to the interpersonal imbalances that contributed to stress, conflict, and poor retention among frontline staff.

My CliftonStrengths profile (Learner, Belief, Fairness, Connectedness, Achiever) aligns closely with Belbin’s Monitor Evaluator, Teamworker, and Implementer roles. Understanding this helps me lean into careful decision-making and collaboration while remaining mindful of my tendency to overthink or avoid confrontation. Belbin’s framework supports my ongoing effort to grow toward a more balanced and adaptive leadership style

Cottrill, K., Lopez, P. D., & Hoffman, C. C. (2014). How authentic leadership and inclusion benefit organizations. *Equality, Diversity and Inclusion: An International Journal, 33*(3), 275–292. Retrieved from https://wgu.idm.oclc.org/login?url=https://search.proquest.com/docview/1508532259?accountid=42542

This study examines the role of authentic leadership (AL) in promoting employee perceptions of inclusion, organizational citizenship behavior (OCB), and organization-based self-esteem (OBSE). Using survey data from 107 primary and 219 peer participants across multiple U.S. industries, the researchers found that AL significantly predicted inclusion, which in turn enhanced OBSE and OCB. Inclusion fully mediated the relationship between AL and OCB, while OBSE mediated the relationship between inclusion and OCB. The authors argue that inclusive environments fostered by authentic leaders lead to greater employee self-worth and discretionary workplace contributions. AL is defined by self-awareness, relational transparency, balanced processing, and an internalized moral perspective, aligning with ethical, transformational, and servant leadership traits.

This article underscores the power of authentic leadership to influence workplace culture by promoting psychological inclusion and trust. From a management perspective, it highlights how leaders can drive employee engagement, morale, and performance not just through policies, but through their personal integrity and openness. By establishing environments where employees feel valued, seen, and empowered to contribute meaningfully, organizations can reduce turnover, increase innovation, and improve team cohesion. The findings are especially relevant to leaders

navigating increasingly diverse and intergenerational teams, where psychological safety and identity inclusion are critical to long-term success.

Application to Practice:

As someone who has worked in environments (e.g., Eastern State Hospital) where staff often felt unheard or dismissed, I have seen the damage caused by poor communication and distrust. Drawing from Cottrill et al.'s emphasis on relational transparency, I will share openly about organizational goals, challenges, and decision-making processes with my team. Whether in education, healthcare, or administrative settings, I'll foster space for respectful dialogue and acknowledge others' perspectives, reinforcing a culture of psychological safety and inclusion.

The article's discussion on organization-based self-esteem (OBSE) resonates with my values as a teacher and aspiring social work leader. I plan to implement team check-ins, recognition rituals, and mentorship moments to help team members see their value beyond output metrics. By supporting their sense of worth and belonging, I can encourage more proactive and collaborative behaviors—akin to OCBs—especially important when managing volunteers, student workers, or newly hired technicians.

Given my high scores in "Belief," "Fairness," and "Connectedness" on various leadership assessments, Cottrill et al.'s findings reinforce my natural alignment with AL principles. In managing diverse teams—whether in a school or nonprofit context—I'll intentionally model ethical decision-making and inclusive hiring practices. I'll balance team needs with transparency and shared purpose, ensuring that historically marginalized voices are not just heard but integrated into planning and evaluation.

De Vries, R. E., Bakker-Pieper, A., & Oostenveld, W. (2010). Leadership = communication?

> The relations of leaders' communication styles with leadership styles, knowledge sharing and leadership outcomes. *Journal of Business and Psychology, 25*(3), 367–380. https://doi.org/10.1007/s10869-009-9140-2

De Vries et al. (2010) explore the extent to which leadership is rooted in communication style, focusing on six styles: verbal aggressiveness, expressiveness, preciseness, assuredness, supportiveness, and argumentativeness. The study links these communication styles with charismatic, human-oriented, and task-oriented leadership behaviors and with knowledge-sharing and leadership effectiveness. Survey data from 279 employees in a governmental organization reveal that communicative styles—especially assuredness, preciseness, and supportiveness—are strongly associated with transformational leadership and positive outcomes. Task-oriented leadership, by contrast, was found to rely less on interpersonal communication.

The article affirms that effective leadership is inseparable from effective communication, making it directly relevant to leadership roles in education, healthcare, and team-based workplaces. It underscores that leaders must develop clarity, confidence, empathy, and constructive dialogue to foster trust and performance. The findings are particularly important for leaders working in dynamic, multicultural, or high-stakes environments, where communication styles affect both staff morale and operational efficiency.

