

LEADERSHIP –FOLLOWERSHIP –LEARNING ORGANIZATION PROJECT

by

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Abstract

This study is likely unique in its outlook as the Western (predominantly North American / European) leadership literature is examined through the lens of Saudi Arabian woman who has received a Master of Education degree in Multidisciplinary Leadership from a recognized Canadian university. In an attempt to improve our Saudi educational system to benefit learners and educators, I have chosen to focus on leadership and followership in the educational domain. I thought about how leaders and followers can understand and integrate leadership and followership styles for their own benefit and the benefit of the organization. This project the Leadership Followership Learning Organization (LFLO) Project synthesizes many sources of data to provide the Saudi system with tangible procedures that can be useful and helpful in improving the quality of education in the country. It will become effective when leaders have an understanding of leadership styles that would facilitate which type of tasks can be appropriate for followers and a clear notion of how to organize the workplace that allow leaders and followers to realize each other's styles so that all can function more effectively in a workplace setting.

TABLE OF CONTENTS

ABSTRACT	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	v
LIST OF FIGURES	vi
ACKNOWLEDGEMENT	vii
CHAPTER	
I	
INTERDUCTION.....	1
Purpose of the Study	2
My View.....	2
II	
REVIEW OF LITERATURE	4
Leadership Types.....	5
Transactional Leadership.....	5
Autocratic Leadership.....	6
Bureaucratic Leadership	6
Task- oriented Leadership \ Production Orientation	7
Transformational Leadership.....	8
Idealized Influence (charisma).....	9
Inspirational Motivation.....	9
Intellectual Stimulation.....	10
Individualized Consideration.....	10
Charismatic Leadership.....	11
Democratic Leadership.....	12
Laissez-faire	12
People/Relations-oriented Leadership.....	13
Servant Leadership.....	14
Summary of Leadership Styles	15
Tasks.....	16
Leadership Styles and Tasks.....	17
Followership Types.....	18
Adair's 4- D Followership Model.....	19
Disciple.....	19
Doer.....	19
Disengaged.....	19
Disgruntled.....	20
Followers as Creative Entities.....	22

III	METHOD.....	26
	Sources of Data (Research Information).....	26
	The Analysis Researcher Interaction with data.....	26
	My Background.....	27
	My UNBC Experiences.....	29
	My Transformation.....	29
IV	CREATION OF THE LEADER-FOLLOWER-TASK MODEL.....	33
	Tasks in Relation to Leadership Style	34
	Categorizing Level of Followership.....	37
	Conclusion.....	41
	Limitations.....	42
	My Aspirations.....	43
V	REFERENCES	44

LIST OF TABLES

Table 1	21
---------------	----

LIST OF FIGURES

Figure 1(Followers as Creative Entities).....	24
Figure 2(A combination of “Bloom’s taxonomy” and “Mindtools’s classification).....	36
Figure 3 (Synthesis of leadership, followership, and learning models).....	39

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CHAPTER I INTRODUCTION

Without followers, there can be no leaders. Indeed, Bjugstad, Thach, Thompson & Morris (2006) advanced that active followership means the leader's authority has been accepted so giving legitimacy to the direction and vision of the leader. Without eyes, ears, minds, and hearts of followers, leaders cannot function effectively. Similarly, De Pree (1992) asserted that "leaders only really accomplish something by permission of the followers" (p. 305). From these concepts, I started thinking about how good leaders could have good followers and with that, how could leaders and followers understand each other's roles and needs in order to build better more effective working relationships. With my available articles and books that explain the importance of followership, I, as a Master's of Education student who has spent two years in my Masters of Education leadership program, decided to devise a scheme which will help leaders of any organization develop strong leadership qualities by utilizing more styles of leadership thus allowing leaders to develop themselves as leaders and so improve an employee's performance. This proposed scheme would help both the leaders and followers recognize their own styles and so become better able to convert their organizations into learning organizations which facilitate the achievement of specific or multiple tasks while at the same time insuring the professional development of employees and themselves. In turn followers would also grow to understand themselves and their roles. This enactment in teams' and groups' work environments benefits the entire organization. I believe that a successful leader should be carefully considering this important matter. In this project, I developed a scheme that allows leaders: to apply leadership systematically through an application that will allow them to obtain productive outcomes; to gain knowledge and understanding of followership types, and to improve themselves and others in a strong environmental learning organization.

Purpose of the Study

Generally speaking, in most cultures few aspire to be followers. However in successful learning organizations, leaders should create the concept of when there is a good leader; there are good followers too. Through this notion, it will create new behavioral norms which lead followers to change and develop themselves. Given this, employees (followers) can strengthen leadership roles once they develop themselves and support leaders who “reflect their mutual purposes” (Adair, 2008, p. 139). In this Leadership Followership Learning Organization project, an application of leadership knowledge is matched with the followership field which has been ignored on leadership studies. Applying many leadership styles when needed and having deep understanding of followers (employees) types was the main purpose of this project. In this case, leaders can develop themselves, develop followers (employees) and then organizations or schools as whole to become learning organization where followers take responsibility for what they do and how they do it (Jones & Hendry, 1992). Moreover, this development should stimulate changes in organizations, in employees’ futures and in society as a whole. In other words, leadership and followership are two sides of the same coin that we need to understand together rather than separately.

My View

In 2012 as senior secondary physics teacher in Saudi Arabia, I came to Prince George to start my study. I had a big dream with a limited vision. I had a dream of changing the school system in Saudi Arabia. In addition, I have become aware of the importance of strong, long-term leadership in creating “effective change, especially in the early stages of new initiatives” (Fullan, 2012, p. 153). To fulfill my dream, I had to complete my Master of Education program in Canada. My goal was to provide a better learning environment for students that will prepare them for their future careers and set them up for successful lives. In order to enact this change, I must get a well-positioned job in the Saudi Ministry of Education

as this is where change must occur in my country. During my courses at the University of Northern British Columbia, I have observed the policies of schools in B.C. After two years of taking courses and visiting schools in both Canada and Saudi Arabia, I have come to realize that, if any changes will happen in my country, it will be from upper level government ministries. Accordingly I started to think about how I could help improve the educators in Ministry of Education or any educational ministries \ organizations. I have become aware of the importance of strong, long-term leadership in creating “effective change, especially in the early stages of new initiatives” (Fullan, 2012, p. 153). The change would be difficult to realize via the efforts of a young woman and in an undeveloped country, but my dream sticks in my mind. I have met Saudi educators and discussed how both male and female educators can put our efforts together in order to help our country become one of the best developed countries in which we consider education to be a top priority. The answer is to continuously improve our systems which also lead to improvement of citizens. Based on these ideas, I have designed a conceptual framework that allows leaders and followers to perceive their own styles in relation to the styles of others. All might then work together in the mutual interests of the organization.

Chapter II LITERATURE REVIEW

We often think about why some leaders are successful while others not. In order to find a good answer of the aforementioned question, I did an extensive literature review and developed the view that successful leaders are those who understand the various approaches / styles to leadership, so that they can apply these approaches appropriately and in ways that are appropriate to the leader's situation. Therefore, leaders in any organizations deal with two essential aspects, tasks and employees (Schein, 1985). For this reason, I have divided this part into three sections, leadership styles, followership styles, and tasks.

