

NeleaS

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Part 1. Academic Report

Introduction

The first part of this Portfolio is represented by a report on effective leadership in a workplace context. The report aims to illustrate the leadership impact of a fast-changing environment. To achieve the report's aims, the objectives are represented by identifying practical leadership skills, opposite with management skills, followed by a short introduction to leadership styles, moving forward to barriers for leadership in the organisation context and a section about ethical leadership approaches. The research is trying to contrast the manager's roles with leadership roles. This answer to the question of the leaders are born with special skills or if every person can become a leader with the proper education and in the right environment. What makes the leader unique from a management perspective? The managers have the right qualifications; they represent the authority opposite the leaders, which have followers and inspire people to follow them for their vision.

Effective Leadership Skills

¹⁸ Peter Drucker, a renowned management consultant and author, is attributed with the famous quote, "*Management is doing things right; leadership is doing the right things.*" (P. Drucker, 2009). This statement contrasts the distinctions between management and leadership, highlighting their distinct purposes and outcomes. Let's analyse this statement in depth. ³⁰ Management is the organisation of resources, people, and processes to achieve objectives. It emphasises planning, routines, resources, efficiency, and effectiveness. Well-executed tasks involve following procedures and performing tasks efficiently. Managers organise daily operations, resolve problems, and ensure duties are completed according to specifications. As a result, it is optional for the manager to follow specific procedures already in place in the workplace; it will be recommended to have a great communication style to achieve great results; people will tend to respect the authority in the workplace represented by management at different levels, but not because they share the same vision with that manager, but rather because they fear the consequences which can result if they do not comply. Ford's management approach was successful in the industrial era (Senge P et., al, 2009), where the manager was to supervise the production line and ensure that the process was effective, the employees were performing their duties and had high performance. During this time, the information and decisions

regarding business activities belong to the managers, and the employees do not need creativity, problem-solving, or decision-making. It can be concluded that the employees followed the manager's instructions but not necessarily the managers. However, some manager qualities, such as communication, motivation, responsibility, positivity, and commitment, are desirable but optional required. In the current workplace environment, the automation process, artificial intelligence, and fast-changing environment are shifting the emphasis away from knowing how to do a single task, which robots can do, or the instructions can be found within a click distance. People no longer require a person to tell them what to do; instead, they require a leader with a vision to follow and inspire them. On the other hand, leadership involves guiding and motivating individuals to accomplish a common goal. Strategic decisions, establishing priorities, and taking action are the correct actions. It involves motivating individuals or groups to attain objectives. Leaders foster long-term vision, originality, a positive work environment, and team development. People such as Elon Musk or Mark Zuckerberg, the CEO of Facebook, are not only administrators and leaders because people believe and follow them, but a single tweet from Elon Musk on Twitter is sufficient to alter the share price. No manager can force his employees to believe a certain way; as a leader, Elon Musk does not force people to follow him; they do so because they share the same values. It can be concluded that leadership skills are similar to good management skills, such as communication, motivation, responsibility, and positivity; the level of these skills is not as important, as they can all be improved and developed through practice; however, all leaders share a belief in something more significant, a vision.

Effective Leadership Styles

Leadership styles considerably influence the dynamics and performance of a team or organisation. There are different leadership styles, each with its approach and purpose; some examples are ¹⁷ autocratic leadership, democratic leadership, task leadership, relationship leadership, laissez-faire leadership, charismatic leadership, and servant leadership. (Image.1) Autocratic leadership is distinguished by centralised decision-making and control, with the leader wielding absolute power and authority. Democratic leadership emphasises team members' active engagement and collaborative decision-making. Relationship leadership prioritises beneficial relationships, collaboration, and teamwork, whereas task leadership prioritises goal

achievement, efficiency, and performance. Laissez-faire leadership takes a hands-off attitude, allowing team members much flexibility and autonomy. Charismatic leadership motivates and guides people using the leader's appeal, influence, and inspirational traits. Finally, servant leadership is characterised by selflessness, empathy, and a focus on the growth and development of others. Understanding these diverse leadership styles can assist leaders in selecting the strategy that best fits their objectives and organisational culture.



