

Leadership



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Trait & Behavioural Theories:

Trait theory addresses leadership from the viewpoint that leadership is driven by the individual's *characteristics*. Some of those characteristics might be genetic while others might be learned.

Leaders are born, not made. Leaders are born with traits that will help them become successful leader.(PICSID)

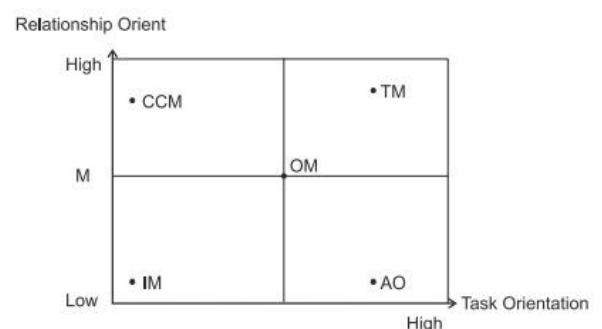
1. **Physical attractiveness:** Emphasizes factors like good and fit looking, commanding voice and style of presentation.
2. **Intelligence (IQ)**
3. **Confidence:** shows the trust by employees.
4. **Social Skills (EI).**
5. **Integrity:** – is the most important trait to be a successful leader. It is about the truth and keeping your word, as well as about not asking for things you wouldn't do by yourself
6. **Desire to lead.**

Many descriptions of leadership emphasize that effective leadership is about winning the minds and hearts of others. Winning minds is an intellectual task and requires the application of cognitive skills such as reasoning and logic. However, winning hearts is an emotional task and requires the exercise of social and emotional intelligence.

EI: Self Awareness – Self Management – Awareness of others – Relationship with others – Pursuing the goals.

Behaviour Theory: analyzing the current leadership behaviours:

1. McGregor's Theory X and Theory Y: Two main components are task and relation-oriented managers.
2. Black and Mouton Managerial Grid: They propose that there are five important



positions on the grid to consider: Impoverished management - Country club management - Organisation (wo) man- Authority–obedience - Team management.

3. Tannenbaum and Schmidt (Leadership Continuum): Leader should choose the style within this continuum to maximize influence on followers (depending upon the degree to which leader use their authority):

- **Tell:** This is an authoritarian style. Leaders take decisions and control.
- **Sell:** leaders take decisions and control but in softer and more persuasive way.
- **Consult:** Leaders consult with followers and obtain their views, but reserve the right to make decisions.
- **Joins:** Totally participative way.

4. Hersey and Blanchard's situational leadership: [Leaders choose a leadership behaviour to suit the situation].

Rests on basic assumptions:

- There is no single all-purpose leadership style, but rather what is appropriate depends upon nature of followers and tasks.
- Leader behaviour has two components: directive – supportive.

Leadership style should be adjusted to the developing level of followers (which is relates to three factors: Competence – Commitment – Confidence):

- Level D1 – Enthusiastic Beginner → S1 DIRECT
- Level D2 – Disillusioned Learner → S2 COACH
- Level D3 – Regular Contributor → S3 SUPPORT
- Level D4 – Peak Performer → S4 DELEGATE

5. Fielder's Model of "Contingency Theory": [Leadership style is relatively stable; such situation must be selected to suit the leader's style]. Every leader has set of personality characteristics to adapt a particular style. Fiedler develop a measure (of the leader

attitude) called **LPC**. High LPC leader: prefer relationship oriented. Low LPC leaders: prefer task oriented.

There are three situational variables: leader-member relationship – task structure – positional power.