Firstly, possessing a deep understanding of leadership styles is a quality that every successful leader must have. For this work, I have chosen to use the leadership styles as identified by Eagly & Johannesen-Schmidt, (2003) in their work titled *The Leadership Style of Women and Men*. Within Eagly & Johannesen-Schmidt, (2001) describes the most common leadership styles as transactional, autocratic, bureaucratic, transformational, charismatic, democratic/participative, laissez-faire, task-oriented, people/relations-oriented, and servant leadership (p. 786-788). Leaders must adapt their style to suit a situation or a specific group or tasks. Murry (2013) later described each style and mentioned that leadership is not "one size fits all" (p. 2). Taking from Murry's (2013) recent work, and others mentioned earlier (Eagly, Johannesen-Schmidt and Van Engen (2003), Kippenberger (2002), and Politis (2001), I have defined each style and have reorganized these categories into the broader groups of transactional (authority as the basis for leadership) and transformational (personality of the leader as the basis for leadership). I first have discussed the variations of the transactional model then the varieties of the transformational model.

Leadership Types

Transactional Leadership

Transactional leadership is a style of leadership in which the leader promotes obedience in his or her followers and has a right to "punish" or "reward". Leaders focus on both employees' and organizations' needs and transact employees' efforts to meet the employees' and organizations' needs (Miner, 2005). Four decades ago, House and Mitchell, (1975) and more recently Aarons (2006) noted that transactional leadership is appropriate for supporting adherence in routine tasks but not necessarily for innovative tasks (p. 1163). In addition, "followers are rewarded for meeting specific goals or performance criteria" (Avolio & Bass, 1988, p. 33). On other words, transactional leadership places an emphasis on meeting specific targets or objectives rather than forward-thinking ideas. For the narrow purpose of getting specific tasks completed transactional leadership is functional. Namely, the benefit of this style would be the clarification of roles and responsibilities for everyone. Currently, transactional leadership is also effective in crisis and emergency situations (Odumeru & Ifeanyi, 2013). On the other hand, it remains managerial leadership that emphasizes the status quo.

The components or behaviors of transactional leadership as described by Hargis, Watt & Piotrowski, (2011, p. 9-10) are: contingent reward based including both contingent positive and negative reinforcement, and managing by expectation, either actively or passively. According to Odumeru & Ifeanyi (2013):

When the set goals are accomplished on-time, ahead of time, or to keep followers working at a good pace at different times throughout completion, contingent positive rewards such as praise are given. Conversely, contingent negative rewards such as punishments are given when performance quality or quantity falls below production standards or goals (p. 358).

Active management-by-exception means that the leaders monitor each follower's performance and if the followers deviate from rules and standards then the leaders intervene to take corrective action to prevent mistakes throughout the process (Bass, 1985). In contrast the "passive management-by-exception" leader "intervenes only after standards or rules have not been met or problems are arisen" (Northouse (2004, p. 181). For instance, leaders who use the passive management-by-exception endorse the statement "I fail to interfere until problems become serious" while those adhering to active management-by-exception might instead relate to "I concentrate my full attention on dealing with mistakes, complaints, and failures." (Lai, 2011, p. 3)

Autocratic leadership. Autocratic Leadership is an extreme form of transactional leadership. It is a classical approach where leaders can use their power of influence from their position to control rewards and decision making authority as much as possible. This type of leader who gives instruction and direction to the followers on whether and how to execute tasks is very strict. As described 50 years ago, these leaders are directive in order to make followers compliant (Blau & Scott, 1962). On other words, these leaders impose their choices and judgments based on the complete power they have; and rarely accept advice from followers. Usually the autocratic leader behaves as if power and prestige are necessary for getting compliance from his/her workers (Jayasingam & Cheng, 2009). The benefit of autocratic leadership can be effective for some routine, unskilled jobs and making quick decisions. It may also result in heightened productivity, particularly in the short term. The downside of this style is that it might lead to high levels of absenteeism and high staff turnover. Furthermore, autocratic leadership is seen as restricting follower's creativity and innovativeness (Anderson & Brown, 2010).

Bureaucratic leadership. Bureaucratic leadership consists of leaders following rules and procedures precisely in order to manage teams and projects. Nikezi\c, Puri\c, & Puri\c

(2012) noted that this type of leadership allows no latitude to explore new ways to solve problems as it is based upon fixed official duties under a hierarchy of authority. The bureaucratic leaders believe in a system of very strict and systematic discipline for the followers, and demand business-like conduct in the workplace. Bureaucratic leadership may be useful in organizations where employees do routine tasks or in which the job doesn't change over a long period of time. Although this view would be seen as outdated in the early 21st Century, Dubin (1951) offered the opinion that this style could be advantageous in universities, hospitals, banks, and government where followers should obey leaders because authority is bestowed upon the leader as part of their position in the companies or organizations, and it can be an efficient management style in certain departments in companies or organizations that don't require much creativity or innovation from employees. By way of contrast, the dark side of this style is evident because it allows no flexibility, creativity and innovation but also it is too heavily organized and tends to depersonalize the organization (Peterkin, 1996). However, Thoonen et al, (2011) mentioned that there are some elements of higher educational system that cannot be managed just by applying bureaucratic leadership. In the university setting, working in collaboration and mentorship demands a combination of other leadership styles (e.g. bureaucratic and transformational) which fit university's needs for creativity and innovation.

Task- oriented leadership \ production orientation. Schmid's (2006) task orientation relates to the leader's emphasis on planning, organization, implementation, budgeting, administrative communication, coordination, decision making, and functions that are perceived as instrumental aspects of the leader's role and enable her/him to focus on goal achievement with minimal consideration of the human factor (p. 185). In other words, the task-oriented leader is one who focuses on procedures that are necessary to achieve the tasks. In addition, these leaders emphasize what the follower is to be doing, when, where, and how

each step is to be executed. A task-oriented leader is not so concerned about building strong relationships with employees (Mujtaba & Alsua, 2011). This leader primarily cares about getting the job done in a timely and productive manner by focusing on the necessary workplace procedures, ensuring that followers have a clear understanding of her/his roles. In addition, task-oriented focus probably drives the leader's success so he/she often is self-important. This type of leadership is effectively used in factories, retail, and food services and with plant workers where the productivity and quality are desired (Fiedler, 1967). However, creative followers may find that type of leadership provides an uncomfortable and inappropriate environment for doing tasks. Also, this type of leader's target is to achieve task after task, so followers may experience increased stress and burnout (Bass, 1985).

Transformational Leadership

According to Burns (1978), transformational leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation" (p. 1). These leaders can cause change in the organizational culture. They create valuable and positive change in followers with the end goal of developing them into leaders. Transformational leadership enhances the motivation, morale, and performance of followers through a process by which the leader appeals to follower's ideals and values (Tichy & Devanna, 1986).

According to Simić (1998):

These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance (p. 50).

There are four elements can be used to examine transformational leadership. Bass & Avolio (1993) expanded on Burns' (1978) concept of a transformational leader by introducing the four "I" behaviors of transformational leadership:

Idealized Influence (charisma). Describes to which extent a leader is capable of being role model for his/her followers. The leader behaves in admirable ways and has strong beliefs which give empathy and support, keeps communication that meets each follower's needs and concerns likewise builds a great team. A transformational leader has great potential and determination that will take him/her to higher levels whereas his/her followers trust him/her. A leader in this style has willingness to take risks and to be consistent (Transformationalleadership.net, 2014).