(Image.1, Source: profit.co, 2023)

Democratic leadership style

Empowerment and autonomy are created when employees and team members believe they influence “their own destiny” (Bhatti et al., 2012). This leadership style, also known as empowering leadership, promotes individuals to take ownership of their work, make decisions, and contribute to the team's or organisation's overall success. Employees felt more invested in their work and inspired to perform when they could control it. They become more proactive, innovative and take the initiative to address issues and take advantage of possibilities. This leadership style develops a culture of trust, collaboration, and creativity by making employees feel valued and respected for

their efforts. As a result, efficiency improves because individuals are empowered to make decisions based on their expertise, resulting in increased productivity, better problem-solving, and a more substantial commitment to attaining goals. On another side, the main disadvantages of this theory are represented by time taking for individuals to make the right decisions. However, the final result can be better than in traditional management, where the employee does not have the power to take decisions, and their opinion is not relevant to the company. An example of a democratic leadership style can be represented by UK Prime Minister, which leads the cabinets, and encourage the team members to make decisions.

Autocratic leadership style

¹ The autocratic leadership style is a management model where the leaders and the members need more power to impact the decisions. The leader's vision and belief will lead to decision-making, not the team members' opinions. This model can usually be found in small businesses with few employees. The main advantage of this model is the quicker decision process. On the other hand, no team members are involved in the decision process, which results in less motivation for people to become creative, motivated and problem-solving orientated. Some specialists say this style is. "*Usually viewed as controlling, bossy, and dictatorial*". (Khan M. et., al 2015), that means it will damage more than reward in the long term and can bring low team morale. On another site, if the company is dealing with fast-changing issues, this style can bring benefits because it is taking quick decisions.

Both autocratic and democratic leadership styles have advantages and disadvantages, which will be illustrated in Table.1, below.

31 Autocratic leadership style	Democratic leadership style
Authority is centralised; the leader or manager is responsible for decisions.	It is decentralised; the power of the decision is not focused only on the leader.
This leadership style is more task orientated; the roles are well-defined, each member of the team is responsible for a specific task, and the leader is responsible to identify the right solution.	29 Opposite to the autocratic style, the democratic leadership style is people orientated, the decision is made after consultation with the team, the people

	are more motivated, and they can feel appreciated as their decision matter;
The level of control is high for the leader, this can work for a small size company, but will be a challenge for a big company;	In contrast to the autocratic style, the level of control is lower. Still, the purpose is to motivate people to find solutions, think outside the box and become an essential part of the business activity.
This will be suitable if the employees need more experience and are comfortable receiving specific instructions to complete their tasks.	On another side, this is suitable when the employees are highly educated, share the same vision with the company and leader, are rewarded for their performance, and their creativity brings more benefits than receiving specific indications to complete a repetitive task.

(Table.1 Self-created)

Charismatic leadership style

Weber came up with the word charisma in 1947 to describe the power of leaders. It comes from a Greek word that means "*divine gift*" or "*ability to do miracles*." (Mitall, R. 2015) Charismatic leadership is based on the leader having unique qualities that inspire and motivate followers, not just because they are in charge but because they are seen to have unique qualities. When looking at the benefits of charismatic leadership, one benefit is the ability to inspire and give people a strong sense of direction and purpose. Charm, confidence, and the ability to persuade others to do what they want to do are all traits of charismatic leaders. This can make followers very committed and determined to help the leader reach his or her goal. Also, attractive leaders can make their followers feel excited and passionate, which pushes them to go above and beyond in their work. Also, charismatic leaders often have good story-telling skills, which help them convey their vision and values memorably. Charismatic leadership is helpful because it inspires, motivates, and unites people to work towards a shared goal. An example of a charismatic leadership style is represented by Richard Branson, his vision for Virgin Group and his excellent capacity to communicate and inspire people. (Rubin, E. 2013)

Laissez-faire leadership

The leader of a laissez-faire team needs to take responsibility and make choices. Instead, the leader “*Abdicates responsibilities and avoid making decisions*”. (Chaudhry, A. and Javed, H. 2012). But it needs to be clarified how well this style of leadership works. It may give people room to be creative, independent, and take charge of their own lives, but it can also lead to a lack of direction, coordination, and responsibility. Without active direction and clear leadership expectations, teams may find it hard to stay on task, make timely decisions, and put jobs in the correct order. This can make it hard for people to work together and make it more likely that jobs will be missed or done twice. The "let it go" style can work if everyone on the team is highly skilled, self-motivated, and has much experience. But for most teams, not having structure and direction can hurt efficiency and make things less efficient. So, leaders need to find the right balance between giving people freedom and giving them the help and direction they need to do their jobs well. This leadership style can be found in a small company where an entrepreneur has a small team. The charismatic and laissez-faire leadership styles are compared in Table nr. 2.

