

**THE RELATIONSHIPS AMONG COGNITIVE STYLE,
LEADERSHIP STYLE, AND PERCEIVED
LEADERSHIP EFFECTIVENESS**

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by
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To Graduate and Research Council

I am submitting herewith a Research Paper written by Judith Redline entitled "The Relationships Among Cognitive Style, Leadership Style, and Perceived Leader Effectiveness." I have examined the final copy of this paper for form and content and I recommend that it be accepted in partial fulfillment of the requirements for the degree Master of Science with a major in Guidance and Counseling.

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CHAPTER 1

Introduction

When people come together, they organize themselves and create societies (Rosenbuach, 1984). In prison, schools, clubs, business, peer groups, churches, and the military, whether formally or informally, leaders take charge and followers follow. Leaders may be appointed, self-anointed, elected, volunteered, or in some cases, naturally emerge.

What makes a leader? Is leadership a natural ability or a characteristic that can be acquired with training? What constitutes effective leadership? Why are some leaders more successful than others? Is effective leadership predictable? These questions have been asked through history and formally studied since the beginning of this century.

The purpose of this study is to:

1. Review the literature for a definition of what constitutes effective leadership.
2. Survey the literature on leadership theories and studies which have been conducted to test these theories and report their conclusions.
3. From the literature, extrapolate a testable theory of predictable leadership effectiveness.

4. Design a study to test the efficacy of this theory in a group situation.

5. Choose appropriate psychological instruments to measure characteristics of leadership and effectiveness as well as a statistical method to test this projected relationship between style and effectiveness.

6. Lay the foundation for continued research in this area, label the pitfalls encountered in this attempt and make suggestions to facilitate a solution.

CHAPTER 2

Review of Related Literature

The qualities of leadership in both the military and industry have been studied for decades. The earliest work by Terman in 1904 concentrated on the search for personal qualities that would distinguish leaders from non-leaders (cited in Zaccaro, 1991). Early research looked at characteristics such as intelligence, dominance, adjustment, and masculinity which would transcend situations and predict successful leaders. However, after reviewing 124 previous studies, Stogdill (cited in Bass, 1981) concluded that leadership was situational; "persons who are leaders in one situation may not be leaders in another situation." Leadership is not dependent upon traits.

The idea of matching leaders to situations was boosted by Fiedler's (1964) studies on situational favorability as determined by leader-group relations and his attempt to predict leadership effectiveness by matching leaders to situations based on Least Preferred Co-worker (LPC) scores. Fiedler (1964) wrote that the LPC score reflected leadership style. Low scorers were more task oriented and controlling as leaders. Those with high LPC scores were shown to be more relationship oriented and permissive in their leadership role. They also showed a tendency to more

cognitive complexity than low scorers. Therefore, according to the theory, the cognitively complex person would do well in a highly differentiated environment, and the low LPC leader, who does not differentiate among factors in the environment, is better off in either a highly favorable or unfavorable situation where differentiation is not necessary.

Fallon (1981) reiterated and expanded Fiedler's theory, writing that the effectiveness of leadership style is the function of three interrelated variables: (a) traits, characteristics, and needs of the leader; (b) traits, characteristics, and needs of the followers; (c) environmental and situational variables. He also stated that leaders do best when matched to their environment and further are reinforced by the results of their efforts. Practically, he urged leaders to recognize and accept the type of leader they are stating that personal concept and philosophy are primary, techniques and tools are secondary.

French and Raven (cited in Bass, 1981) wrote that an aspect of the relationship between leader and led is the perception of the leader's source of power as a mediator of influence. Followers expect their efforts will yield rewards directly applicable to them because the leader has the power and influence to make this happen. Individual values are expressed as desires and are often translated into personal goals (Miceli & Castelfranchi, 1989).

Personal goals are the motivators that predominately influence behavior. They are intrinsic and subjective. It is the leader's role to "discover, release, and channel" (Fallon, 1981) these motivators for the reciprocal good; both leader and follower are satisfied.

As early studies were unable to identify predictable traits in effective leadership, researchers began to investigate cross-situational stability in leader emergence looking for a pattern among behaviors, situations, and leadership ability, typically rotating individuals through several different group situations and recording the results. Using the most elaborate rotation design (varying both group and membership task), Barlund (1962) concluded that his results supported the view that leadership is dependent upon situational variables.

However, Kenny and Zaccaro (1983) reanalyzed Barlund's data and using those earlier reported correlations found that 49% to 82% of leadership variance could be attributed to some stable characteristic(s) of the emergent leader disputing the earlier conclusion that leadership was not stable across situations.

With reference to the work of Snyder, who identified the characteristic of self-monitoring as an indicator of behaviors typical of leaders, Zaccaro, Foti, and Kenny (1991) tested the hypothesis that perceptions of leadership would remain stable across tasks and situations. If the

leader exhibited self monitoring it would manifest itself as social awareness and flexibility in style. They predicted these people would be judged to be effective leaders in different situations regardless of the task. Their hypothesis was upheld. Although the leader's contributions varied with task demands, the successful group leader was perceived by other group members as providing the resources for the attainment of common goals. The study concluded that no matter what the task, the leadership process is an interaction of both individual and situational determinants.

This finding is also consistent with other interactive theories including the House Path-Goal (1973) theory of leadership. It states that goals are the outcomes subordinates desire and paths are the behaviors that must be exhibited in order to attain them. It is understood by all that it is the leader who makes the rewards attainable. Because the paths are clear, uncertainty and anxiety are reduced clearing the way for goal attainment. Stogdill (cited in Bass, 1981) defines the leader as that group member who is able to influence the others to willingly cooperate in working toward those goals that have been defined and accepted. He sees the leader as a catalyst, the one who makes things happen.