Application to Practice:

While working at Eastern State Hospital, I observed how supportiveness and clear communication could de-escalate psychiatric emergencies. As a mental health technician, I often

used a combination of assuredness and empathy to calm distressed patients and to communicate effectively across interdisciplinary teams under pressure.

As a science teacher certified in multiple subjects, I prioritize modeling effective communication styles—especially expressiveness and preciseness—in classroom leadership and collaborative planning. This article supports my emphasis on teaching students and colleagues not just *what* to communicate, but *how* to communicate it.

In my experience developing a tech-driven inventory solution for healthcare institutions, I have led student teams and communicated across status lines. De Vries et al.'s emphasis on argumentativeness as a positive trait (when paired with supportiveness and precision) supports my strategy of encouraging open dialogue and respectful disagreement during product development, especially in culturally diverse or hierarchically rigid institutions.

Gandolfi, F., & Stone, S. (2017). The emergence of leadership styles: A clarified categorization.

Review of International Comparative Management, 18(1), 18–30.

This conceptual article analyzes the emergence, classification, and meaning of leadership styles in modern organizational contexts. Gandolfi and Stone begin by addressing the leadership "crisis" marked by misinterpretation and overgeneralization of leadership styles, and propose a clarified categorization rooted in both historical theory and modern empirical findings. The authors review essential definitions, identify key attributes of effective leadership—particularly Kouzes and Posner's (2007) five practices—and offer a comprehensive breakdown of major leadership theories including trait-based, skills-based, situational, contingency, transactional, transformational, and servant leadership. The paper culminates in a visual continuum categorizing leadership styles as either leader-centric or follower-centric, grounded in the foundational work of Lewin, Lippit, and White (1939).

From a management and leadership perspective, this article is particularly important for providing clarity in a field often saturated with overlapping, vague, or conflicting leadership style definitions. Gandolfi and Stone distinguish between leadership rooted in influence, intentionality, and perception, and make a compelling case for the contextual nature of leadership. Their discussion helps organizational leaders and educators alike better evaluate which leadership styles are most appropriate given their cultural, structural, or strategic needs. This is especially relevant for those developing leadership training programs or mentoring future leaders.

Application to Practice:

The continuum model introduced in the article allows me to assess my default tendencies—particularly my preference for servant and transformational leadership—and better understand how to adapt depending on team dynamics and organizational culture. For instance, I can use this model to identify when a more directive (e.g., transactional) style may be necessary during a crisis or when onboarding new team members.

This article provides an excellent foundation for structuring leadership development workshops or onboarding sessions for emerging leaders. I can incorporate the categorization framework into training content to help participants explore how different styles impact team engagement, productivity, and morale. This fosters reflective leadership practice and encourages adaptive thinking among new managers.

By understanding the continuum between leader- and follower-centric styles, I can better assess mismatches between leadership practices and institutional values. For example, in rigid or hierarchical institutions like state-run hospitals, I can strategically apply a blend of transactional and servant leadership—offering accountability and empathy—to gradually shift the culture toward greater collaboration without disregarding institutional norms.

Heinzman, J. R. (2022, December 21). *Cultural Awareness Bias.* Western Governors University.

Heinzman's article serves as an educational primer on key concepts related to cultural awareness, intercultural communication, and bias in professional environments. The paper defines core terms—such as acculturation, cultural humility, ethnocentrism, and prejudice—and explores barriers to intercultural communication including language, anxiety, assumptions of similarity, and cultural relativism. Drawing on theoretical sources and real-world applications (particularly in Middle Eastern business contexts), the article advocates for intentional awareness, humility, and education to improve interpersonal and organizational communication across cultures.

The article is particularly relevant to modern leadership settings that demand cultural competence, especially in increasingly diverse and globalized organizations. Leaders must be capable of identifying and mitigating communication barriers rooted in cultural misunderstanding or implicit bias. This work reinforces the importance of emotional intelligence, inclusive policies, and continual reflection for ethical leadership and trust-building. It aligns well with servant leadership theory and collaborative leadership practices in mission-driven institutions.

Application to Practice:

Deconstructing Bias in Healthcare Settings: While working at Eastern State Hospital, I observed frequent communication failures rooted in bias—both among staff and between staff and patients. Heinzman's discussion of prejudice and ethnocentrism directly supports the work I did

to advocate for trauma-informed and culturally aware practices. These experiences have shaped my belief that servant leadership requires a commitment to cultural humility.

Equipping Diverse Student Teams for Success: As a certified educator and mentor to youth in robotics and STEM initiatives, I frequently lead diverse student groups. Heinzman's framing of intercultural anxiety and assumption of similarity has helped me prepare students to engage respectfully and effectively with communities and clients whose lived experiences differ from their own. Cultural awareness is a leadership competency I emphasize in all group work.