Charismatic leadership style	Laissez-faire leadership
This leader's personality is a strength of this leadership style. These peoples are very positive, enthusiastic, and persuasive. They can be highly persuasive.	This is a “let it be” leadership style and is not concerned with controlling the team. This leader agreed that the employees know better what to do in a specific situation.
In this case, the leader and followers will share the same vision. The people are highly motivated and enthusiastic about their work and do not wait for specific instructions.	The leaders will provide support and guidance where is necessary. This can be successful in environments where the employees are highly motivated and skilled.
This will work where the people are confident in their experience and skills, do not request specific instructions, and will be proactive; the working environment is positive.	This can be a challenge when the employees are not confident in their experience and rely on the leader's instructions.

(Table.2 Self-created)

Effective leadership styles depend on company cultures and values. Leaders must master communication to effectively share their vision, expectations, and feedback with team members. Open communication promotes organisational understanding, equilibrium, and collaboration. Leaders should also develop emotional intelligence

through empathising, listening, and understanding their team members' needs: trust, rapport, and a supportive workplace result. Leaders should also tailor their manner to their team and corporate culture. Understanding team members' talents and weaknesses and giving tools, guidance, and support can boost performance. Leaders need to demonstrate integrity, responsibility, and hard work.

Transactional leadership style

Transactional leaders are using punishment and rewards to motivate followers. The task is well structured, the people will be rewarded if they achieve their performance and punished if they have poor performance. According to (Clarke, S. 2013), transactional leadership is often associated with a “*safety climate*”. This can be agreed upon if we look at the high control level for this approach. People can work better if they know exactly what they have to do; they can be motivated even by rewards, even if they will try to avoid punishment. The people will follow their leader's instructions.

Transformational leadership style

They get people to follow them by appealing to personal growth, independence, and a sense of purpose. They give their people a sense of purpose and a mission that aligns with their values and goals. They help people feel like they own the goals and are committed to achieving them. They have strong ties with the people who follow them because they believe, respect, and talk with them openly. They help their followers learn and grow, give comments, and encourage both personal and business growth. They create a friendly, open atmosphere that encourages cooperation and teamwork. This leadership style is very similar to the charismatic leadership style; however, the author Bass, B.M. (2006). In his book “*Transformational Leadership: Industrial, Military, and Educational Impact*.” Argue that transformational leaders are not time charismatic; yes, charisma can be essential for transformational leaders, but leaders like Hitler were transformational because they impacted many people's lives negatively. Still, at the same time, quality as charisma cannot be associated with Hitler. The contrast between transactional and transformational leadership can be seen in table nr. 3.

Transactional leadership style	Transformational leadership style
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Most of the leader's time is spent on day-to-day activities, making sure jobs are done well and goals are met. They stress following methods, rules, and standards already set.	Transformational leaders care about the people they work with and want to change the mindset and mission of the organisation.
The leaders aim to ensure their followers are performing well and the working process is kept smoothly. They prioritise daily duties and goals against long-term goals.	Suppose transactional leaders are focused on keeping things in good condition to ensure higher performance. In that case, transformational leaders are doing the same, but they look forward to seeing if they can improve something.
Opposite the transformational leadership style is focused on the present, daily employee performance and not on their long-term personal development; this can be a benefit for company profitability in the short term, but in the long term, the company need motivated and highly skilled people who can perform in a fast-changing environment.	They focus on inspiring and motivating their followers to achieve higher performance and personal development. This can be an excellent reward for the company and the person in the long term because it is difficult to find talented people, and it takes time and money invested in training to make the people make performance in their field.