Simić (1998) claimed that transformational leaders provide role models for their followers. These leaders:

do "the right things", demonstrating high moral and ethical behavior. They do not use their position and leaders' abilities to achieve personal interests, but they direct them to use the potentials of their followers and to achieve the aims of organizations. (p. 52)

Inspirational Motivation. Lai (2011) articulated that this type of leader speaks with followers of a shared goal and demonstrates enthusiasm and optimism, and emphasizes commitment to a vision. Because inspiration and motivation are interchangeable, a transformational leader inspires and motivates the followers to exhibit appropriate behavior. Having a clear vision and strong communication with followers' expectations would lead to attainment of the goal since such leaders display enthusiasm and optimism. Accordingly, the leader's vision, activities and behavior will get followers motivated and inspired (Boerner, Eisenbeiss & Griesser, 2007).

Intellectual Stimulation. Leaders stimulate and encourage creativity and think in new ways. Lai (2011) regards transformational leadership as instilling creativity as well. Followers are encouraged to approach problems in new ways. Intellectually stimulating leaders make statements such as “I re-examine critical assumptions to question whether they are appropriate” and “I suggest new ways of looking at how to complete assignments. (p. 3)

Leaders who inspire employees to think creatively and innovatively overcome any obstacles getting in the way of the mission, so empowering followers to enthusiastically accept and pursue challenging goals. These leaders are described as intellectually stimulating (Odumeru & Ogbonna, 2013).

Individualized Consideration. Leaders meet their follower’s needs and concerns and treat followers individually and within groups. Such leaders are said to be coaches or mentors. In other words, showing respect and personal concern for employees as individuals, attending to each individual follower’s needs and acting as a mentor or coach would describe an individualized consideration leader (Odumeru & Ogbonna, 2013). Hoffmeister et al (2014) articulated that in order to foster supportive relationships leaders keep two-way communication that is recognized, and they offer direct recognition of the unique contributions of each follower and within a group.

Suresh & Rajini, (2013) noted that transformational leadership has been widely researched including both qualitative and quantitative methods. People are attracted to it because it makes sense to them whatever forms of evidence they may trust. In addition, transformational leadership is exemplified by leaders such as Barak Obama and Mahatma Gandhi who can be trusted and easily recognized by people. Transformational leaders emphasize follower’s needs, values and morals; therefore, transformational leadership has a positive impact at personal, team, and organizational levels (Lai, 2011). Because transformational leadership has a positive impact at person, team, and organization levels, the

transformational leader empowers employees to make changes in themselves and realize their full potential; this provides the organization with the advantage of superior employee performance (Bass, 1985). The author of Transformational leadership.net (2014) claims that:

Transformational leaders are particularly good at culture building, providing intellectual stimulation and individual support, modeling positive behaviors, vision-building and holding high performance expectations for their employees thus transformational leaders are in charge of corporate learning.

On the other hand, transformational leadership is about personality traits more than learned behaviors, consequently leaders may not have such ability and force of character to enforce and achieve organization's goals (Suresh & Rajini, 2013).

Charismatic leadership. Suresh & Rajini, (2013) view this style as similar to the transformational leadership style. Transformational leaders engage in distinctive behaviors within a three-stage process. In the first stage the environment is assessed to determine the needs of followers. Secondly, leaders articulate a vision of the future and communicate this vision effectively to their followers. Implementation of the vision after creating an atmosphere of confidence and competence happens in the third stage. In this stage leaders must use unconventional ways to get the commitment of the subordinates and thereby make the mission achievable (Elbers, 2007). Shamir, House & Arthur, (1993) described transformational leaders who emphasize themselves, use their personal charm to get things done and have an effective influence. This may be an extremely powerful way to lead others so leaders in this case can motivate accomplishment. By setting up the organization's vision, a charismatic leader has an opportunity to create a vision of a future state that everyone believes will be better than today's situation. On the other hand employees may feel this kind of leadership is uncomfortable and disruptive to the workplace or to them personally (de Hoogh et al., 2004).

Democratic/participative leadership. According to Gastils (1994), democratic/participative leadership relies on the “performance of three functions: distributing responsibility among the membership, empowering group members, and aiding the group’s decision-making process” (p. 953). The democratic leader tends to use a more consensual decision making style that is expected to result in employee satisfaction causing them to care more about cohesion and interpersonal relationships. Consequently employee satisfaction is improved and people feel that they are part of the organization. Also, they share power and authority between themselves and their followers (Anderson & Brown, 2010). Anderson and Brown saw the benefits of a democratic style as encouraging cooperation, cohesiveness, and stability, as well as less aggressive followers which does not happen if leaders make decisions on their own. In addition, it is an appropriate style for solving complex problems; that is, democratic leaders are open to take a wide consensus of opinion, work collaboratively and think innovatively so collecting a variety of solutions and building a good team. There are difficulties: one must take into account that leaders cannot utilize any advice from incompetent followers, and it must be noted that gathering lots of opinion takes time (Melo & Baiocchi, 2006)., In certain situations, particularly during crises, democratic leadership becomes very problematic; leaders may need to be very directive, rapidly stepping in making decisions (Gastil, 1994).

Laissez-faire. This style may be thought of as no leadership at all; it is about giving the followers complete freedom and leaving them alone to do their work as they see fit. I have included it in this section as a laissez-faire leader does not provide a regimented system as do the transactional leaders. Some see laissez-faire as the avoidance of intervention or the abdication of responsibility (Lievens Pascal Van Geit Pol Coetsier, 1997). Chaudhry & Husnain, (2012) attribute the laissez-faire leadership style to some leaders having the strong belief that the employees know their jobs best and then they, the leaders, should leave the

employees alone. Employees generally organize the work among themselves; although laissez-faire leaders may answer questions, they otherwise leave employees to their own devices (Goodnight, 2004). Laissez-faire can be effective for followers who are highly skilled, experienced experts and well-motivated specialists, e.g., scientists, who require little or no direction (Conger & Benjamin, 1999). The thinking is that followers will be satisfied in their jobs and thus will increase productivity. Conversely if followers are not so inclined, I would think that laissez-faire leadership would be damaging. Goodnight (2004) also expressed concerns, articulating that laissez-faire leaders habitually function in a crisis or reaction mode. Further to the negative view, Peterkin & Mandeville (1996) suggest that, "this style can easily lead to anarchy if allowed to function for a long period of time" (p. 237).

People/relations-oriented leadership. These leaders are concerned with developing and supporting followers and making them feel appreciated and part of organization's success, hopefully leading to more collaboration (Harrison, 1995). Schmid (2006) expressed the idea that people/relations-oriented leadership orientation is seen in the leader's emphasis on functions such as motivating workers, training and development, listening and empathy, interpersonal communication, building the administrative team, trust, and establishing stable human relations (p. 185). Hersey (2008) later added that a people/relations-oriented leader may provide socio-emotional support, organize others, develop people, and open lines of communication in order to build great teamwork within the work community. In fact, communication and teamwork, as well as recognition and job satisfaction in general are very important in learning organizations. Earlier, Bass (1985) had expressed the view that the relational-oriented leader results in higher productivity. Relational leadership builds a positive interpersonal environment which will lead to building strong relations with followers. All the while the leader should pay attention to potential personal conflicts, dissatisfaction with a job and possible resentment all of which are considered to be factors

that can negatively influence follower – leader relations. Indeed, the relational leadership style is recommended in advertising firms, entertainment industries, and other industries where collaboration is important (Bass 1985). However, if the leader doesn't set up a clear process for participation and collaboration within an educational institution, then communication problems and inadequate transference of knowledge to students can be the result (Hersey, 2008).