Leader member relations	Good				Poor			
	High		Low		High		Low	
Task structure	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
Position power	1	2	3	4	5	6	7	8
Preferred leadership style (LPC score)	<ul style="list-style-type: none"> Low relationship motivated Moderate relationship motivated 			<ul style="list-style-type: none"> High relationship motivated 			<ul style="list-style-type: none"> Low relationship motivated 	

Figure 3.3 A contingency model of leadership

6. House and Mitchell’s “Path-goal theory”: Behaviour theory which based on the Expectancy-Valence theory of Vroom.

House identified four main types of leadership behaviour:

- Directive – giving clear instructions as to what the goal is and the way they should go about accomplishing it;
 - Supportive – encouraging and supporting individuals in accomplishing the goal;
 - Participative – involving individuals in the goal setting process, and listening to their opinions and views;
 - Achievement oriented – setting challenging goals and building confidence in followers to achieve those goals
7. Transaction leadership: linked to stability, order, tradition, hierarchy and autocratic style. Use contingent rewards, management by exception (active and passive) as well as laissez-faire style when it comes to overtake responsibility which is not directly assigned to your task.

Transformation leadership: associated with change. Use their charisma, emotional intelligence (analysis of trait theory useful in developing a transformational style) inspirational motivation, intellectual stimulation as well as individual consideration to engage hearts, minds and emotion of followers.

Change Agent:

- Recognizing the need for change.
- Creating a vision for change.
- Implement the change.

Charisma: a charismatic leader show five behavioural attributes:

- Articulation a vision.
- Challenge the status quo.
- Empower others and sensitivity to followers' need.
- Risk taker
- Unconventional behaviour.

Leader – Follower relationship:

1. Good (effective) follower:
 - Speak the truth.
 - Share their best ideas.
 - Willing to be a follower.
 - Speak up when needed.
2. Five types of follower:
 - Exemplary and effective follower: conduct work with energy, self-starters, and problem solvers, rated highly by superiors.
 - Survivors: go along with leaders and adapt to any new circumstances.
 - Yes men (people): Not enterprising (energetic) and little servile.
 - Sheep: Do what is asked of them. Passive and unengaged, lack sense of responsibility.
 - The alienated: independent in thinking but passive in their working.
3. Good leader help their follower (Path-Goal Theory application):
 - Understand the goals.
 - Think for themselves.
 - Act in pursuit of these goals.
4. Using situational leadership behaviour model: the development level and corresponding leadership style.
5. Using Fiedler's contingency model:

Table 5.5 **Relations and task orientations**

Highly unfavourable conditions	Moderately favourable conditions	Highly favourable conditions
Relation-oriented Followers worse than task-oriented followers	Relation-oriented Followers <i>better</i> than task-oriented followers	Relation-oriented Followers <i>better</i> than task-oriented followers

6. Three types of leader-follower relation:

- **Regressive** :(Not constructive) tend to prevail when the need for physical safety is the focus of the followers' concerns. Examples: Anti-follower, anti-leader.
- **Symbolic**: Occur when followers are concerned with personal and social identity. Followers can seek to enhance their sense of self-worth.
- **Developmental**: Come to the fore when safety and identity needs are met. Followers may achieve exceptional organizational performance and growth in capability. Example: Servant leadership: leader works with follower on the basis that they participate in the pursuit of common Organisational purpose.

7. The leader has to be transformational by demonstrating Kouzes & posner's five exemplary behaviour:

- Model the way.
- Inspire a shared vision.
- Challenge the status quo.
- Enable other to act (empowerment).
- Encourage the heart.

8. Leaders who reported higher levels of emotional intelligence were perceived by their followers as higher in transformational leadership and more effective as leaders.

9. Leader-follower relations should be considered with cultural content, anti-follower, anti-leader in mind.

10. Followers were not born into that role but become followers as a result of work experience. And they could be trained to be exemplary followers.

11. Distributed leadership: stems from leaders' willingness to let others lead for some activities, thus developing the follower and increase skills base for leadership in the organisation.

Leadership development:

The focus of leadership style should shift from developing the individual to leadership function.

Change should consider recruitment, succession planning, job placement, compensation and executive development. This new approach to leadership development is called **succession management**, which are based on two steps: Identify (the potential leader(s)) – Development (their knowledge by training).

1. Leader need to know the context of change:

- A change in the mode of conduct required of leaders from transactional to transformational.
- the need to change organizations, but in uncertain ways;
- A change from heroic leadership executed almost entirely by the individual to leadership carried out by leadership teams, teams that are cohesive, that have shared visions and which develop skills to complement each other.
- A change from stable individual jobs to strategic, constantly redefined tasks that are often performed by teams.
- A change from simple, logical, bureaucratic forms of organizations to complex, global and organic forms, constantly coping with change.
- A change in followers from industrial-era to knowledge-era mindsets.