How is this accomplished? How does a leader elicit willing cooperation? Atwater (1988) in a study at the

U. S. Naval Academy concluded that trust and loyalty toward the supervisor transcend style, expectations, traits, or situations. This understanding creates a climate which allows the leader more flexibility and thus a greater chance for success which in turn reinforces more of the same.

Klonsky (1991) examined discriminators between leaders and non-leaders on same sex college sports teams. Based on peer evaluations, he found the most predictable qualities of those identified as leaders to be aspiration level, competitiveness, emotional expressiveness, daring, responsibility, acceptance, and dominance. Female leaders were expected to be socially proficient as well, which in part compliments the Zaccaro et al. (1991) study.

Does this mean then that the literature has come full circle, that effective leadership is dependent upon the characteristics of the leader? Again, it depends upon perceptions of those involved and the situation. Leaders who are functioning as managers should have the ability to assess a situation, select goals, develop strategies to achieve these goals, marshall the required resources, organize and direct activities toward realization, and motivate and reward those who do the work (Levitt, 1976). Effectiveness requires behaviors aimed at reconciling differences, seeking compromises and establishing a balance of power (Zalesnik, 1977). Leadership includes such skills

as effectively communicating, supervising, and evaluating (U. S. Army Guide to Military Leadership, Field Manual 22-100, 1983). Burns (1978) refers to this practical style of leadership as "transactional" and the leader as a problem solver, an enabler, who relates to people according to the role they play in a sequence of events or in a decision making process.

It has been offered that managers and leaders differ fundamentally in their world views. The manager devotes energy to keeping bad things from happening, the leader is actively attempting to promote good things.

Barr & Barr (1989) write that management affects work while leadership affects people. Their definition of leadership is:

Leadership is the process of influencing people to give their energies, use their potential, release their determination and go beyond their comfort zones to accomplish goals. Leadership is a dynamic process, it affects, risks, drives, inspires, threatens, supports, and leads. Leadership draws trust, acknowledgement, risk, and loyalty from the led. (p. 9)

Such leadership is labeled by Bass, Avollo, and Goldheim (1987) as "transformational." Followers are moved to an increased awareness about what is important, to a higher level on Maslow's need hierarchy, and to

transcendence of their own self-interests for the good of the group (Burns, 1978).

The dynamics involve strong personal identification with the leader, joining in a shared vision, going beyond the self-centered exchange of rewards for compliance (Hater & Bass, 1988). The leader's power is referent as well as legitimate. Those being led identify with him and his values, and his values may become the group norms (Miceli & Castelfranchi, 1989).

Avolio and Bass (1988) state that the most effective leaders are both transactional and transformational, combining the qualities of both a manager and a leader. The most successful should be those who not only utilize the resources available to them but whose relationships go beyond equitable exchange. The desired leader is the one who is able to motivate his followers to transcend their own self-interests and move the group to performance beyond expectations. Many of the personal characteristics listed in Field Manual 22-100 as necessary to good leadership such as integrity, moral courage, and decisiveness, are displayed in transformational behaviors.

Bass (1985) developed a leadership questionnaire originally administered to 104 military officers in which they were asked to rate the behaviors of superiors on a scale of 0-4 as to how often the particular behavior listed occurred. They were also asked to evaluate the

effectiveness of the unit and its leadership. Through factor analysis, he determined which behaviors were associated with transactional and transformational leadership styles. He found that transactional characteristics were basic. A man would not exhibit transformational qualities unless he showed transactional ones as well. Those leaders rated most effective by their subordinates all displayed behaviors which could be identified as transformational. In attempting to duplicate earlier results, Hater & Bass (1988) again reported a positive correlation between transformational factors and specific performance ratings.

What is it that accounts for leadership style? Field Manual 22-100 (1983) suggests that it is the situation which impacts on a leader's behavior. This is in line with Fiedler's (1964) contingency theory that the effectiveness of a leader is dependent on the match between the leader and the situation as well as the nature of the group. Litzinger and Schaefer (1982) comment on the connection between followership and leadership. A leader knows and incorporates the beliefs, values, and norms of his followership into his style. He understands the nature of his group. This understanding manifests itself in leader behavior which confirms the values of the group and directly affects subordinate trust and loyalty (Atwater, 1988).

Karmel and Egan (1976) attempted an empirically derived identification of the underlying dimensionality of leadership effectiveness. In their study, they found that the descriptors associated with high competence emphasized cognitive and intellectual skills rather than interpersonal style. Wynn and Hunsaker (1975) asserted that "human information-processing style...(is) an important dimension in understanding and predicting leader behavior and effectiveness" (p. 7).

In a group with a task, the actions of both the members and leader are mediated by each individual's cognitive style which causes him to interpret the behavior of the other in terms of personal judgments, needs, perceptions, and values. Driver and Streufert (1969) interpret the Fiedler Least-Preferred-Coworker score as an index of cognitive complexity or the degree to which an individual differentiates information. Foa, Mitchell, and Fiedler (1971) state that leader success is dependent on the match between the level of cognitive complexity displayed by the leader and the complexity characteristics that are inherent in the group environment. Karmel and Egan (1976) found that the dimension used most often in rating leadership and managerial competence was cognitive style. Rice and Chemers (1973) noted that leaders high in cognitive complexity were more flexible across different situations than low complexity leaders.