(Table.3, Self-created)

The leadership barriers in Workplace

The essential aspects of leadership can be obtained, as demonstrated in the preceding section on leadership skills. Comparatively, in the United Kingdom, people are supported and encouraged to develop their skills regardless of gender or financial situation. In contrast, not everyone can get the appropriate education and develop these skills in less developed countries. For example, in Vietnam, girls do not have easy access to school because of poor transportation infrastructure. (Maheshwari, G., and Nayak, R. 2022) Spiritual leaders such as Nelson Mandela may be noticed even in complex environments, but, in general, the education of the people will assist them in improving their abilities as leaders. Even in developed countries such as the UK, barriers to leadership can occur; this can be caused by technological innovation, people being more connected, and the workplace becoming more automated. The most significant change has been represented by the Covid-19 pandemic, which changed people's perception of work; more people started working from home, and in this case, the traditional manager cannot supervise the employee during all working time. The necessity for leaders is growing. The environmental change is now fast, and

according to Harvard specialists (Chima, A. and Gutman, R. 2020)., the change is 3 dimensional: perpetual, persuasive and exponential. Perpetual means are constantly occurring, which can be observed in today's business environments. The only constant is change. If the managers decide based on one approved plan, the leaders decide based on business change requirements. If pervasive, it means it can involve more aspects of organisational life. Leaders can help companies adapt and develop in complex, linked business settings by recognising and rapidly addressing changes. The change is exponential, which means it is rapidly increasing, and this can represent a barrier to efficient leadership in the company because it requires fast decisions; success is related to the leader's skill and experience. Create an environment that encourages adaptability and flexibility in response to changing conditions or barriers. Leaders must be receptive to new ideas, willing to modify plans when necessary and promote a flexible and resilient culture. This enables the team to navigate uncertainty and capitalise on opportunities effectively. The cultural barrier is another challenge for efficient leadership in the workplace. The author Peter Schein in his book. " *Organisational Culture and Leadership*", argue that leaders' role is to create the "organisational culture". (P. Schein and E. Schein, 2016) This can be true if the company's leader is the same as the founder, as in Apple's case. Steve Jobs set the standards and the company vision to provide people with elegant, high-technology and easy-to-use products. But usually, organisations already have their culture, and the role of the leader is to identify what is working and what is not. For example, insufficient training and not enough motivated staff increased the rate of poor services provided by Stratford Hospital, and this is a result of what can happen when a leader fails to identify cultural issues and come up with solutions. (Gold., et al. I, 2013)

The barriers identified on leadership in the workplace involve equal gender opportunity for a leadership position, environmental changes and the capacity to adapt leadership skills to the change and the company culture; these are only a few significant barriers to leadership at the workplace. A possible solution can be the capability of future leaders to motivate people better and continuously develop their skills to respond to these challenges.

Ethical leadership

Leaders should deal with many changes and assume their decisions. Ethical leadership aims to “protect *brand and reputation*” (A. Leight, 2013). That is mandatory to attract talented employees and customer loyalty. Business profitability sometimes comes with environmental risks such as pollution, modern slavery, water and other resource waste. The customers are more aware of all these aspects and will choose to follow the leaders who share their vision about ethics. Employees prefer to work in a good environment with company leaders who listen to them, motivate them and make them feel appreciated. Paul Polman represents an excellent example of ethical leadership. Under Polman’s leadership, the Unilever factory in India provided free hairdressing courses to all women who worked in their factories to grow the community economy. On another side, the people would afford to buy the company’s products. Polman, the Unilever CEO, Paul’s leadership vision is the same as Unilever’s: “*Small actions can make a huge difference*”. (Polman, P., & Bhattacharya, C. 2016). The ethical leadership style will bring many benefits to the company; increasing the company’s reputation comes with increasing profitability in the long term. Unethical leadership practices can have significant repercussions, not only for individuals but also for organisations. These consequences may include a decrease in trust and morale among employees, a reduction in productivity and engagement, increased rates of employee turnover, damage to the company’s reputation and brand image, legal and regulatory issues, a loss of customer loyalty and trust, a negative impact on financial performance, and the possibility of long-term damage to stakeholder relationships. A toxic work culture can result from unethical leadership, which may additionally restrict creativity and collaboration, and it can eventually compromise an organisation’s overall success and the result of unethical leadership, which may additionally restrict creativity and collaboration. It can eventually compromise an organisation’s overall success and capacity to remain in business. Because leaders are more than managers, they should have ethical behaviour to increase the number of their followers. ²¹ If leaders are involved in unethical conduct, the lesson for the followers becomes “*particularly strong*”. (Kidwell and Martin, 2005) The claim that when leaders engage in immoral behaviour, the lesson for followers becomes “particularly strong” has many merits. Leaders operate as role models and sources of influence for their followers, and their deeds significantly impact the organisation’s culture and how people behave. It sends a strong message to their followers when leaders act unethically. Such behaviour

can significantly affect morale, reduce trust, and doubt the organisation's core ideals. Followers can lose faith in leadership and grow disillusioned, questioning their moral compass. The underlying expectation that leaders must demonstrate integrity, accountability, and ethical behaviour contributes to this increased impact by making the betrayal of these values even more devastating. Because of this, followers of dishonest leaders may acquire lessons that stick with them and cause them to reconsider their morals and decisions in the workplace.