2. Frame works: most of management leadership programs focus on overall leadership development which process the following characteristics:

- A culture of leadership development, actively driven and supported from the top;
- Leadership development aims that are woven into and evolve with organizational strategy.

There are five types (models) of development in organizations:

- I. The ladder: leaders develop step by step to be promoted.
 - II. The circus: everyone tries hard to have better performance, and better ones goes up.
 - III. The jungle: law of jungle, first to survival, then beat the competition.
 - IV. Matrix: send staff in deferent department, to develop their skills in deferent areas.
 - V. Ranking (academy): send them on training course, train them and rank them depending on their performance.
- Programs aims based on competencies thought to be specific to the organization: Competencies can be defined be either using data based, value based, strategy based or based on learning theory.
 - support of leadership development through congruent HR and performance management systems: the development and overall leadership has following processes:
 1. A job posting system.
 2. A succession planning system.
 3. In-house leadership development resources.
 4. Systematic executive involvement.
 - A broad interface with external resources.

3. Organizational management practice:

- University programs.
- Job assignment: Rotation, Secondments, Job swapping, Job sharing and back to basics” assignment.
- Assessment and feedback: Assessment centers, 360 feedback, Psychometrics, Performance reviews.

- One – to – one support: Mentoring and shadowing and Coaching.
- Structured learning program: In house training, E-learning, corporate universities, Community service, specialized programs, Employee Assistance programs, learning centers.

If leader uses these practices and improve his leadership style then he would be liked by followers, survive and fulfill his vision.

4. A three track leader development design: The leadership programme can be divided into three tracks:

- Business track: learn more about the business.
- Leadership track: learn more about leadership theories/skills/behaviour.
- Personal track (self-development): better understanding of self to increase self-leadership.

5. Learning theories:

- I. Behaviourism: stimulus-response): rewarding behaviours.
- II. Cognitivism: internal mental process. Present same skill in variety of ways: reading – discussion – practice – observation.
- III. Social learning: observing others.
- IV. Androgogy: teaching adults. Adults motivate when there is immediate application of the skills.
- V. Learning Style: Activist – Pragmatic – Theorist – Reflector.
- VI. Action learning: learning by doing real projects at work. $L=P+Q$; (L) learning, (P) programmed knowledge, (Q) questions.

Strategic leadership:

Strategic leadership is about choosing and implementing a strategy.

Strategic leadership is defined by Rowe as the ability to influence individuals to modify their day to day activities.

1. Strategy options (Strategies school):

There are three strategy options:

- I. **The era of grand design** - based on heroic leaders. This type of strategy focuses on the current environment and expected changes in that environment (Market analysis, (DENTPC), demographic, economic, natural, political, socio-cultural), and builds a strategy based on that. A SWOT analysis can be used to consider strengths and weaknesses within the company, and opportunities and threats may exist outside. From this a strategy is developed, and the conduct of the organisation is selected (4PS; product, price, place, promotion) – who should we employ? What reward system shall we use? How will we deliver? Performance is expected to follow:

ENVIRONMENT → STRATEGY → CONDUCT → PERFORMANCE While this process is certainly better than the strategy, it does have its shortcomings. It relies heavily on one person to make decisions – not entirely relevant to the transformational leadership. There might also be a temptation to think this can be done once whereas actually the strategy should be re-visited, at least annually, to ensure it is still fit for purpose.

- II. **Positioning strategy**- based on analysis of the industries. A strategy of either cost leadership, product differentiations on or focus is selected, based on an analysis of the competitive marketplace. Tools that might

be used for this analysis include: Porter's Five Forces: 1. Threat of New Entrants 2. Threat of substitutes 3. Bargaining power of suppliers 4. Bargaining power of buyers 5. Competitiveness within the industry.