McKenny (1973) proposed that there are two basic information processing components of behavior; information acquisition (perception) and information manipulation (conceptualization). Within these components are the systematic or sequential information gatherers versus the intuitive or simultaneous operators. Information manipulators, also categorized by their preference, are said to be receptive versus perceptive. Building on this premise, Kolb (1984) said there were four basic styles or ways people moved through information processing; systematic-perceptive, systematic-receptive, intuitive-perceptive, and intuitive-receptive. This learning model is based on the Jungian concept of preferred ways of dealing with the inner and outer worlds. People do have a preferred way of handling information and the literature indicates that this cognitive style does affect leadership style and leadership style is correlated with perceived effectiveness.

The Learning Style Inventory (Kolb, 1985) is based on Kolb's Experiential Learning Model. It says effective learners need ability in four different areas: (a) they must be able to involve themselves fully and openly in new experiences (concrete experience); (b) to view these experiences from many perspectives (reflective observation); (c) to create concepts that integrate their observations into logically sound theories (abstract conceptualization); and (d) to use these theories to make decisions and solve

problems (active experimentation). The LSI (Kolb, 1985) is a twelve item questionnaire in which respondents attempt to describe their learning style by rank ordering four sentence endings that correspond to the four learning modes. It measures an individual's relative emphasis on the four learning orientations; concrete experience (feeling); reflective observation (watching); abstract conceptualization (thinking); and active experimentation (doing). There are also two combination scores that indicate the extent to which an individual emphasizes abstractness over concreteness and action over reflection.

Based on the preferred style, the respondent would be classified as an accommodator, assimilator, converger, or diverger. According to the definitions in the manual, an accommodator combines concrete experience and active experimentation. He is a doer, a risk taker who often relies on "gut" feeling or intuition to make decisions. He prefers to solve problems by using people as opposed to technical analysis as a resource. His style is to try it out and see what happens. His strength lies in carrying out plans and getting involved in new experiences. He tends to be adaptive and risk taking.

The assimilator combines abstract conceptualization and reflective observation. He is best at understanding a wide range of information and putting it into a concise and

logical form. He is less focused on people and more on ideas and concepts. He is a good planner.

The converger combines abstract conceptualization and active experimentation. He has the ability to solve problems and make decisions but is not as comfortable dealing with social or interpersonal issues. He performs well where there is a single correct solution to a problem. The expression of emotion is controlled.

The diverger combines concrete experience and reflective observation. He is able to view situations from many points of view and recognize problems. He tends to observe rather than take immediate action. New information has to make sense and feel comfortable personally. He is imaginative and sensitive to the feelings of others; he understands people. He performs well in situations that call for the generation of alternative ideas and implications and tends to have broad cultural interests.

Zaleznik (1974) writes that any leader will act or react in ways consistent with his personal style and will resort to his habitual modes of managing internal and external conflict. The challenge comes when confronted with events so extraordinary they demand modes of action which are outside of his preferred style. A preferred way of thinking leads to a preferred style of behavior which is reflected in the leadership style.

Bass (1985), using his Survey of Leadership Styles as the measuring instrument, reported the positive relationship between transformational behaviors and the perceived effectiveness of the leaders rated. He identified five factors of transformational leadership and found the correlation between behaviors described as charismatic and perceived effectiveness to be .85. Thus, for Bass, the relationship between leadership style and perceived effectiveness has been established.

In an attempt to test this theoretical relationship, this investigator's original study was designed to determine whether cognitive style affects the effectiveness of captains of the 160th Special Operations Aviation Regiment, located at Fort Campbell, Kentucky, as perceived by their subordinates. The relationship between cognitive styles and leadership behaviors in this highly differentiated environment was also to be explored.

Based on the literature, it was hypothesized that:

1. The perceived effectiveness of captains in the 160th Special Operations Aviation Regiment would vary according to their cognitive styles. Of the four styles, (accommodator, assimilator, converger, and diverger) those who use people as resources (accommodator and diverger) would score higher on the perceived effectiveness scale in the Bass Survey of Leadership Styles. The diverger whose style is to watch first and mentally practice before taking

action, who takes risks based on information and is prepared to predict possible outcomes would receive the highest effectiveness ratings.

2. The scores the captains received on charismatic leadership behaviors would vary according to their cognitive styles. The captain who scored highest would display the preferred learning style of the diverger.

CHAPTER 3

Methodology

Study I

Subjects. The soldiers participating in this study were assigned to the 1st Battalion, 160th Special Operations Aviation Regiment. They included ten captains from the line companies, and five captains from Headquarters who were in supervisory positions. Seventy-five men drawn from the ranks of the warrant officers, non-commissioned officers and, if needed, enlisted personnel would participate in the evaluation survey.

Instruments. The instrument for evaluation was the Leadership Survey developed by Bass (1985) (see Appendix A). It consists of 78 descriptive statements. The first 72 are related to leadership behaviors and attitudes. The evaluator judges how often he has seen these characteristics displayed by his superior: A = frequently, if not always; B = fairly often; C = sometimes; D = once in a while; and E = not at all. Scoring is A = 4, B = 3, C = 2, D = 1, and E = 0. Therefore, "fairly often" (3) implies a frequency three times as much as "once in a while" (1). Items 73-78 appraise effectiveness. Five point scales are used as follows: 4 = extremely effective; 3 = very

effective; 2 = effective; 1 = only slightly effective; and 0 = not effective.