Conclusion

In conclusion, the report on successful leadership in the workplace shows how important leadership is in a world where things change quickly. It focuses on the difference between practical leadership skills and management skills. It recognises that managers have the qualifications and authority to do their jobs, but leaders are different because they can inspire and bring people together around a shared goal. The study shows that being a leader is not something you are born with but something you can learn with the proper education and environment. For example, the royal family members are born to become leaders, but they have a great education which supports them to become excellent leaders. This shows how important it is to help people develop their leadership skills and give them the tools and chances to become good leaders. Ultimately, leadership is vital to managing the complexities of a changing business environment, and organisations that recognise and encourage leadership potential can thrive in a constantly changing world. It's crucial to understand that developing good leadership skills and adopting a particular leadership style are just two components. It calls for character traits, ongoing education, and a dedication to moral behaviour. Strong self-awareness, sensitivity, and adaptability are qualities that successful leaders nurture. They also demonstrate an in-depth knowledge of how their actions affect others. The interrelationships between leadership abilities, styles, and ethics affect how effective leaders are in a professional environment. Leaders can create an environment that encourages development, collaboration, and organisational success by developing critical skills, adopting a variety of leadership views, and keeping ethical standards in mind.

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Part 2. Reflective Report

Introduction

This part will be a reflective essay, written on the first person. The aim of this report is to identify and analyse the impact of the leadership skills achieved during this module study and their impact on developing a career. To guide this reflective section, I will use the Gibbs reflective Cycle. (Image.2, appendix). The Gibbs Reflective Cycle, which was created by Graham Gibbs in 1988, is a well-known framework for structured thought. It was first based on the ideas of Kolb, Dewey, and Schon, who are all well-known thinkers. The cycle has six parts: a description, feelings, an evaluation, an analysis, a conclusion, and a plan for what to do next. The Gibbs Reflective Cycle aims to get people to think critically about their experiences, determine what went well and what could be better, and improve their learning and career growth. It has been used in many areas, such as academic achievement, teaching, and professional development. (Williams and Spiro, 2020) I will learn more about my actions, emotions, and thoughts through each part of the cycle. This helps me understand my experiences better and make better decisions in the future. This essay aims to identify a few leadership qualities and analyse my experiences and learning, and some opinions can be subjective based on personal experience.

Main Body

Descriptions

The author (Friedman, 2014) introduced the concept of “*total leadership*”, which involves: being honest or authentic, being whole and acting with integrity, and being innovative and using creativity. Along with these three qualities of leaders, I consider communication a critical skill. Communication is coming to support integrity, authenticity and creativity at the workplace to become a complete leader. In our workplace, we can see people with all these three qualities of a complete leader, but they will not be able to become leaders if they do not have excellent communication

skills. Is not Is not only about having the correct information; sometimes, but a person from a production line is also better informed about the production process than a manager; the difference is how the leader is saying and achieving the correct information and using that information to motivate the employee.

Feelings

I am proud and happy to know I was doing things correctly. I am happy to help make the workplace where trust and honesty are valued. In my job, I focused on honesty by always following ethical standards and staying true to business values. I tried to be honest and open in all my contacts with colleagues and customers. These qualities can make me achieve better results, increase my creativity at work, improve my productivity and reduce my stress level. For example, authenticity will help me set up clear borders and say no to my colleague if he asks me to help him with one task in one day when I am behind with my projects.

Evaluation

After analysing the effects of my honesty, I discovered that it generated an atmosphere in which other people felt comfortable being themselves. I like to communicate with people and motivate them to achieve their full potential, but after this course, I am more aware of the impact of these skills on another person's life. Demonstrating my actual self to my colleagues allowed me to encourage open communication and cultivate closer relationships with them.

Analysis

After researching the effects of creativity, I found that it led to new problem-solving methods. I took something new to problems by looking at them from various angles, exploring various approaches to their resolution, and encouraging other team members to do the same. This strategy improved the efficiency and quality of the processes involved.