Servant leadership. Spears (1996) identified a new kind of leadership model, one which puts serving others as the number one priority. According to Greenleaf (1996) servant-leadership emphasized increased service to others, a “servant-leader’s primary motivation and purpose is to encourage greatness in others, while organizational success is the indirect, derived outcome of servant-leadership” (Greenleaf, 1977, p. 2). Greenleaf took a holistic approach to work: “The work exists for the person as much as the person exists for the work” (Greenleaf 1996, p. 8). Work thus promotes a sense of community. A sense of community can be defined as a holistic entity where groups of individuals who are in charge of each other both individually and as a unit promote an organization’s ability to provide better services for community (Johnson, 2012; Dierendonck & Patterson, 2010). Joseph & Winston, (2005) defined sense of community as “nurturing participatory, empowering environments, and encouraging the talents of followers would be the sharing of power in decision-making” (p.4, p. 33). Stone, Russell & Patterson (2004) clarified the advantages of servant leadership style by explaining that servant leaders concentrate on individual needs and are sensitive to individual differences in personality, so that followers are given a supportive environment and are allowed to develop their full potential so resulting in team-building over the long term. In addition, servant leadership strongly affirms a caring work environment that creates a positive atmosphere by empowering followers to make changes enabling long-term success for the entire organization. Consequently, followers who are led by servant leaders perform in

a satisfied and collective way for the benefit of everyone. Servant leadership can be effective only after taking a long time to apply it appropriately and so could be demotivating for some employees (Farling, Stone, & Winston, 1999).

Summary of Leadership Styles

For the ten aforementioned styles of leadership, I have divided them into two major categories based on a leader's thoughts about managing and consequently their conduct. In the first category, leaders are strict and authoritarian, demanding obedience and that subordinates follow exact rules. They focus on the exercise of power, control over subordinates and emphasize the duty of organizational members to get their work done promptly and efficiently. As many psychologists have said, our conduct reflects our thoughts. Those leaders, who embrace one or more of these transactional, autocratic, bureaucratic and task-oriented leadership styles, think without consideration to human factors or relationships. They believe that the best environment in organization is a hierarchic system so they set up discipline and ignore creativity in order to obtain the performance of routine tasks.

In the second category, transformational, charismatic, democratic, people-oriented and servant leaders are more effective leaders. When they practice collaboration via leader-follower interaction by helping each other, empowering employees, distributing responsibility and sharing power in decision making, these leaders are applying people-oriented traits of leadership. Charismatic leaders focus on their individual accomplishment but they can also create a better atmosphere to meet followers' needs. On the other hand, there are several questions leaders should consider which would reflect their comprehension about leadership. These questions are: What is your organization's definition of leadership? Do you have clear goals of what your followers want to accomplish? What are your values? What kind of support does an organization need? Do you as a good leader create a productive organization culture? Do you develop followers to participate in organization decisions?

Answering all these questions and repeating them again by asking “Why” would help the leaders to develop strong conception of leadership and effective leadership capability. The eight features that embody the real conceptualization of leadership according to Marques (2007) are that they are motivating, resilient, courageous, confident, communicative, inspirational, strategically oriented, and they possess emotional intelligence.

Tasks

From my perspective, leadership style must promote task performance in organizations. Mindtools.com 2014 <http://www.mindtools.com/pages/article/leadership-style-matrix.htm> classify tasks into two essential types; “a programmable task has specific steps or instructions to complete and, a non-programmable task is more creative; it's up to the individual to decide how best to accomplish it”. Each type has specific criteria that help the leader to identify tasks or projects such that it becomes easy to assign appropriate people to work situations and to choose the best leadership approach (Flamholtz & Randle, 2007).

As a teacher and when trying to use these two types of tasks in educational setting, I came to adapt Bloom's taxonomy to understand the organization's task types that are aforementioned. Teachers usually use this taxonomy to classify curricular objectives and test their achievement. According to Bloom, Engelhart, Furst, Hill & Krahwohl (1956), the cognitive processes can be understood in terms of hierarchical steps. Blooms' taxonomy is a multi-tiered scale to classify forms and levels of learning and so reflect the hierarchical nature of cognitive levels. In addition, I have divided the levels of Bloom's taxonomy into two types; the lower levels (knowledge, comprehension and application) and higher levels (analysis, synthesis and evaluation). Followers (student / employees) cannot address higher levels until those below them have been incorporated into the learning repertoire. Consequently, schools or other organizations can use Bloom's taxonomy to measure learning

outcomes in a way which allows leaders (teachers) to select appropriate tasks and classroom assessment techniques for their particular purpose.

I will now provide a brief interpretation of the levels of Bloom's taxonomy. Recalling and recognition information falls into the Knowledge category. When the purpose is to understand, interpret, and explain the knowledge the Comprehension stage is engaged. Executing knowledge in a familiar situation is called the Application stage. Analyses consist of breaking information into parts to determine how the parts relate to one another and find evidence to support generalizations. In the Synthesis category which is the production of a plan where parts of previous experiences are combined with new material to create something in novel way. Eventually, new solutions, ideas, and materials are judged and justified by developing and applying standards and criteria that would likely be defined as Evaluating step.

Leadership Style and Task

After the research that I have done, I would say that there is no one action plan or scheme that can evaluate the leadership and the results that an organization seeks for itself. In other words only when leaders use a specific type of leadership style can they can assess to which extent this type is effective. I have concluded that having an integrative notion about each leadership style through definitions, general usage, and understanding of the benefits and dark side of that style allows leaders to have a clear and comprehensive understanding of their leadership and so gives them the ability to lead properly. Some scholars such as Suresh & Rajini (2013) did not define leadership styles in a way that helps leaders to know where these styles might be useful. Leadership studies have focused on two primary issues: The leaders themselves and the situations in which the leaders operate. Some research describes the organization's need for leadership, without mentioned the importance of the characteristics of employees, including their maturity and creative abilities. Investigation of

these factors would lead us into the study of followership (Kelley, 2008, p. 5). In fact, the aim of this project is to merge followership with leadership within the context of tasks performed in order to promote effective leadership by understanding where the use of particular leadership styles is or is not appropriate. This information gives leaders a great opportunity to practice, develop and apply different leadership styles in realistic situations by adopting a conceptual view that should yield the desired results. Finally, the most important objective of this LFLO project is to describe how to an organization can use this model to help build the learning organization.

Followership Types

The followership field is a topic that has been largely ignored while scholars considered only the study of leadership. By thinking about the interconnectivity of good leaders and good followers, I have carefully considered followership studies for the reason that leadership and followership cannot be studied independently of each other. Bjugstad, Thach, Thompson & Morris (2006) defined followership “as the ability to effectively follow the directives and support the efforts of a leader to maximize a structured organization” (p. 304). Indeed, I have defined the followership as: in a given situation the follower has the willingness to follow the leader or comply with management rules. While there are many conceptualizations of follower types by researchers, I have chosen to limit this work to two conceptualizations, one by Adair (2008) and one by Janussi, Stefanovich, & Devlin (2008). I have not focused on the model proposed by Chaleff (2008) or others proposed in other published works. Adair (2008) outlined his theory of followership in two ways. First he developed the 4- D Followership Model and then he discussed the nature of effective followership needed for creativity and innovation.