The Learning Style Inventory (Kolb, 1985) consists of twelve incomplete sentences which are finished in four different ways that correspond to the way the respondent prefers to process new information. The respondent rank orders the four endings for each sentence on a scale of 4 (most like me) to 1 (least like me). The columns are totaled and preferred learning mode is charted and explained. Because learning style is a combination of the four basic learning modes, the preliminary scores are combined to yield a preferred learning style type.

The LSI (Kolb, 1985) was originally developed for use in an academic setting to identify learning preferences and choices among students, allowing educators the opportunity to tailor programs to specific audiences based on their preferred methods of knowledge acquisition (Pinto & Geiger, 1991). This study of reliability showed that learning style, as measured by the LSI (Kolb, 1985) remained stable over time, above .80 for all learning attributes except concrete experience which had an alpha coefficient of .76. In addition, the sex of the participants appeared to have no effect on learning style preference. The revised LSI (Kolb, 1985) is also used in industry in management development and supervisory training programs (Veres, Sims, & Locklear, 1991).

Results. Permission was sought and granted by the 1st Battalion 160th Special Operations Aviation Regiment commander allowing the men assigned to him to participate in the study. Although he drafted a letter of support (see Appendix B) to be included in a packet with the consent form (see Appendix C), instructions (see Appendix D), and psychometric instruments, he declined to allow any attempt to bring the participants together to complete the survey or the LSI (Kolb, 1985). He insisted that all contact and response be done through the mail system. Pre-stamped and addressed envelopes containing the materials were sent to those asked to participate. One month later follow-up postcards were sent to those who had not responded. In spite of these efforts, 66% of the captains returned their LSI's (Kolb, 1985) and a number requested to be informed of the results, but only 18% of the evaluators returned their surveys. Although there was a trend toward support of the hypothesis, the low return rates made any attempt at finding statistical significance impossible.

Study II

In a study of 90 male and female university students Anderson and Wanberg (1991) looked for a correlation between self-perception and other-perception in a task oriented group. They found that self-perception of leadership was best predicted by perceiving oneself as not hesitating to speak, being supportive of others, and having

attitudes about power as charisma. The other-perceptions of who showed leadership proved to be similar.

It seemed feasible then, to pursue the same basic hypothesis, change the subjects from military officers to students and add a comparison of self-perception and peer evaluation.

Subjects. Students chosen for the study were selected from the Austin Peay State University President's Emerging Leaders Program. The program is described as a unique learning experience and is designed to prepare students for leadership roles in the community. It involves both coursework and practical experience in applying leadership skills.

Students who apply may be invited to enroll in the program on the basis of G.P.A., participation in high school and community activities, successful completion of extracurricular projects, or the holding of past leadership positions along with a commitment to the development of leadership skills.

Permission was gained from the professor conducting the program for the participation of 18 sophomore and five freshmen Emerging Leaders in this modification of the original proposal.

Instruments. In addition to the Learning Style Inventory (Kolb, 1985), the students were also asked to complete the Bass Leadership Survey as a peer evaluation of four

other class members and a self-evaluation of leadership style using a modification of the Bass Survey (see Appendix E).

Results. The plan was to use a canonical correlation to examine the relationship between peer and self-evaluation, leadership rating, and learning style. Verbal support was given and the students were asked to pick up a packet after class to be returned through inter-campus mail. Seven students responded. With receipt of the follow-up letter, three more were returned. As the data needed to be cross referenced in order to find correlations, again, no statistical exercise was possible.

CHAPTER 4

Discussion and Recommendations

The literature supports the idea that the relationship between preferred method of information processing, leadership style, and effectiveness is ripe for continued research. Studies also indicate that some leadership styles are more effective across situations than others.

This particular study was an attempt to identify a leader's learning style, differentiate between charismatic and managerial leadership styles, and match these styles with perceived effectiveness as rated by subordinates, or in the modified effort, by peers.

The most obvious difficulty in completing these studies was the inability to collect sufficient data. The researcher would be well served in a project such as this not to relinquish control, to have enough support, to have sold the idea strongly enough to those involved that time would be allotted and the resources provided to gather the necessary data in one place at one time; especially if the number of participants is small.

Although the design in the second attempt was more complicated, the belief was that students identified as leaders would be motivated to learn more about their

individual styles and want to provide input to their peers as well. This proved to be a faulty assumption.

With the military, it appears the leaders (captains) were more interested in how they were perceived than their subordinates were in providing that information. Perhaps this should have been predictable, also.

This in itself might have been a topic of study, perhaps a follow up among those selected as to why they did not respond. It would have been revealing about the state of the organization to discover if the lack of response had to do with attitude and morale or if it was simply logistics.

The same might be said about the motivation of the students. It was assumed that such a study would have been of interest to emerging leaders, but this was never confirmed. Perhaps the agendas of those in charge who gave their permission, were not the same as those they asked to cooperate. The literature states that shared goals are a pre-requisite to task completion. What went wrong could in itself be an area for further study.

What comes to mind is that interest and motivation in themselves are variables in studying motivation and the effects of leadership style. The investigator would recommend to anyone working in this area to take these factors into account, to assess morale in an organizational climate

before attempting to isolate leadership factors in an ongoing working organization.

The possibility of being able to predict who might make a successful leader is an exciting one. If a psychological instrument such as the Learning Style Inventory (Kolb, 1985) could be validated as such a predictor it would add significantly to the studies on leadership style, and presumed effectiveness of those in or chosen for leadership positions. It is a worthwhile pursuit.