Personal Development in Leadership Style: My strengths in Connectedness, Fairness, and Spirituality (per VIA and CliftonStrengths assessments) align naturally with Heinzman's call for perspective-taking and empathy. As someone pursuing a Master's in Management and Leadership, this article affirms my belief that effective leadership requires active engagement with diverse viewpoints—not only for compliance or representation, but to foster mutual growth and trust.

Hoch, J. E. (2014). Shared leadership, diversity, and information sharing in teams. *Journal of Managerial Psychology, 29*(5), 541–564. Retrieved from https://wgu.idm.oclc.org/login?url=https://search.proquest.com/docview/2138084853?accountid=42542

Hoch (2014) investigates how shared leadership within teams can enhance information sharing, especially in diverse team environments. The study examines both surface-level diversity (e.g., gender, age) and deep-level diversity (e.g., values, attitudes), concluding that shared leadership improves information sharing across team members regardless of their differences. The research suggests that when leadership is distributed and inclusive, team members are more likely to contribute ideas, share knowledge, and trust each other's contributions, leading to better team performance and innovation.

This article is highly relevant to inclusive and team-based leadership strategies, particularly in settings where decision-making, cultural competence, and stakeholder engagement are crucial. It supports participative and servant leadership models, reinforcing the idea that leadership effectiveness does not depend solely on hierarchical authority but can emerge from collaborative dynamics. The findings are applicable across healthcare, education, and organizational development, especially in environments that are demographically or ideologically diverse.

Application to Practice:

While working in a high-stakes healthcare environment, I often observed that formal authority failed to produce trust or effective change. However, informal peer leadership—especially among front-line mental health staff—often led to improved patient care and interdepartmental

communication. Hoch's findings validate my belief in empowering all team members to lead within their roles.

As a certified educator and team leader for student research and tech initiatives (e.g., the Merrilton Robotics team), I've facilitated diverse student teams. I've seen firsthand how shared leadership roles—such as rotating project leads—improved engagement and creativity, particularly for students who might otherwise feel marginalized. This aligns with Hoch's assertion that shared leadership promotes inclusivity and knowledge exchange.

My CliftonStrengths (Learner, Belief, Futuristic, Achiever, Connectedness) and VIA strengths (Fairness, Spirituality, Love of Learning, Forgiveness, Honesty) suggest a natural affinity for shared leadership. I tend to lead by example and support others in developing their own voice, which supports Hoch's argument that shared leadership fosters innovation and psychological safety in diverse teams.

Maddy, L., & Rosenbaum, L. (2018). Determining leadership levels with the Dreyfus model.

Journal of Workplace Learning, 30(8), 626–639. Retrieved from https://wgu.idm.oclc.org/login?url=https://search.proquest.com/docview/2137387236?accountid=42542

Maddy and Rosenbaum (2018) apply the Dreyfus Model of Skill Acquisition to assess and support leadership development across five progressive levels: novice, advanced beginner, competent, proficient, and expert. Originally designed to describe learning in clinical and military contexts, the model is reframed here as a tool for identifying a leader's developmental stage and guiding targeted training and coaching. The article emphasizes how experiential learning, reflection, and contextual feedback support leaders in evolving from rule-bound novices to intuitive, situationally aware experts. The authors also connect leadership growth to emotional intelligence and decision-making capacity.

This article is highly relevant to professional development in dynamic workplaces, where leaders emerge from a wide range of backgrounds and must adapt to shifting demands. It offers a practical, scaffolded framework for managers, HR professionals, and educators to guide leadership capacity building at every stage. Especially in mission-driven or high-stakes environments (e.g., healthcare, education, social services), the model helps organizations tailor support systems that develop not just skills, but judgment, adaptability, and influence.

Application to Practice:

At Eastern State Hospital, I observed clear examples of both novice and proficient leadership—often within the same supervisory chain. Using the Dreyfus Model helped me reflect

on how transformational leadership requires a shift from rigid rule-following to adaptive, values-based action. I experienced the consequences of misaligned leadership firsthand and now use those lessons to guide my own style toward the “proficient” and “expert” levels.

As a certified teacher and team leader in educational and robotics contexts, I mentor students and entry-level professionals through project-based learning. The Dreyfus Model’s progression mirrors how I scaffold responsibilities—starting with guided instructions (novice) and gradually increasing autonomy and problem-solving (competent to proficient). It reinforces my belief that leadership is learned over time and with reflection, not assigned by title.