Conclusion

Implementing these leadership qualities brought about a favourable change in my working environment as a whole. Building trust in others, encouraging collaboration

among colleagues, and creating creative responses to problems were all facilitated by my integrity, authenticity, inventiveness, and ability to communicate effectively.

Action plan

In the future, one of my goals is to keep developing these leadership qualities. I will look for opportunities to further strengthen my integrity by requesting feedback participating in ethical decision-making and remaining consistent in my behaviour. I will also look for ways to improve my consistency. In addition to this, one of my primary goals will be to enhance my authenticity by appreciating the characteristics that make me special and inspiring others to do the same. In addition, I am going to carry on the practice of stimulating creativity by persistently looking for fresh concepts and working to spread an innovative mindset. In conclusion, I will make efficient communication a top priority by actively listening to others, presenting information that is both clear and concise, and encouraging open debate among the members of our team. My goal is to constantly improve my capabilities as an administrative clerk at DHL and contribute to a positive and successful workplace environment by reflecting on how I have used these leadership qualities achieved during this module.

Conclusion

As observed in the first part of this portfolio, leadership skills are essential in a fast-changing business environment and, more than that, even in our personal life. These skills can improve our relationships with others and improve our quality of life. Only some people are recognised as leaders known by everyone. Still, everyone can be a leader in a specific environment, for a specific group, or the children will see their parents as “leaders” and try copying their behaviour. Some people are born with more skills which can make them great leaders, but these skills can be learned and practised. With all the changes which affect the business, the request for leaders will increase, and any good manager should invest time and money to develop skills and stay competitive in the professional market. People do not need someone to tell them what to do; they need someone to inspire them from the power of the personal model. The enthusiasm and creativity will earn against the classic authority model. While leadership and management are distinct, both are necessary for an organisation’s success. Effective leadership requires strong management skills, and effective managers can benefit from incorporating leadership characteristics to inspire and

motivate their employees. Organisations that balance leadership and management are ultimately well-positioned for development and adaptability in a dynamic business environment.

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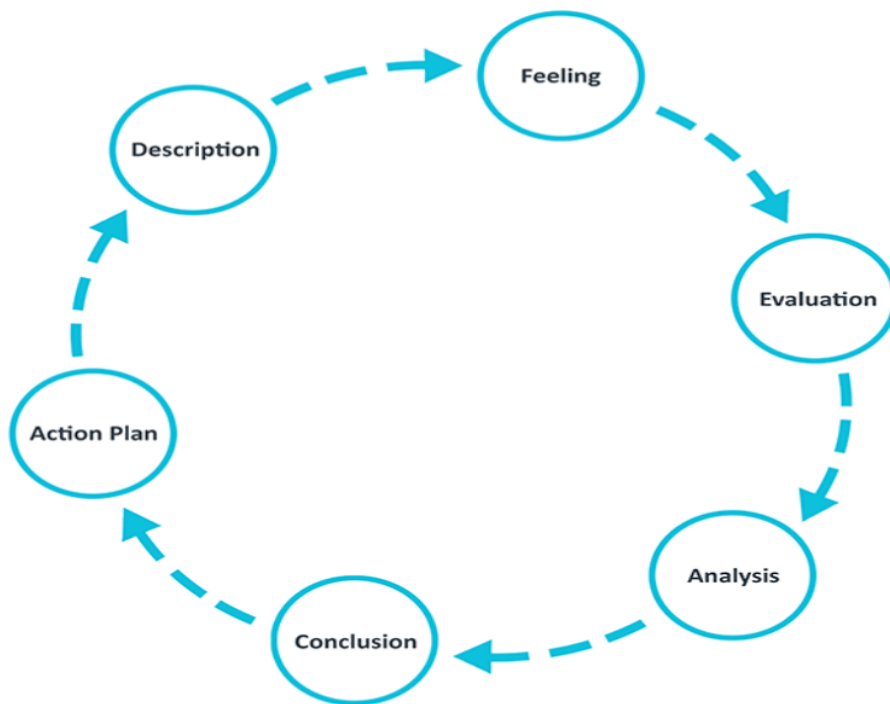
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Appendix



(Image.2, Source: The University of Edinburgh, 2020)