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APPENDIX A

SURVEY OF LEADERSHIP STYLES

Directions: Listed below are descriptive statements about superiors. For each statement we would like you to judge how frequently your current immediate superior (captian) has displayed the behavior described.

Use the following key for the five possible responses.

KEY:	A	B	C	D	E
	Frequently,	Fairly	Sometimes	Once in	Not at
	If not Always	Often		a While	all

When the item is irrelevant or does not apply, or where you are uncertain or don't know, leave the answer blank.

- ___ 1. Makes me feel good to be around him.
- ___ 2. Makes me feel and act like a leader.
- ___ 3. Is satisfied when I meet the agreed upon standards for good work.
- ___ 4. Makes me feel ready to sacrifice my own self-interests for the good of the group.
- ___ 5. Makes me feel we can reach our goals without him if we have to.
- ___ 6. I can earn credit with him by doing a job well.
- ___ 7. Assures me I can get what I personally want in exchange for my efforts.
- ___ 8. Makes me feel we can reach our goals without him if we have to.
- ___ 9. Puts suggestions by the group into operation.
- ___ 10. Finds out what I want and tries to help me get it.
- ___ 11. You can count on him to express his appreciation when you do a good job.
- ___ 12. Commands respect from everyone.

KEY: A B C D E
 Frequently, Fairly Sometimes Once in Not at
 If not Always Often a While all

- _____ 13. I put all my effort into accomplishing each task as a consequence of his leadership.
- _____ 14. Because of him, I am less concerned about my own immediate needs and am concerned about our group reaching its objectives.
- _____ 15. Gives personal attention to members who seem neglected.
- _____ 16. Earns my esteem by helping me get what I want.
- _____ 17. Is a model for me to follow.
- _____ 18. In my mind, he is a symbol of success and accomplishment.
- _____ 19. Has provided new ways of looking at things which used to be a puzzle for me.
- _____ 20. Is a good team player.
- _____ 21. Talks a lot about special commendations and promotion for good work.
- _____ 22. I am ready to trust his capacity to overcome any obstacle.
- _____ 23. Makes me concentrate on own self-interests rather than what is good for the group.
- _____ 24. Makes me do more than I expected I could do.
- _____ 25. Is content to let me continue doing my job in the same way as always.
- _____ 26. Is an inspiration to us.
- _____ 27. Makes me proud to be associated with him.
- _____ 28. Lets me know how I am doing.
- _____ 29. Has a special gift of seeing what it is that really is important for me to consider.
- _____ 30. His ideas have forced me to rethink some of my ideas which I have never questioned before.

KEY: A
 Frequently,
 If not Always

 B
 Fairly
 Often

 C
 Sometimes

 D
 Once in
 a While

 E
 Not at
 all

32

- ___ 31. Makes clear what can be expected if performance meets designated standards.
- ___ 32. Enables me to think about old problems in new ways.
- ___ 33. Is the dominant figure in our group.
- ___ 34. Makes me feel that as long as I do my job satisfactorily, I can expect to move ahead.
- ___ 35. Makes sure payoffs for good performance are made as quickly as possible.
- ___ 36. Inspires loyalty to him.
- ___ 37. Increases my optimism for the future.
- ___ 38. Is inner-directed.
- ___ 39. Inspires loyalty to the organization.
- ___ 40. I have complete faith in him.
- ___ 41. Excites us with his visions of what we may be able to accomplish if we work together.
- ___ 42. Treats each subordinate individually.
- ___ 43. Spends time talking about the purposes of our organization.
- ___ 44. Arouses my awareness about what is really important.
- ___ 45. Accepts me for what I am as long as I do my job.
- ___ 46. Is a parent figure to me.
- ___ 47. I decide what I want; he shows me how to get it.
- ___ 48. Sets standards which can easily be maintained.
- ___ 49. Encourages me to express my ideas and opinions.

KEY: A B C D E
 Frequently, Fairly Sometimes Once in Not at
 If not Always Often a While all

- _____ 50. Motivates me to do more than I originally expected I could.
- _____ 51. Heightens my motivation to succeed.
- _____ 52. Whenever I feel it necessary, I can negotiate with him about what I can get for what I accomplish.
- _____ 53. Asks no more of me than what is absolutely essential to get the task done.
- _____ 54. Provides means for me to communicate with others.
- _____ 55. Encourages me to put my free time to good use.
- _____ 56. Tends to spend his time "putting out fires" rather than focusing on long-term considerations.
- _____ 57. Only tells me what I have to know to do my job.
- _____ 58. Gives us a vision of what need to be done and depends on us to fill in the details.
- _____ 59. Encourages understanding of points of view of other members.
- _____ 60. As long as things are going all right he does not try to change anything.
- _____ 61. Gives me a sense of overall purpose.
- _____ 62. Tells me what I should do if I want to be rewarded for my efforts.
- _____ 63. I cannot succeed in reaching our goals without him.
- _____ 64. Gives me what I want in exchange for showing my support for him.
- _____ 65. Has a sense of mission which he transmits to me.
- _____ 66. Sees to it that my needs are met.

KEY: A
Frequently,
If not Always

B
Fairly
Often

C
Sometimes

D
Once in
a While

E
Not at
all

34

- ___ 67. Makes everyone around him enthusiastic about assignments.
- ___ 68. As long as the old ways work, he am satisfied with my performance.
- ___ 69. I model my behavior after his.
- ___ 70. It is all right if I take initiative but he does not encourage me to do so.
- ___ 71. There is a close agreement between what I am expected to put into the group effort and what I can get out of it.
- ___ 72. Without his vision of what lies ahead of us, we would find it difficult, if not impossible, to get very far.