The BCG Matrix Based on the analysis, the company can decide whether to invest in a product, or divest itself.

Miles and Snow offered four possible strategic positions:

- Prospectors, who were entrepreneurially exploring new domains;
- Analyzers, who were a bit like the design school prescription?
- Defenders, who were interested only in responding to strategic problems by protecting themselves; and
- Reactors, who were only responsive to others.

III. **Complexity**- based on wise policy makers. The era of complexity is one of constant risk and change with many models of delivery and structure.

Company is at risk of becoming irrelevant in the market if they don't:

- Innovate.
- Change.
- Move from softball to hardball.

Both the design era and the positioning era, according to Coad (2005), emphasize predictability, order and control in a world of complexity and uncertainty, and tended to focus on the organisation as a sealed unit. However firms in the era of complexity slow to adapt to that fact.

2. **Strategy implementation:** once a strategy is selected, leader should follow the five steps of strategy implementation:

- **Configuring** – make sure the strategy is clear and communicated. Enable Org to consider its environment and its characteristics.
- **Facilitating** – ensure that the organisation has and can build capability through building resources, physical assets and human assets. It is matter of building relationship.
- **Delivering (executing)** – implementing the strategy. Develop KPIs to track progress and help with feedback. Develop performance based reward system.
- **Evaluating (monitors & control)** – an effective leader must put mechanisms in place to ensure the strategy is working. This might include sales targets, profit levels.

Leaders need to consider four levels of evaluation:

1 **Compare** (Planned vs. Actual) what was intended with what happened, and enquire into causes and meanings, in order to learn, but not to punish.

2 **Consider** the ideas that informed the course of action, consider whether these were well enough understood, and seek gaps in understanding in order to consider how to fill them.

3 **Consider** the debates and analysis that took place and are taking place in the configuration process. What was included and excluded? What might be reconsidered? What new ideas might help here to reconsider the processes of configuration?

4 **Engage** (stakeholder Managements) in dialogue as much as possible with the varied stakeholders as to their perceptions and evaluations in order to gather the widest understanding.

- Changing (Integrated change control) – perhaps the most important step. The leader must be prepared to redesign the strategy if it isn't working, or external forces demand something else be done.

3. Strategic alignment: Alignment refers to the need to align the organization to the strategy. Clearly alignment is a major task of the strategic leaders.

One would want to ensure strategy alignment with:

- Staff – ensure they understand the strategy and their roles in it.

Emphasis its purpose and urgency.

- Organisational culture.
- Control mechanisms.
- Internal/external resources.
- Organisational structure.
- Goals of the organisation.

Alignment process: Make sure that mission statement fits with managers' knowledge → ensure that all employees have a copy explained to them → ensure they understand it → encourage buy-in and commitments to the mission statement → ensure the actions to implement the change are done and reported.

Any strategic change will be met with some resistance – expect this, and use persuasion and engagement to get them on board, rather than positional power.

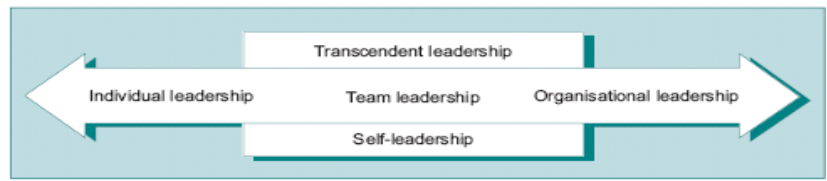


Figure 9.1 A continuum of leadership choices

Building leadership teams:

Underpinning leadership behaviour:

- Self-leadership: self-knowledge and self-discipline to select appropriate behaviour.
 - Transcendent leadership: behaviours, skills that are appropriate across all situation. Mostly important: **integrity** (tell the truth – do what you say you are going to do).
1. Leading Individual: Situational leadership level of development D1 – D2 – D3 – D4.
 2. Leading Teams: team formation: Forming (S1 directing) – Storming (S2 Coaching) – Norming (S3 Supporting) – Performing (S4 Delegating).
 3. Source of power: Legitimate – Coercive – Reward – Referent – Expert
 4. Kouzes and Posner five key practices of exemplary leaders (**MICEE**):
 - Model the way: Planning, setting goals, WBS, values & ideas & beliefs.
 - Inspire a shared vision: Future, dreams, forecast.
 - Challenge the process (status quo): Development, improvement, learning and risk taking.
 - Enable others to act: Empowerment, relationship, training and collaboration.
 - Encourage the heart: Transformational leadership- emotional Intelligence, reward, recognition, appreciation and praising.
 5. Path-Goal theory: Motivation for team.
 6. Effective communication.
 7. Context of change.
 8. Framework + organizational practices.
 9. Three tracks of developments.

Leadership style	Behaviours associated with that style	Action steps to move ahead	Leader's actions
S1/Directing <ul style="list-style-type: none"> • Leader has more control • Support not required beyond common courtesy 	<ul style="list-style-type: none"> • Control with heart • Give direction • Tell follower what to do, when to do it and how to do it • Monitor follower's work closely and constantly • Set targets and deadlines • Make decisions • Identify problems, control problem-solving and identify solutions • Define roles 	<ul style="list-style-type: none"> • Set a mission • Set goals • Establish roles • Recognise need to move out of 'forming' stage • Identify the team, its tools and resources • Leader must be directive • Figure ways to build trust • Define a reward structure • Take risks • Bring group together periodically to work on common tasks • Assert power • Decide once and for all to be on the team 	<ul style="list-style-type: none"> • Provide structure • Hold regular meetings • Clarify tasks and roles • Encourage participation by all, domination by none • Facilitate learning about one another's areas of expertise and preferred working modes • Share all relevant information • Encourage members to ask questions of you and one another
S2/Coaching <ul style="list-style-type: none"> • Leader has more control • Support beyond common courtesy required 	<ul style="list-style-type: none"> • Ask, encourage, control • Make decisions and set plans with input from follower • Explain decisions to follower • Solicit follower's ideas • Support and praise follower's initiative • Evaluate follower's work • Set goals and deadlines • Direct follower's work • Identify problems 	<ul style="list-style-type: none"> • Team leader should actively support and reinforce team behaviour, facilitate the group, for wins create positive environment • Leader must ask for and expect results • Recognise, publicise team wins • Agree on individuals' role and responsibilities • Buy into objectives and activities • Listen to each other • Set and take team time together • Everyone works actively to set a supportive environment 	<ul style="list-style-type: none"> • Use joint problem-solving, have members explain why idea is useful and how to improve it • Establish norm supporting expression of different viewpoints • Discuss group's decision-making process and share decision-making responsibility • Encourage members to state how they feel as well as what they think about an issue • Give members the resources needed to do their jobs to the extent possible
S3/Supporting <ul style="list-style-type: none"> • Follower has more control • Support beyond common courtesy required 	<ul style="list-style-type: none"> • Ask, encourage, allow • Join follower in problem-solving when requested • Provide ideas and/or resources when requested • Listen to follower's ideas • Assure follower of his or her competence • Facilitate follower's problem-solving • Ask follower to define how task should be done • Help follower evaluate his or her own work 	<ul style="list-style-type: none"> • Request and accept feedback • Build trust by honouring commitments 	<p>(when not, explain)</p>
S4/Delegating <ul style="list-style-type: none"> • Follower has more control • Support not required beyond common courtesy 	<ul style="list-style-type: none"> • Delegate with presence • Allow follower to set plans, solve problems, make decisions • Have follower evaluate his or her own work • Allow follower to take credit • Define problems with follower • Set goals together • Monitor follower's performance periodically or infrequently at most • Be available to follower 	<ul style="list-style-type: none"> • Keep up the team wins • Maintain traditions • Praise and flatter each other • Self-evaluate without fuss • Recognise and reinforce 'synergy' team behaviour • Share leadership role in team, based on who does what the best • Share reward for successes • Communicate all the time • Share responsibility • Delegate freely within team • Keep raising the bar/new, higher goals • Be selective of new team members; select and train to maintain the team spirit 	<ul style="list-style-type: none"> • Talk openly about your own issues and concerns • Have group members manage agenda items, particularly those in which you have a high stake • Give and request both positive and constructive negative feedback in the group • Assign challenging problems for consensus decisions • Delegate as much as the members are capable of handling; help them as necessary
		<ul style="list-style-type: none"> • Maintain efforts that brought the team to this stage 	<ul style="list-style-type: none"> • Jointly set challenging goals • Look for new opportunities to increase the group's scope • Question assumptions and traditional way of behaving • Develop mechanism for ongoing self-assessment by the group • Appreciate each member's contribution • Develop members to their fullest potential through task assignments and feedback