My personal strengths in Learning, Belief, Fairness, and Connectedness position me as a values-driven mentor. This article supports my use of servant leadership by recognizing that true expertise includes not just technical skill, but wisdom and care for others. As I grow into leadership roles myself, I find the Dreyfus Model helpful for diagnosing my own development and identifying where I can stretch or seek mentorship.

McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly, 5*(4), 117–130. Retrieved from https://wgu.idm.oclc.org/login?url=https://search-proquest-com.wgu.idm.oclc.org/docview/1548766781?accountid=42542

McCleskey (2014) reviews three foundational leadership theories—situational, transformational, and transactional—and explores their development, empirical support, and practical applications. Situational leadership emphasizes adjusting leadership behaviors based on follower maturity and task complexity. Transformational leadership (TL), popularized by Burns and Bass, centers on inspiring followers through idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. Transactional leadership, by contrast, involves a more mechanistic exchange between leader and follower based on rewards and task completion. McCleskey also addresses criticisms of each theory, noting that while TL is widely supported, it lacks clarity regarding its mechanisms; SLT is limited by conceptual inconsistencies; and transactional leadership may promote short-term compliance at the expense of deeper development. The article concludes by advocating for leadership development strategies tailored to the theory's core values—such as moral reasoning and identity formation in TL—and suggests future research should aim to integrate pluralistic, adaptive models of leadership.

From a management and leadership perspective, this article is critical for understanding how leadership styles can be matched to organizational needs and follower dynamics. Each theory offers unique tools for problem-solving and performance improvement in distinct contexts. TL is well-suited to visionary change efforts and employee empowerment, SLT emphasizes diagnostic

adaptability, and transactional leadership excels in routine, compliance-driven settings. Together, they form a holistic toolkit for leading diverse teams in complex environments.

Application to Practice:

In my current or future role as a manager or team lead, I often interact with employees at different experience levels. Applying SLT helps me tailor support based on each individual's competence and confidence—for example, offering more directive feedback to new hires while allowing experienced staff autonomy. This approach avoids a one-size-fits-all mentality and supports developmental growth.

The four I's—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—offer a powerful framework to boost morale and performance. By publicly affirming values, celebrating innovation, and mentoring team members, I can help create a purpose-driven and emotionally intelligent work environment that resonates with education, healthcare, or mission-driven institutions.

While I prefer more relational styles, I acknowledge that some roles—such as shift coordination in a clinical setting or routine compliance tasks—may benefit from transactional clarity. I can apply this model judiciously in short-term projects with concrete deliverables, while remaining aware of its limitations when it comes to fostering engagement, trust, or long-term growth.

Lozano, J., & Escrich, T. (2017). Cultural Diversity in Business: A Critical Reflection on the Ideology of Tolerance. *Journal of Business Ethics*, 142(4), 679–696. https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=edsjsr&AN=edsjsr.45022131&site=eds-live&scope=site&custid=ns017578

Lozano and Escrich (2017) critique the dominant use of "tolerance" as a managerial framework for addressing cultural diversity in business. They argue that tolerance, while often well-intentioned, can reinforce passive or hierarchical attitudes toward difference—maintaining power asymmetries rather than challenging them. The authors advocate instead for a deeper ethical framework rooted in mutual recognition, intercultural dialogue, and the moral development of both individuals and organizations. Drawing from philosophical ethics and organizational theory, the article suggests that real inclusion requires moving beyond surface-level "tolerance" toward active engagement with others' values, worldviews, and lived experiences.

This article is especially relevant for leaders working in diverse or multicultural environments, where superficial approaches to inclusion can create complacency or unspoken conflict. It challenges readers to reflect critically on whether their inclusion practices truly value difference or merely "manage" it. The piece is aligned with servant and authentic leadership theories, both of which emphasize humility, self-awareness, and ethical responsibility. For leaders committed to equity, the article offers both a theoretical critique and a moral call to action.

Application to Practice:

In my work at ESH, I witnessed firsthand how “tolerating” staff or patients from diverse backgrounds without meaningful dialogue led to passive resentment and team fragmentation. This article resonates deeply with those experiences, reinforcing my belief that genuine inclusion must go beyond symbolic gestures or policy mandates—it must involve shared understanding and systemic change.

Whether working with diverse students on STEM teams or collaborating with coworkers from different ethnic and socioeconomic backgrounds at Amazon, I’ve seen how unacknowledged differences can hinder collaboration. I try to lead by recognizing and valuing others’ perspectives rather than minimizing them. Lozano and Escrich’s critique supports my effort to create culturally responsive spaces rooted in shared respect, not just polite coexistence.