FOR ITEMS 73 - 76: A = extremely effective
B = very effective
C = effective
D = only slightly effective
E = not effective

- ___ 73. The overall work effectiveness of your unit can be classified as:
- ___ 74. Compared to all other units you have ever known, how do you rate the unit's effectiveness?
- ___ 75. How effective is your superior in meeting the job-related needs of the subordinates?
- ___ 76. How effective is your superior in meeting the requirements of the organization?

FOR ITEMS 77 - 78: A = very satisfied
B = fairly satisfied
C = neither satisfied nor dissatisfied
D = somewhat dissatisfied
E = very dissatisfied

____ 77. In all, how satisfied are or were you with your superior?

____ 78. In all, how satisfied are you that the methods of leadership used by your superior are or were the right ones for getting your group's job done?

From: Bass, B. (1985). Leadership and Performance Beyond Expectation. New York: The Free Press.
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APPENDIX B



DEPARTMENT OF THE ARMY
HEADQUARTERS
160TH SPECIAL OPERATIONS AVIATION REGIMENT (AIRBORNE)
UNITED STATES ARMY SPECIAL OPERATIONS COMMAND
FORT CAMPBELL, KENTUCKY 42223-5000



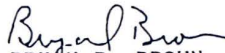
AOAV-F-SA (1)

May 16, 1991

MEMORANDUM FOR ALL PARTICIPANTS

SUBJECT: Assessment of Character Traits

1. I have selected you to participate in a research project being conducted by Mrs. Judy Redline, a graduate student in psychology, under the guidance of CPT Mark Lowry.
2. I fully endorse Mrs. Redline's project and expect your full cooperation. All requirements by you will require minimum time.


BRYAN D. BROWN
LTC(P), AV
Commanding

APPENDIX C

INFORMED CONSENT STATEMENT

The purpose of this investigation is to study the relationship between the way an identified student leader processes information, his/her leadership style, and the effect of that style. We are also comparing self and peer evaluation of leadership style. You are being asked to complete the Learning Style Inventory, and a leadership style survey for yourself and four of your peers. Instructions are provided. Your responses are confidential. At no time will you be identified nor will anyone other than the investigators have access to your responses. Your participation is completely voluntary, and you are free to terminate your participation at any time without penalty. We know of no harm that can come to you as a result of participating in this study.

If you would like to receive a copy of the results of this study, please indicate at the bottom of this form making sure to include your mailing address.

Thank you for your cooperation.

I agree to participate in the present study being conducted by a masters level graduate student supervised by a faculty member in the Department of Psychology at Austin Peay State University. I have been informed either orally or in writing or both about the procedures involved. I realize that I can call 648-7233 between the hours of 8:00 A.M. and 4:00 P.M. Monday through Friday and request additional information about the study from J. Redline or J. Lewis. I understand that I am free to terminate my participation at any time without penalty or prejudice and to have all data obtained from me withdrawn from the study and destroyed.

Name (Please Print)

Signature and Date

APPENDIX D

LETTER OF INSTRUCTION

Thank you for participating in this study on the relationship between learning style and effective leadership style. In addition to this letter of instruction, this envelope contains:

1. The consent form
2. The Learning Style Inventory
3. Four Peer Evaluations
4. One Self-Evaluation

You are being asked to complete each form or psychological instrument as instructed. The entire process should take about 20 minutes.

Upon completion, return all items pertaining to the study into the envelope and drop it into the inter-campus mail system. Whether you choose to participate or not, I am requesting that you mail the envelope back to the Psychology department to maintain accountability.

Completing the Learning Style Inventory will give you some useful information about yourself, and taking the time to respond to the entire packet will provide information which will be of personal as well as general benefit.

If you have any questions, please call me at 648-7233.

Thank you.

Judith Redline

Instructions to commissioned officers:

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Please read these instructions carefully and refer to them as needed.

Included in the pre-addressed envelope is an Informed Consent Statement which explains the purpose of this study. Please read and sign. This envelope also contains a Learning Style Inventory booklet. Enter your name and the date on the front of the booklet.

The Learning Style Inventory is self-administered. Read the instructions before answering the questions. Every blank must be filled; you must make a choice. There can be no ties among the column totals. As you read through the booklet, you will see directions for scoring which will show you what your preferred learning style is and what it means.

Upon completion, return both items back into the envelope along with this instruction sheet, seal the envelope, and mail it as soon as possible.

Be assured that all data gathered from this study are confidential and will be used for research purposes only. No names will be used anywhere in the reported results and your participation will in no way affect your Army career.

Thank you for participating in this study.

Please read these instructions carefully and refer to them as needed.

Included in this pre-addressed envelope is an Informed Consent Statement which explains the purpose of this study. Please read and sign. You will also see a printed Leadership Style Survey. On the first page of the Survey write the name of the commissioned officer who rates you. All items on this Survey will refer to him and his leadership style. Instructions for completing the Survey and the ranking system are explained on the first page. As the instructions state, if you feel you cannot respond to a particular item, leave it blank. Immediately upon completing the Survey, place both items in the pre-addressed envelope along with this instruction sheet, and mail it as soon as possible.

Be assured that all data gathered from this study are confidential and will be used for research purposes only. No names will be used anywhere in the reported results. Your participation will in no way affect you Army career, nor will it affect the career of the man you are evaluating.

Thank you for participating in this study.