Performing

Culture, Gender and Ethics:

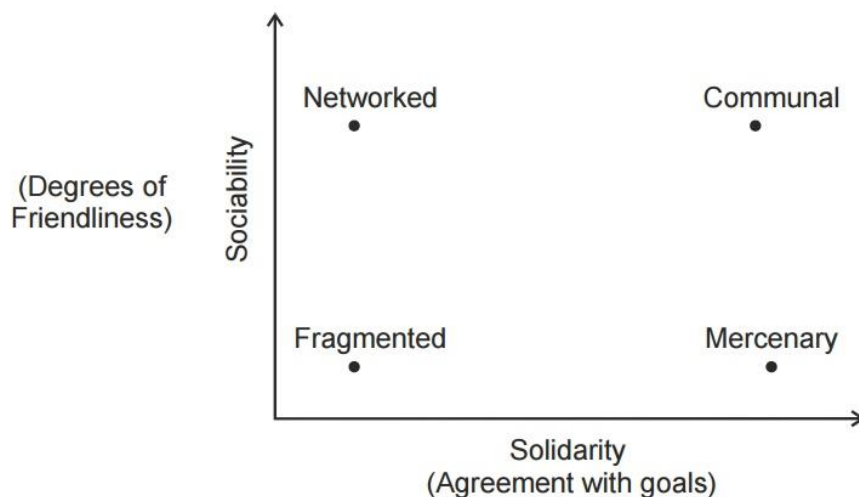
Culture can be an issue within any organization. Largely, culture is a product of the country and traditions in which the organisation is based and little can be done to change that. However, there are some things leaders can do to shift the organizational culture.

Culture is about attitude, values and beliefs.

If company move into international market, it should focus on developing **Transcultural leader**, by teaching executives: hofstede, house, Goffe&Jones):

1. It would be useful to look at the organisation in the light of Hofstede's research, into what defines the culture of an organisation:
(Organizational culture is essentially how the organisation has been behaving. It has a lot to do with the kind of and age of employees, the social structure, the demographics and the type of organisation.) **MPCU**
 - A. Power distance: the degree to which organizations were hierarchic. High power distance organisation prefers leaders who are less participative, Low power distance organisation prefer egalitarianism (equality).
 - B. Uncertainty avoidance: the degree to which individuals preferred to avoid uncertainty. High uncertainty avoidance countries do planning for risk MGT; Low uncertainty avoidance countries prefer flexibility and innovation.
 - C. Collectivism: the degree to which decisions are made by an individual, as opposed to a group. Collectivism leaders prefer transformational leadership, Individualist leaders prefer transactional leadership.
 - D. Masculinity: the degree to which male characteristics were preferred over feminine characteristics. Feminism deals more with gender egalitarianism, charisma and vision.
2. House defined three different ways in which leaders and culture came together (three propositions):

- A. Leader's behaviour can be congruent (aligned) with culture in which they are imbedded.
 - B. Leader behaviour might be slightly different (slightly incongruent) with culture, that might lead to innovation and change.
 - C. Leader behaviors are almost universal. Culture had little or no impact here.
3. Goffee and Jones's solidarity matrix sets out four types of Organisational behaviours/cultures:



Gender:

1. Mode of conduct: Feminine linked with transformational theory; emotional intelligence, Charisma vs. Masculine linked with transactional theory.
2. Leadership style: women (participative, democratic) Vs. Men (Directive, autocratic).
3. Soft & interpersonal skills: Women (communication, empathy, conflict handling, negotiating, interactive, collaboration). Vs. Men (Competitive, aggressive, strategic planning, winning).
4. Orientation: Women (relationship) Vs. Men (task).
5. Culture: Women (collectivism, community, gender egalitairism) Vs. Men (individualism, independence, separate sex roles).