Adair's 4- D Followership Model

While Adair (2008) names his new model 4-D Followership in reference to his followership categories of D1, D2, D3, and D4, this nomenclature causes confusion when the Creativity and Innovation categorizations of Janussi, Stefanovich, and Devlin (2008) are discussed in connection with Adair's work. In this project, the 4-D Followership model will be referred to as the Adair Model. Within the Adair Followership Model is a scheme to understand employee's behavioral patterns, illustrate how employees view themselves within the organization and determine their strengths and weakness. The Adair Followership Model has four distinct employee characterizations. Attributes of these four characterizations of followers are described in detail in Table 1. Descriptions of the four types also follow. They are ordered from a most positive to least positive attitude.

The First Is the Disciple D1. Employees believe that they are in the right place at the right times so they are engaged, highly productive and serving other's needs. In other words, we can describe them as company person who has sacrificed his/her time to work extra hours, is loyal and committed to the mission and has improved the organization via his/her efforts with a smile (Adair, 2008).

The Second Is the Doer D2. Employees who are motivated and considered high producers are doers. They are go-getters. Once leaders find new opportunities and big projects for doers, they would keep doers excited because the doers have a stronger loyalty to their career aspirations than to organization. "The grass is always greener" would be a typical attitude of them. Namely, if the organizations cannot offer the doers new opportunities or challenging tasks which satisfy their ambitions to "move ahead", the doers will leave the organization as they are more loyal to their career than to the organization (Adair, 2008).

The Third Type Is Disengaged D3. Most employees start their work lives in the organization as either disciples or doers. In other words, they come to an organization either

to survive or to thrive. The moment that they realize that they are in harmony with neither organization nor others, they become detached from the situation. Disengaged employees appear not to be interested in their jobs and they do not seem to have a desire to improve. These employees have passive reactions to stress so at first, these reactions are difficult to detect, but their stress increases until their behavior becomes out of control (Adair, 2008).

The Fourth Type Is Disgruntled D4. These employees feel pulled away from the organization when it is of little value to them and they are of little value to the organization. They have active reactions to stress so that this behavior can easily be identified. Disgruntled employees may be divided into two categories: (1) disregarded employees who have not been given sufficient opportunities to develop themselves as good leaders or followers and (2) employees who have been punished for their attempts to contribute to the organization. “Any place is better than here” would be the attitude of disgruntled employees once their organization no longer supplies incentives or opportunities. There are eight expected identifiable features and attitudes of the Adair Followership Model, as listed in Table 1 (2008).

Table 1
Identifiable Features and Attitudes of the Adair Followership Model :Created based on description taken from
(Adair, 2008, p. 146-148)

Adair Followership Model	Follow up & follow through	Team player	Work ethic	Integrity	Communication	Adaption	Inclusiveness	Minded
Disciple	Strong	Collaborator	Strong	Consistency & honesty	Friendly open communication	Adaptable & forgiving	Invite others to participate	Open Minded
Doer	Strong	Conditional	Strong	May be or not an issue	Engage in selective communication	Adaptable	Competitive	Partially open
Disengaged	Little	Solo while thinking he/she is team player	Weak	May be or not an issue	Engage in guarded communication	Not adaptable	Nonexclusive & non responsive	Not open
Disgruntled	None	Solo player	Focusing on negative emotions not productivity	May be or not an issue	Engage in combative communication	Not adaptable & not forgiving	Hyper-responsive, destructive or both	Closed

The Adair Followership Model can assist leaders to understand how employees (followers) present and see themselves within a workplace. Through this taxonomy, employees can be seen to express their habits and behaviors within their positions as well as within their respective organizations.

Followers as Creative Entities

Janussi, Stefanovich, & Devlin (2008) described followers as having a certain degree of creativity and innovation, which can be capitalized upon with effective leadership. Likewise, leaders have a degree of diversity in their backgrounds (e.g. dissimilar mindsets, personality, cognitive style, and education) which can also contribute to creativity and innovation in their organization. Leaders must value and recognize the various characteristics of followership in order to bring to bear individual talents and experiences that allow the leader and follower to solving problems together. Janussi, et al. (2008, p. 295) presented in a diagram their interpretation of effective followership in its impact on creativity and innovation. However, I have created my own figure from their description to explain their concept of followership in simpler manner (see Figure 1). This figure is based on the concept that everyone can be more effective, can cultivate a creative organizations required to search for new ideas, new ways of working, and new products or services. The new products or services are people-centric when individuals come to their organizations with a certain “modus operandi” and when their organizations facilitate them to exercise creativity (Janussi, et al., 2008)

These variations of followers as creative beings are captured in Figure 1. There are two dimensions of an effective followership for creativity and innovation. The first dimension is represented by the colors red and blue that capture enthusiasm, energy and emotions. The second dimension is represented by 1-D (one dimensional or linear thinker) and 3-D (multi-linear thinkers) which represents Janussi’s differentiation of individuals’ problem- solving propensities, and thinking styles (Janussi, et al., 2008). I will use the terms “Linear” and

“Multi-linear” to refer to 1-D and 3-D respectively. Red employees “are hot: high intensity, high emotions and high energy, by contrast, the blue employees who are never- wavering, soothing and the calm water in the creative organization” (Janussi, et al., 2008. p. 294). On the other hand, linear thinking employees consider structuring and planning as critical for them; they use clear processes and see issues in one dimension while multi-linear thinker employees re-define, re-approach and re-solve the problem from a variety of angles.

According to Janussi, et al., (2008) if an “individual stimulates others to generate new ideas and inspire and energize others toward creative thinking” (p. 296), that means he or she is a creative catalyst. A Red Creative Catalyst relies on creative thinking that encourages him or her to seek a chance to inspire and organize another to be creative. The Creative Catalyst pays strong attention to help others to thrive on their multi-linear ideas. The Creative Supporter has a traditional way of thinking but he\she has high energy (Janussi, et al., 2008, p. 290-296). As linear, he or she loves structure their thoughts in a programmatic fashion. As red, a creative Supporter is very supportive of people emotionally and distributes energy among others and organization. When someone is a Blue and multi-linear thinker, he\she would be Creative Skeptic who works quietly with very complex thinking. A Creative Skeptic is a blue follower who is calm and sits back while he or she keeps people thinking about their new ideas and assumptions as multi-linear thinker followers. A Creative static is one who has low energy with one- dimension thinking. A Creative Static is linear follower who prefers a small, structural and conventional thinking; whereas, he or she, as blue, has low energy level (Janussi, et al., 2008).