APPENDIX E

SURVEY OF LEADERSHIP STYLES-PEER EVALUATION

Directions: Listed below are descriptive statements that apply to superiors and leaders. For each statement we would like you to describe how often (Name) has displayed the behavior described. Use the following key for the five possible responses.

KEY:	A	B	C	D	E
	Frequently, If not Always	Fairly Often	Sometimes	Once in a While	Not at all

When the item is irrelevant or does not apply, or where you are uncertain or don't know, leave the answer blank. For ease of reading, the male pronouns he & him are used to represent both genders.

- ___ 1. It makes me feel good to be around him.
- ___ 2. Makes me feel and act like a leader.
- ___ 3. Is satisfied when I meet agreed upon standards for good work.
- ___ 4. Makes me feel ready to sacrifice my own self-interests for the good of the group.
- ___ 5. Makes me feel we can reach our goals without him if we have to.
- ___ 6. I can earn credit with him by doing a job well.
- ___ 7. Assures me I can get what I personally want in exchange for my efforts.
- ___ 8. Put suggestions by the group into operation.
- ___ 9. Finds out what I want and tries to help me get it.
- ___ 10. You can count on him to express appreciation for a job well done.
- ___ 11. Commands respect from everyone.
- ___ 12. I put all my effort into accomplishing each task as a consequence of his leadership.

KEY:

A
Frequently,
If not Always

B
Fairly
Often

C
Sometimes

D
Once in
a While

E
Not at
all

46

- ___ 13. Because of him, I am less concerned about my own immediate needs and am concerned about our group reaching its objectives.
- ___ 14. Gives personal attention to members who seem neglected.
- ___ 15. Earns my esteem by helping me get what I want.
- ___ 16. Is a model for me to follow.
- ___ 17. In my mind, he is a symbol of success and accomplishment.
- ___ 18. Has provided new ways of looking at things which used to be a puzzle for me.
- ___ 19. Is a good team player.
- ___ 20. Talks a lot about special commendations and promotion for good work.
- ___ 21. I am ready to trust his capacity to overcome any obstacle.
- ___ 22. Makes me concentrate on own self-interests rather than what is good for the group.
- ___ 23. Makes me do more than I expected I could do.
- ___ 24. Is an inspiration to us.
- ___ 25. Makes me proud to be associated with him.
- ___ 26. Lets me know how I am doing.
- ___ 27. Has a special gift of seeing what it is that really is important for me to consider.
- ___ 28. His ideas have forced me to rethink some of my ideas which I have never questioned before.
- ___ 29. Makes clear what can be expected if performance meets designated standards.

KEY:	A	B	C	D	E	47
	Frequently,	Fairly				
	If not Always	Often	Sometimes	Once in	Not at	
				a While	all	

30. Enables me to think about old problems in new ways.
31. Is the dominant figure in our group.
32. Makes me feel that as long as I do my job satisfactorily, I can expect to move ahead.
33. Makes sure payoffs for good performance are made as quickly as possible.
34. Inspires loyalty to him.
35. Increases my optimism for the future.
36. Is inner-directed.
37. Inspires loyalty to the organization.
38. I have complete faith in him.
39. Excites us with his visions of what we may be able to accomplish if we work together.
40. Treats each subordinate individually.
41. Spends time talking about the purposes of our organization.
42. Arouses my awareness about what is really important.
43. Accepts me for what I am as long as I do my job.
44. Is a parent figure to me.
45. I decide what I want; he shows me how to get it.
46. Sets standards which can easily be maintained.
47. Encourages me to express my ideas and opinions.
48. Motivates me to do more than I originally expected I could.
49. Heightens my motivation to succeed.

- _____ 50. Whenever I feel it necessary, I can negotiate with him about what I can get for what I accomplish.
- _____ 51. Asks no more of me than what is absolutely essential to get the task done.
- _____ 52. Provides means for me to communicate with others.
- _____ 53. Tends to spend more time "putting out fires" than on long term considerations.
- _____ 54. Only tells me what I have to know to do the job.
- _____ 55. Gives a vision of what needs to be done and depend on us to fill in the details.
- _____ 56. Encourages understanding of points of view of other members.
- _____ 57. As long as things are going all right, he does not try to change anything.
- _____ 58. Gives me a sense of overall purpose.
- _____ 59. Tells me what I should do if I want to be rewarded for my efforts.
- _____ 60. I cannot succeed in reaching our goals without him.
- _____ 61. Gives me a sense of overall purpose.
- _____ 62. Has a sense of mission which he transmits to me.
- _____ 63. Sees to it that my needs are met.
- _____ 64. Makes everyone around him enthusiastic about assignments.
- _____ 65. As long as the old ways work, he am satisfied with my performance.
- _____ 66. I model my behavior after his.
- _____ 67. It is all right if I take initiative but he does not encourage me to do so.

KEY: A B C D E
 Frequently, Fairly Sometimes Once in Not at
 If not Always Often a While all

- ____ 68. There is a close agreement between what I am expected to put into the group effort and what I can get out of it.
- ____ 69. Without his vision of what lies ahead of us, we would find it difficult, if not impossible, to get very far.

KEY: A B C D E
 Extremely Very Effective Only Slightly Not
 Effective Effective Effective Effective

- ____ 70. His effectiveness in meeting the needs of the organization.
- ____ 71. His effectiveness in satisfying the needs of my subordinates.

Adapted from: Bass, B. (1985). Leadership and Performance Beyond Expectation. New York: The Free Press.
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SURVEY OF LEADERSHIP STYLES-SELF EVALUATION

Directions: Listed below are descriptive statements that apply to superiors and leaders. For each statement we would like you to describe how often you display the behavior described.