Ethics can be defined as that which tries to explain things, like what is good, compassion, love, truth and what is right or wrong.

Ethics and law are similar in that they both have moral obligation and are different since ethics are not documented and not punishable legally.

1. Ethical behaviour has two components (the challenges of ethics):

- finding what is right
- And then doing what is right.

2. Ethics development(Ethical decisions) in any organisation can follow any of three processes:

Type of unethical roadmap	Advantages	Disadvantages
Deontological/Contractarian: Ethical decisions are made against relatively unchanging principles that set out our rights, roles and duties. Contractarian theory would dismiss any consequential damage of our ethical choices as long as the choice was consistent with agreed principles. Unfortunately, such consequences may well be morally unacceptable. It is unrealistic to attempt to justify standing by our principles, regardless of the outcomes.	Such principles can be well understood and interpreted, and what is 'right' can be clearly defined.	Outcomes are not considered: adherence to principles could lead to a lesser good.
Utilitarian/outcome morality: Ethical decisions are made based on outcomes, the path which will likely lead to the greatest good.	Flexibility in ethical Decision-making will lead to the best outcome.	The processes are not considered, so even unethical or unlawful means of achieving the best outcome can be employed.
Moral judgment: Ethical decisions are made based on internal moral virtues that support a life worth living. These two dimensions lead to the identification of character traits or virtues. The social dimension is based on the fact that we need to live in a community. Traits include: <u>Loyalty</u> , <u>fairness</u> , <u>compassion</u> , <u>friendliness</u> . By contrast, the aspirational virtues promote <i>inner</i> peace. They are what help differentiate humans from other community dwelling creatures, for they give us the sense that we have space to accomplish something, to find a purpose for our lives, to develop a sense of personal fulfillment. The virtues associated with the aspirational dimension include <u>sensibility</u> , <u>ambition</u> , <u>enthusiasm</u> , <u>modesty</u> and <u>self-knowledge</u> .	Ethical decisions rest on internal strength of character traits and morality, and balance emotion and judgment	Methods to assess and develop internal virtues are not well established and decisions must still be made within an external context.

3. The Ethical position of the business (ethical Business stances): Negative – Congruent – Positive:

The ethical position of the business	
Negative ethical gap:	The organization positions itself so that its ethical practices lag behind societal expectations and actively resists pressures, particularly as they effect profitability.
Ethical congruence:	The organization identifies changing societal expectations and positions its products or service to meet those Expectations.
Positive ethical gap:	The organization positions itself so that its ethical practices exceed societal expectations, actively setting a standard and perhaps providing leadership in The development of ethical practices.

4. It is very clear that the actions of Organisational leaders impact on the behaviour of their follower. Therefore if leaders wish to ensure that their organisation act in ethical manner, they must not only model ethical behaviours themselves, but also ensure that their subordinates model those behaviours as well.
5. Company, will have to come up with a code of conduct that is fully supported by top leadership to avoid any further ethical issues in the organisation as a whole. This code of conduct should be focused internally and should be inspirational. Leadership will also communicate and ensure implementation of the code of conduct through the introduction of rewards and sanctions depending on the compliance terms. This would ensure good business since good ethics equals good business.

Sittings (situations) that could prevent leader success (success not automatic):

- Gender issues: like male (or female) dominance environment/heterogeneous.
- Ethics issues: not follow code of conduct, use utilitarian approach in deontological environment with a strict code of conduct.
- Cultural issues: according to hofstede research. When leader not follow the right culture.
- Mode of conduct: transactional (tight control) Vs. Transformational.
- Conflict in leading the individual D1-D2-D3-D4 with S1-S2-S3-S4, Or with leading teams forming – storming – norming – performing. That could make over or under leading.