Leadership Questionnaire

Conceptualizing Leadership Questionnaire

Purpose

1. To identify how you view leadership
2. To explore your perceptions of different aspects of leadership

Directions

1. Consider for a moment your own impressions of the word leadership. Based on your experiences with leaders in your lifetime, what is leadership?
2. Using the scale below, indicate the extent to which you agree or disagree with the following statements about leadership.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. When I think of leadership, I think of a person with special personality traits.	1	2	3	4	5
2. Much like playing the piano or tennis, leadership is a learned ability.	1	2	3	4	5
3. Leadership requires knowledge and know-how.	1	2	3	4	5
4. Leadership is about what people do rather than who they are.	1	2	3	4	5
5. Followers can influence the leadership process as much as leaders.	1	2	3	4	5
6. Leadership is about the process of influencing others.	1	2	3	4	5
7. Some people are born to be leaders.	1	2	3	4	5
8. Some people have the natural ability to be leaders.	1	2	3	4	5

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9. The key to successful leadership is having the right skills.	1	2	3	4	5
10. Leadership is best described by what leaders do.	1	2	3	4	5
11. Leaders and followers share in the leadership process.	1	2	3	4	5
12. Leadership is a series of actions directed toward positive ends.	1	2	3	4	5
13. A person needs to have certain traits to be an effective leader.	1	2	3	4	5
14. Everyone has the capacity to be a leader.	1	2	3	4	5
15. Effective leaders are competent in their roles.	1	2	3	4	5
16. The essence of leadership is performing tasks and dealing with people.	1	2	3	4	5
17. Leadership is about the common purposes of leaders and followers.	1	2	3	4	5
18. Leadership does not rely on the leader alone but is a process involving the leader, followers, and the situation.	1	2	3	4	5
19. People become great leaders because of their traits.	1	2	3	4	5
20. People can develop the ability to lead.	1	2	3	4	5
21. Effective leaders have competence and knowledge.	1	2	3	4	5

(Continued)

(Continued)

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
22. Leadership is about how leaders work with people to accomplish goals.	1	2	3	4	5
23. Effective leadership is best explained by the leader-follower relationship.	1	2	3	4	5
24. Leaders influence and are influenced by followers.	1	2	3	4	5

Scoring

1. Sum scores on items 1, 7, 13, and 19 (trait emphasis)
2. Sum scores on items 2, 8, 14, and 20 (ability emphasis)
3. Sum scores on items 3, 9, 15, and 21 (skill emphasis)
4. Sum scores on items 4, 10, 16, and 22 (behavior emphasis)
5. Sum scores on items 5, 11, 17, and 23 (relationship emphasis)
6. Sum scores on items 6, 12, 18, and 24 (process emphasis)

Total Scores

1. Trait emphasis: 18
2. Ability emphasis: 16
3. Skill emphasis: 16
4. Behavior emphasis: 14
5. Relationship emphasis: 15
6. Process emphasis: 17

Scoring Interpretation

The scores you received on this questionnaire provide information about how you define and view leadership. The emphasis you give to the various dimensions of leadership has implications for how you approach the leadership process. For example, if your highest score is for trait emphasis, it suggests that you emphasize the role of the leader and the leader's special gifts in the leadership process. However, if your highest score is for relationship emphasis, it indicates that you think leadership is centered on the communication between leaders and followers, rather than on the unique qualities of the leader. By comparing your scores, you can gain an understanding of the aspects of leadership that you find most important and least important. The way you think about leadership will influence how you practice leadership.

Situations

1. You are the leader of a manufacturing team and learn that your employees are falsifying product quality results to sell more products. If you report the matter, most of them will lose their jobs, you may lose yours, and your company will take a significant hit to its reputation. What would you do in this situation?
☒ A. I would do what is right.
☐ B. I would do what benefits the most people.
☐ C. I would do what a good person would do.
☐ D. I would do what shows that I care about my relationships.
☐ E. I would do what benefits me the most.
☐ F. I would do what is fair.
2. You have an employee who has been having performance problems, which is making it hard for your group to meet its work quota. This person was recommended to you as a solid performer. You now believe the person's former manager had problems with the employee and just wanted to get rid of the person. If you give the underperforming employee a good recommendation, leaving out the performance problems, you will have an opportunity to pass the employee off to another group. What would you do in this situation?
☒ A. I would do what is right.
☐ B. I would do what benefits the most people.
☐ C. I would do what a good person would do.
☐ D. I would do what shows that I care about my relationships.
☐ E. I would do what benefits me the most.
☐ F. I would do what is fair.
3. Your team is hard-pressed to complete a critical project. You hear about a job opening that would be much better for one of your key employees' career. If this individual leaves the team, it would put the project in danger. What would you do in this situation?
☒ A. I would do what is right.
☐ B. I would do what benefits the most people.
☐ C. I would do what a good person would do.
☐ D. I would do what shows that I care about my relationships.
☐ E. I would do what benefits me the most.
☐ F. I would do what is fair.
4. An employee of yours has a child with a serious illness and is having trouble fulfilling obligations at work. You learn from your administrative assistant that this employee claimed