My CliftonStrengths and VIA results (especially Belief, Fairness, and Spirituality) reflect a deeply moral leadership style. This article aligns with my intrinsic motivation to lead inclusively—not because it is required, but because I see it as ethically necessary. I aim to foster intercultural environments that prioritize *recognition* over *tolerance* and that model genuine inclusion for others to follow.

Sendjaya, S., & Sarros, J. C. (2002). Servant leadership: Its origin, development, and application in organizations. *Journal of Leadership & Organizational Studies, 9(2), 57–64.*

This article explores the foundational philosophy, development, and practical implications of servant leadership, particularly as conceptualized by Robert Greenleaf and modeled by historical figures such as Jesus Christ. Sendjaya and Sarros argue that servant leadership is distinguished by the leader's **primary intent** to serve and their **self-concept** as a servant. They emphasize the moral, relational, and altruistic nature of servant leadership, and highlight how its focus on stewardship, humility, and follower development sets it apart from traditional hierarchical models. The article also examines how servant leadership is being implemented in modern organizations such as Southwest Airlines, TDIndustries, and Synovus Financial. Despite its growing popularity, the authors note a lack of empirical research and call for further study to advance servant leadership from a values-based movement to a rigorously tested theory.

From a management and leadership standpoint, this article is crucial because it provides a deeply rooted ethical framework for leadership practice. It redefines leadership as a moral vocation rather than a power position, with the goal of helping others reach their full potential. This follower-centric mindset aligns with organizational trends emphasizing psychological safety, shared authority, and long-term human development. The distinction between "I serve because I am the leader" and "I am the leader because I serve" challenges traditional assumptions about authority and invites leaders to critically assess their motivations.

Application to Practice:

The article's emphasis on a servant-first mindset resonates strongly with my personal leadership philosophy. It reminds me to consistently assess whether my actions prioritize others' growth and well-being. In school and hospital environments—where relational trust and empowerment are key—I can model servant leadership by actively listening, celebrating others' progress, and removing barriers to success.

Drawing on examples like TDIndustries and Synovus Financial, I see how servant leadership can be embedded in organizational culture. In practice, I can advocate for systems that reward collaboration, recognize emotional labor, and encourage shared decision-making. This approach helps cultivate psychological ownership and a sense of belonging within teams.

As a mentor or training facilitator, I can use servant leadership principles to guide emerging leaders. By focusing on values like humility, stewardship, and moral courage, I can help others see leadership not as a means of authority, but as a responsibility to elevate others. This is especially powerful in education and human services, where integrity and trust are foundational to impact.

Serrano Archimi, C., Reynaud, E., Yasin, H. M., & Bhatti, Z. A. (2018). How Perceived Corporate Social Responsibility Affects Employee Cynicism: The Mediating Role of Organizational Trust. *Journal of Business Ethics*, 151(4), 907–921. https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=eue&AN=131640606&site=eds-live&scope=site&custid=ns017578

Serrano Archimi et al. (2018) investigate how employees' perceptions of corporate social responsibility (CSR) influence organizational trust and, in turn, reduce employee cynicism. The study finds that CSR initiatives—when perceived as genuine—can improve employee attitudes and morale by fostering trust in leadership and organizational motives. However, when CSR efforts appear performative or inconsistent with internal policies, they may increase cynicism instead. The authors position organizational trust as the key mediating factor between CSR perceptions and employee emotional responses, offering a nuanced understanding of how values-based practices impact workplace culture.

This article is particularly relevant in ethically sensitive or mission-driven industries, such as healthcare, education, and social services. It emphasizes the importance of organizational authenticity and consistency between stated values and internal culture. For leaders aiming to reduce disengagement, burnout, or mistrust, this research supports prioritizing transparent communication, employee voice, and ethically grounded decision-making as essential strategies.

Application to Practice:

During my time at ESH, I saw firsthand how cynical staff became when leadership publicly promoted values like "respect" and "dignity," but failed to uphold those values in practice. CSR

messaging was disconnected from the lived experience of employees and patients alike. This article helped clarify why trust—and not just policy—is essential for staff morale and organizational credibility.

As a frontline employee at Amazon, I had opportunities to lead by example during moments of crisis—such as when I responded to a medical emergency. Although not in a formal leadership role, I saw how actions rooted in care and ethics built informal trust among coworkers. Serrano Archimi et al.'s findings validate my belief that servant leadership and ethical consistency are critical to fostering trust from the ground up.

With strengths in Honesty, Fairness, and Belief, I naturally gravitate toward transparent, values-based leadership. This article reinforces the idea that corporate ethics cannot be surface-level or externally focused; they must be embedded in how people are treated daily. As I advance into formal leadership roles, I intend to cultivate trust by aligning institutional actions with publicly stated commitments to equity, care, and accountability.