Use the following key for the five possible responses.

KEY:	A	B	C	D	E
	Frequently,	Fairly	Sometimes	Once in	Not at
	If not Always	Often		a While	all

When the item is irrelevant or does not apply, or where you are uncertain or don't know, leave the answer blank.

- ___ 1. It makes others feel good to be around me.
- ___ 2. I make others feel and act like leaders.
- ___ 3. I am satisfied when they meet the standards agreed upon for good work.
- ___ 4. Because of me others are willing to sacrifice their own self-interests for the good of the group.
- ___ 5. They can reach our goals without me if required.
- ___ 6. You can earn credit with me by doing a good job.
- ___ 7. Others know they can get what they personally want in exchange for their efforts.
- ___ 8. I put suggestions by the group into operation.
- ___ 9. I find out what others want and try to help them get it.
- ___ 10. You can count on me to express appreciation for a job well done.
- ___ 11. I command respect.
- ___ 12. Because of me, others put all their efforts into accomplishing each task.
- ___ 13. Because of me, others are less concerned about their own immediate needs and more concerned about our group reaching its objectives.

KEY: A B C D E
 Frequently, Fairly Sometimes Once in Not at
 If not Always Often a While all

51

- ___ 14. I give personal attention to members who feel neglected.
- ___ 15. I earn their esteem by helping others get what they want.
- ___ 16. I serve as a role model for others to follow.
- ___ 17. I am a symbol of success and accomplishment.
- ___ 18. I am able to provide new ways of looking at things.
- ___ 19. I am a good team player.
- ___ 20. I talk about rewards for good work.
- ___ 21. Others trust my capacity and judgment to overcome any obstacle.
- ___ 22. Others tend to concentrate on own self-interests rather than what is good for the group.
- ___ 23. Because of me, others do more than they expected they could do.
- ___ 24. I am an inspiration to others.
- ___ 25. Others are proud to be associated with me.
- ___ 26. I let them know how they are doing.
- ___ 27. I am able to help others see what is really important to consider.
- ___ 28. My ideas have forced others to rethink some of theirs which they had not questioned before.
- ___ 29. I make clear what can be expected if performance meets designated standards.
- ___ 30. I can help others think about old problems in new ways.
- ___ 31. I am the dominant figure in our group.

KEY: A B C D E
 Frequently, Fairly Sometimes Once in Not at
 If not Always Often a While all

- _____ 32. Others know that as long as they perform satisfactorily they can expect to move ahead.
- _____ 33. I make sure good performance is rewarded as quickly as possible.
- _____ 34. I inspire loyalty to myself.
- _____ 35. I am responsible for increased optimism in the group.
- _____ 36. I am inner-directed.
- _____ 37. I inspire loyalty to the organization.
- _____ 38. Others have faith in me.
- _____ 39. I can inspire others with my view of what we can accomplish if we work together.
- _____ 40. I treat each subordinate individually.
- _____ 41. I spend time talking about the purposes of our organization.
- _____ 42. I can communicate and create an awareness of what is really important.
- _____ 43. I can accept those who work for me for who they are as long as they do their job.
- _____ 44. I am a parent figure.
- _____ 45. You decide what you want; I'll show you how to get it.
- _____ 46. I set standards which can easily be maintained.
- _____ 47. I encourage others to express their ideas and opinions.
- _____ 48. I motivate others to do more than they originally expected they could.
- _____ 49. I am able to heighten motivation to succeed.

KEY: A B C D E
 Frequently, Fairly Sometimes Once in Not at
 If not Always Often a While all

53

- ___ 50. You can negotiate rewards for accomplishments with me.
- ___ 51. I ask no more than what is essential to get the job done.
- ___ 52. I provide for ease of communication within the group.
- ___ 53. I tend to spend more time in "putting out fires" than on long term objectives.
- ___ 54. I communicate on a need to know basis.
- ___ 55. I prefer to give a vision of what needs to be done and depend on the others to fill in the details.
- ___ 56. I encourage understanding everyone's point of view.
- ___ 57. As long as things are going all right, I don't try to change anything.
- ___ 58. My leadership gives a sense of overall purpose.
- ___ 59. I make clear what needs to be done if someone wants a reward for a job well done.
- ___ 60. The group needs me to succeed in reaching its goals.
- ___ 61. I am prepared to meet the needs of the group if they will give me what I want.
- ___ 62. I am able to transmit a sense of mission.
- ___ 63. I see to it that the needs of subordinates are met.
- ___ 64. Make those around me enthusiastic about assignments.
- ___ 65. As long as the old ways work, I am satisfied with performance.
- ___ 66. Others model their behavior after mine.

KEY: A B C D E
 Frequently, Fairly Sometimes Once in Not at
 If not Always Often a While all

- ____ 67. Initiative in others is OK but I don't encourage it.
- ____ 68. There is a close agreement between what is put into the group effort and what one gets out of it.
- ____ 69. My ability to communicate my vision of what lies ahead makes it possible for us to move forward.

KEY: A B C D E
 Extremely Very Effective Only Slightly Not
 Effective Effective Effective Effective

- ____ 70. My effectiveness in meeting the needs of the organization.
- ____ 71. My effectiveness in satisfying the needs of my subordinates.
- ____ 72. The effectiveness rating I would expect to receive from my peers.

Adapted from: Bass, B. (1985). Leadership and Performance Beyond Expectation. New York: The Free Press.
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