(Continued)

- ☐ C. I would do what a good person would do.
- ☐ D. I would do what shows that I care about my relationships.
- ☐ E. I would do what benefits me the most.
- ☐ F. I would do what is fair.
8. You are the director of a neighborhood food cooperative. A member—a single parent with four children—is caught shoplifting \$30 in groceries from the co-op. You suspect this person has been stealing for years. You consider pressing charges. What would you do in this situation?
- ☒ A. I would do what is right.
- ☐ B. I would do what benefits the most people.
- ☐ C. I would do what a good person would do.
- ☐ D. I would do what shows that I care about my relationships.
- ☐ E. I would do what benefits me the most.
- ☐ F. I would do what is fair.
9. You have been accused of discriminating against a particular gender in your hiring practices. A new position opens up, and you could hire a candidate of the gender you've been accused of discriminating against over a candidate of another gender, even though the latter candidate has slightly better qualifications. Hiring the former candidate would let you address this accusation and improve your reputation in the company. What would you do in this situation?
- ☒ A. I would do what is right.
- ☐ B. I would do what benefits the most people.
- ☐ C. I would do what a good person would do.
- ☐ D. I would do what shows that I care about my relationships.
- ☐ E. I would do what benefits me the most.
- ☐ F. I would do what is fair.
10. You are a professor. One of your best students buys an essay online and turns it in for a grade. Later in the term, the student begins to feel guilty and confesses to you that the paper was purchased. It is the norm at the university to fail a student guilty of plagiarism. You must decide if you will flunk the student. What would you do in this situation?
- ☒ A. I would do what is right.
- ☐ B. I would do what benefits the most people.
- ☐ C. I would do what a good person would do.
- ☐ D. I would do what shows that I care about my relationships.
- ☐ E. I would do what benefits me the most.
- ☐ F. I would do what is fair.

(Continued)

(Continued)

Scoring

To score the questionnaire, sum the number of times you selected each of the items A, B, C, D, E, and F. The sum of A responses represents your preference for *Duty Ethics*, the sum of B responses represents your preference for *Utilitarian Ethics*, the sum of C responses represents your preference for *Virtue Ethics*, the sum of D responses represents your preference for *Caring Ethics*, the sum of E responses represents your preference for *Egoism Ethics*, and the sum of F responses represents your preference for *Justice Ethics*. Place these sums in the Total Scores section that follows.

Total Scores

- A. *Duty Ethics*: 4 X
- B. *Utilitarian Ethics*: _____
- C. *Virtue Ethics*: _____
- D. *Caring Ethics*: _____
- E. *Egoism Ethics*: _____
- F. *Justice Ethics*: _____

Scoring Interpretation

The scores you received on this questionnaire provide information about your ethical leadership style; they represent your preferred way of addressing ethical dilemmas. Given a situation with an ethical dilemma, this questionnaire points to what ethical perspective is behind the choices you would make to resolve the dilemma. As you look at your total scores, your highest score represents your primary or dominant ethical leadership style, your second-highest score is the next most important, and so on. If you scored 0 for a category, it means that you put lower priority on that particular ethical approach to guide your decision making when facing ethical dilemmas.

- If you scored higher on *Duty Ethics*, it means you follow a set of moral rules and do what is expected of you when facing an ethical dilemma. You focus on fulfilling your moral obligations and doing your duty.
- If you scored higher on *Utilitarian Ethics*, it means that you try to do what is best for the most people overall when facing an ethical dilemma. You focus on what will result in happiness for the largest number of individuals.
- If you scored higher on *Virtue Ethics*, it means that you pull from who you are (your character) when facing an ethical dilemma. You act out of integrity, and you are faithful to your own principles.
- If you scored higher on *Caring Ethics*, it means that you give attention to your relationships when facing an ethical dilemma. You may give special consideration to those with whom you share a personal bond or commitment.

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