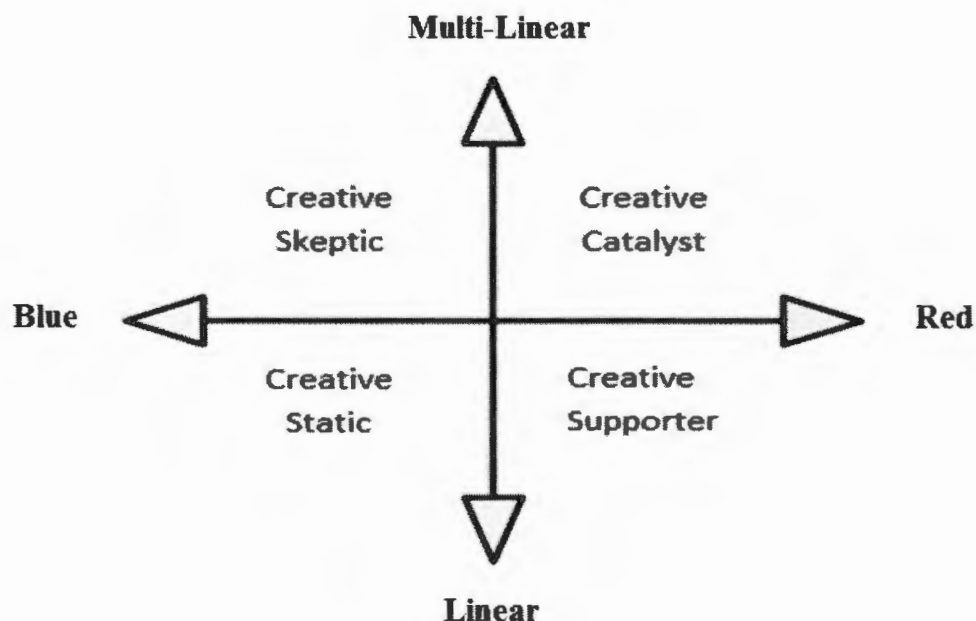


Figure 1. Followers as Creative Entities: A re-interpretation of figure 21.1 p. 295.

Through the literature review in followership, I have acquired an understanding of followers (employees) which allows me to use this knowledge to develop an integrated model of leadership, followership, and tasks and then pass this new conception on to leaders. The leaders can then understand and engage their followers in appropriate ways so that all can grow and benefit. In addition to this conceptual model, I strongly recommend that leaders and followers read *The Art of Followership* which includes many examples and illustrations that help leaders and leaders understand each other. With deep understanding, we value leaders who act resolutely to get rid of barriers by knowing them and possess an open and persuasive style of communicating that gains willing collaborators and in way that suits their needs thereby improving their satisfaction and building strong relationships. The more efforts leaders exert the more benefit that the followers can reap. Finally, increasing a school's level of knowledge within the teaching and administrative staff is the most important objective of

LFLO project, since this knowledge will be directly transferred to students, and thus will improve society as a whole.

CHAPTER III METHOD

Sources of Data (Research Information)

The sources for my literature review of the leadership area were found in common academic articles and books that defined and explained the concept of leadership and discussed different leadership styles; Google Scholar was used as a search engine for this work. Also, I registered in the SAGE journals website in order to browse and access electronic recourses that might be beneficial. However, the articles and books that I used in my courses at UNBC indicated a lack of coverage of leadership types. In retrospect, we had not taken a significant look at leadership styles. Similarly this was a complete lack of the followership side in leadership studies. As a visitor to Canada from a country with a distinctly different educational system and very different leaders and followers, I took this lack of coverage as further proof of the educational importance of my research topic.

Originally a starting point that later become the seminal focus for my research stemmed from the book, "The Art of Followership" edited by Riggio, Chaleff, & Lipman-Blumen (2008). Also, other academic journals were located through electronic databases. Due to a lack of related materials at the UNBC library, I registered with the "Mind Tools" website (Mindtools.com, 2014) <http://www.mindtools.com/> which provides books, articles, videos and training courses related to education and business. Mind Tools was awarded the Queen's Award for Enterprise in 2012; this is the UK's top business award. I used keywords and phrases including leadership, followership, job satisfaction, high performance, learning organization and leadership- followership program to gather more knowledge and understanding these themes.

The Analysis: Researcher Interaction with the Data

This study can be summarized as Integrated Literature Review from a unique middle-eastern perspective. As such, the analysis comes from within the researcher as I interpret the

relevant studies and synthesize a new comprehensive view. The results of this study are dependent not only on myself, but are also influenced by my perception of the intended audiences for whom this work is produced. Broadly speaking these audiences are the members of Saudi educational system from whence the researcher originates, and the Canadian educational system that provided me with the bulk of my Master's degree educational experience. For this reason, the following context is provided.

My Background

Educationally, my country has the means to provide higher education and most young people do study. However, as a teacher I have noticed that many "educated" citizens are lacking in higher knowledge, leadership, and followership skills. After two years working in Saudi Arabia as a physics teacher¹, I often wondered if our principal was a good leader but her employees were not good followers and likewise, if we teachers had a better way of following could we improve regardless of her leadership styles? From this big question, I started seeking a convincing answer. As a physics professional with a methodical way of thinking, I began to analyze how our system could improve in stronger leadership and followership. What was lacking in our system? In fact, most Saudi teachers have a fundamental absence of instructional teaching skills. Moreover, the principals in that country are not required by any governing body to have specific qualifications beyond a bachelor's degree in any subject. Also, the ministry which is responsible for employment of principals does not request any courses or having at least a diploma in leadership or management skills. In addition, the ministry does not permit the principal to deal with problems. The ministry intervenes on any curricular, faculty, logistical, or community related issues. As (Addas)

¹ The Saudi system is gender segregated and very hierarchical. The principals and directors are not necessarily educated any more than the teachers are, and there are no unions to protect or serve employees.

سَدَع² (1999) mentioned in his study that obstacles in Saudi educational system that there were around 55% of teachers who are not adequately qualified. He mentioned lack of:

- awareness of the influence of developmental levels on students' learning,
- understanding of methods for differentiating instruction to accommodate developmental differences in students,
- sufficient comprehension of the variety of methods, and materials necessary to meet the needs of all students.

Also, there were significant deficits in other advanced skills at all grade levels, including: critical thinking and problem solving skills, lack of use of technology which has been associated with encouraging critical thinking and helping students develop leadership qualities(*Musalm*)³ (مسلم، 30-29 ابريل)

Furthermore, it has become clear to me that creating a positive learning environment is the key to maintaining student motivation. However the environment is not often considered important in Saudi Arabia. As a Saudi teacher, I had not experienced or discussed any of these issues, therefore I did not establish classroom practices that encouraged all the students to communicate effectively (e.g. cooperative learning) nor did I involve students in decision-making (e.g. set of assignments only one or two, moreover class participation policy). In fact, the balance of power is extremely different between Saudi classrooms and schools than Canadian ones. Saudi principals are under-educated particularly in the field of leadership and often are unaware that they are capacity builders so they cannot shift their focus toward supervising individual teachers into better performance.

² This is an Arabic article that explained some issues on Saudi school system. I could not find a translated copy of this source.

³ This is an Arabic article that explained some issues on Saudi school system. I could not find a translated copy of this source.

My UNBC Experiences

A very persuasive example of the contrast between western and middle-eastern cultures and the differing opinions on collaboration can be seen in the very fact that here in Canada, teachers in the Master's program come from all cultures and backgrounds. For example, male and female teachers from India, Africa, Saudi Arabia, China, and Canada are all working together with a common goal and willingly sharing their perspectives and ideas. During collaboration, these Masters' students are learning from one another. On the other hand, Saudi systems not only lack cultural diversity, but also lack the opportunities for professionals to share their knowledge in collaborative groups. University systems are gender segregated and culture specific; collaboration is not encouraged. The information is shared from a top down approach with little discussion from the participants.

My Transformation

A formidable challenge that I have acquired after completing the Multidisciplinary Leadership courses is that transformation from a culture of isolation to one in which all members work interdependently and collaboratively. I now believe that the Saudi educational system cannot improve if we work in isolation. In fact, influential leaders should develop a collaborative and cooperative environment in their organization to encourage nurturing their employees as a lifelong learner. In addition, leaders must learn to become more effective and bring his\her learning to reality. Creating the conditions that help others to succeed is the most important responsibility of a leader who has to state a clear, persuasive and shared vision of an organization that links to follower's expectations. The aim of this project is to implement a leadership scheme for emphasizing exclusively to followers to be better followers. Leadership is about achieving a goal through reciprocal working through building and maintaining trusted relationship between leaders and followers.

The only way to attain our ambitious goals is to develop collaborative and professional learning community that leads to build collaborative learning culture and which requires knowledge, skills and persistence (Louis, 2006). Without any doubt, leaders are cultural makers depending on which extent on leadership capabilities they have. However, the question will be how can leaders build the capacity of followers to work in collaborative teams, and how can we as followers accomplish tasks, and maintain that accomplishing which those are reflecting on performance and development. As Dufour & Morazno (2011) stated, “no single person has all of the knowledge, skills or expertise in a team” (p. 56). Collaborative teams can be the catalyst for shared leadership of the educational organization, or at the very least, improved student achievement in all classes. In contrast to the strictly hierarchal and isolated approach to teaching and leading that is common in Saudi school systems, many Canadian school systems are strongly committed to building collaborative teams in order to capitalize on the professional knowledge that each individual can bring to the entire team. The most common term for this kind of school culture is “Professional Learning Community”. Canadian schools often provide “release time” for teachers to meet with one another while the leader of the school provides supervision for the students. This collaborative time is popular because it helps the team to increase student achievement by the sharing of knowledge amongst professionals (Graham, 2007). There is a need for a learning community because by simply focusing on improving individuals will fail to improve the organization as a whole. As Dufour & Marzano (2011) also asserted “school improvement means people improvement” (p. 15). So the question after this assertion is how we can as leaders build professional learning community. The logical answer is by influencing followers’ productivity through creating goals and expectations. According to Bunker (2008), successful implementation of collaboration can improve school culture and improve particular problems as addressed by the school based team. The most effective leadership, for

example, will build a community of followers who take on the responsibility to meet and share their own professional knowledge with each other. These leaders would allow and support as much professional collaboration time as the staff needs. Leaders should make certain to involve followers (employees) in collective goal setting since they are people who are necessary in order to form goals and then implement the common goals. Further, joining employees in goal setting would be one of the processes of professional learning which require leaders to position themselves among, not above, followers. The difficult goals and task complexity play an important role in increasing the performance when followers devote much effort to discover an appropriate strategy collectively and interdependently while leaders undoubtedly provide opportunities to learn how by emphasizing responsibilities to achieve targets. Also, leaders should pay attention for the way that can assess followers' efforts by focusing on results and feedback which promote leader's effectiveness. Higher performance leads to self-efficacy, which builds and improves the capacity for followers to meet new expectations and challenges, thereby, satisfaction will be tangible. On the other hand, the deepest learning is by doing, leaders improve themselves through involving on each procedure of accomplishments. Therefore, leaders can maximize their professional practices. As we can see that working together is to share a sense of purpose directly. There are several good "following" practices that we should all consider:

- providing resources such as ideas, materials and information that build collective knowledge,
- encouraging two-way dialogue that ensures clear understanding of each step, doing more listening than talking
- asking to explain and expand follower's ideas, participating in workshops, conference, training, internship and other successful organizations to link followers to external resources and meet individual's needs and expectations.

Without any doubt, the greatest leaders are the greatest learners. One of the skills of leadership is learning and leaders can convey their learning into action. If leaders can articulate a credible vision of a future which is connected to both followers' and leaders' hopes and dreams, they are mastering one of the skills of leadership. Great leaders are also those who empower followers by engaging followers to monitor their own progress as tool for continuous improvement.

It is with this view, acquired during my time in my Masters of Education Multidisciplinary Leadership program that drove the integration of the Leadership and Followership literature to produce the results documented in Chapter IV.

CHAPTER IV CREATION OF THE LEADER-FOLLOWER-TASK MODEL

As teacher-educators, we lead our students and we also follow the direction of the principal or ministry for whom we work. It is a reciprocal role between leaders and followers. As an illustration, in the Saudi educational system, the ministry leads the Regional Educational Administration (REA) while the REA leads the schools. Accordingly, both the REA and principals, who run the schools, are followers for the ministry. In order to help transform schools into productive learning environments, leadership and followership styles should be very well understood by teachers and school leader. For example, transactional and transformational leadership styles have been two major approaches providing the explanation of how leaders and followers interact to each other in given situation. Transactional and transformational leadership can be both effective styles to achieve goals, however, the way that leaders may apply them differ. Leadership studies have shown that transactional leadership style including autocratic, bureaucratic and task-oriented leadership have been used in management-by-exception activity that reflects monitoring performance in order to develop clear and specific goals by taking corrective action. In transformational leadership models including charismatic, democratic, people-oriented and servant leadership, leaders usually perform a series of actions to influence and convince the followers, who are capable of providing valuable support (Ruggieri, 2013, p. 1172). It is reciprocal changing of the duty and reward for followers to ensure that the expected results are achieved. However, transformational leaders involve followers to seek rewards within themselves and facilitate their personal growth and self-awareness. Also, these leaders motivate followers to look beyond their own self-interest, concentrate on long-term goals and attempt to change situations (Peng Wang & Rode, 2010).

Tasks in Relation to Leadership Style

Much empirical research has discussed the difference between a transactional leadership model and transformational leadership model. However, Howell & Avolio (1993) argued that transactional leadership is the foundation of transformational leadership. In other words, we as leaders should consider transactional style where followers are meeting expectations before transformational style where follower are moving beyond expectations in organization's procedures. Linking the leadership styles which reflect classroom tasks with Bloom's taxonomy (Dong, 2014), I created a graphic that illustrates my amalgamation of Bloom's taxonomy and Mind tools (Mindtools.com 2014) <http://www.mindtools.com/pages/article/leadership-style-matrix.htm> task types in conjunction with, the two major styles of leadership. Figure 2 illustrates which level in Bloom's taxonomy would denote programmable or non-programmable tasks and which lead to the leadership styles which are transactional and transformational.

While most of the research on transactional and transformational leadership styles has been conducted from a business organization perspective; teachers and principals are both leaders and followers. Their students also take follower roles therefore, teachers can benefit from a better understanding of applying leadership styles appropriately. Indeed, tasks such as knowledge, comprehension and application were put into the taxonomy in Figure 2 based on an analysis of how programmable tasks relate to transactional leadership. Leaders have specific steps to get their desired results. For example, in a physics lesson, if a teacher wants students (followers) to memorize a formula, (e.g., $F = ma$) this is a programmable and knowledge based task. The "Comprehension" includes the action or capability of understanding and then explaining $F = ma$. We understand that the calculated Force is directly proportional to the acceleration and also proportional to the mass. This means, if applied force is strong, there will be large acceleration. On the other hand, if mass is large,

the applied force must be large to produce the same acceleration if there is a small mass. The “Application” considers when we actually apply the above mentioned formula on a new exercise. For example, we apply two forces of 10N and 20N to the same mass of 1kg. In another application, to produce the acceleration of 10m/s^2 in two different masses 1kg and 2kg, we will calculate the force. Bloom and other proponents of this model would likely refer to the three aforementioned levels as a lower order thinking skill (programmable) which would be linked to transactional leadership. As an effective instructional leader, a teacher would use this type of activity before moving up the taxonomy to transformational skills which start with “analysis”. To analyze the applications of this formula, we need to observe the result. The application of 10N of force to the mass of 1kg will produce 10m/s^2 of acceleration. On the other hand, the application of 20N of force to the mass of 1kg will produce the acceleration of 20m/s^2 . In the second exercise, the force calculated to produce the acceleration of 10m/s^2 in mass 1kg, is 10N whereas to produce the same acceleration in 2kg mass, the force is 20N. The synthesis includes the combination of the theory (knowledge) and application of the theory. $F=ma$ can easily be divided into different categories of understanding from knowledge to synthesis. At the end, we can evaluate the whole process by passing a judgment that $F=ma$ is applicable in the real world as we observed the results are in accordance with the theory. In this way, teachers as leaders can apply both major styles every day in their classrooms.

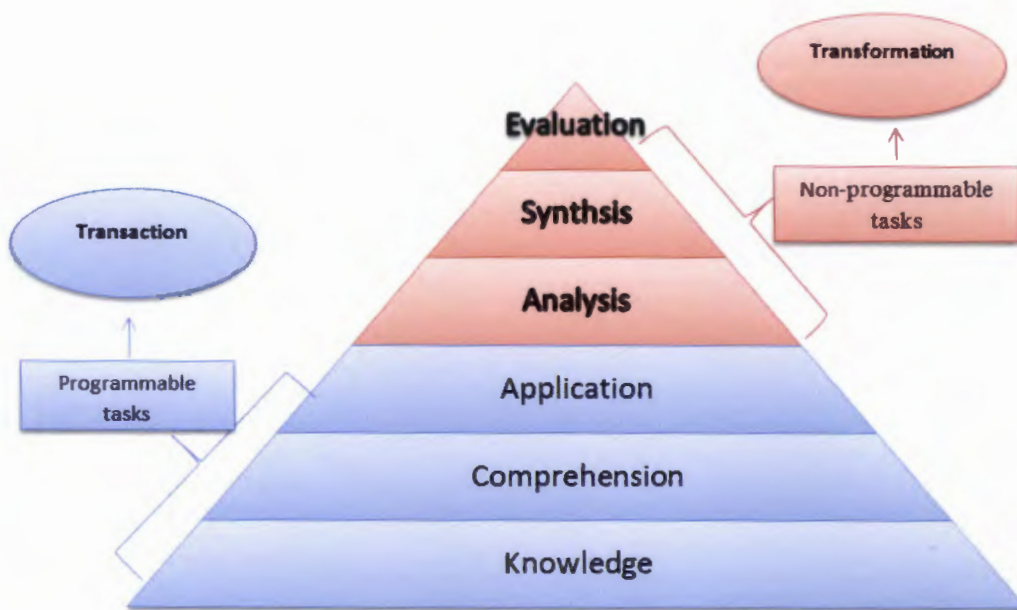


Figure 2. A combination of “Bloom’s taxonomy” and “Mindtools’s classification”.

Instructional leaders must also have a good understanding of followership styles.

According to the followership styles discussed in Chapter 2, there are lower and higher level followers in any organization, including the classroom. This is not to say that the followers need to be changed immediately, however an excellent classroom leader can choose tasks to reflect his or her understanding of the followership styles in the classroom. As described in Chapter II, Adair (2008) described four characteristic followers, disciple D1, doer D2, disgruntled D3, and disengaged D4. The first two, (disciple and doer) have high productivity and job satisfaction, while the lower levels have lower learning capacity and productivity. For example, if some students have a followership style of “disgruntled,” those students cannot be given the non-programmable tasks, such as higher-level evaluation when student in this stage can give conductive judgment for this formula as these tasks might reasonable require active and willing engagement rather than mere compliance. However, students have a followership style of “doer” should show the ability to accomplish this type of non-

programmable tasks so teachers as instructional leader can enrich them to reach higher level skills. In this case, with the understanding that students are still developing their followership styles, the teacher must try to develop skills such as teamwork and perseverance which might help D3 and D4 to move into the non-programmable tasks, as shown in Figure 2.

Categorizing Level of Followership

Focusing on followership as a distinct area of study will lead to an observation of follower diversity including strengths and weakness (Adair, 2008, p.143). In this study, followership area is divided into two core types, Adair's Followership Model and Followers as Creative Entities. Firstly, Adair's Followership Model has categorized followers through their predictable behaviors which lead a better understanding of their strengths and weakness. Second, followers as creative entities have creativity and enthusiasm which enhance the level of innovation in an organization (Janussi, et al., 2008.p. 293). Creativity and enthusiasm should be acknowledgeable, recognized, and valued by leaders. Follower based creativity and enthusiasm is split into four groups.

Creative catalysts and creative skeptics vary in problem-solving and thinking style, yet creative catalysts have high enthusiasm while creative skeptics have lower enthusiasm. On the other hand, creative supporters and creative statics think in the "traditional way" but they are different on enthusiasm level; Supporters are higher in enthusiasm. Furthermore, from this study it can be deduced that the followership styles disciple, doer, creative catalyst and creative skeptic are capable of higher levels of knowledge and skills so a good leader would assign them the more "non- programmable" tasks. On the contrary, disgruntled, disengaged, creative supporter and creative static are on the lower level so they could be initially matched with lower level thinking and doing tasks.

Leaders can improve themselves by focusing on both leadership and followership styles. With a solid background in both followership and leadership, a good educational

leader can properly apply knowledge and assign appropriate tasks in order to achieve the goal of improving the followers. Theoretical and practical understanding of followership types allows leaders to advance followers through proper tasks. In other words, if the best leader will use the most suitable leadership style in varying circumstances with varying followers; this will improve his/her leadership. In fact, professional practice and constant development (improvement) of leadership is a strong feature of an excellent leader. As a consequence, in this case both leader and follower would develop simultaneously which has the capability of transforming the organization or school into a learning organization. Figure 3 illustrates my amalgamation of Bloom's taxonomy, groups of leadership styles, and follower styles, both the Adair's Followership Model (Disciple D1 to Disgruntled D4) and the four creative styles of Creative entities (Creative Catalyst ... Creative Skeptic). As I mentioned before that tasks are related to leadership field; I had linked it directly to leadership side. These tasks are divided into two sections which are programmable and non-programmable. The next stage is on the left beside of Figure 3, originally Figure 2. Eventually, "learning organization" is the foundation of the illustration because the overall goal in any organization is to improve followership and leadership relations so that learning, creativity, and innovation can constantly take place.



Figure 3: Synthesis of leadership, followership, and learning models.

Intentionally, this figure has two different colors which are blue and red. The blue color indicates basic and lower level whereas the red color symbolizes complex and higher level. Thereby, transactional leadership as a fundamental stage for applying leadership styles is in blue. The blue section represents a lower level of followership types including

disgruntled, disengaged, Creative Static and Creative Supporter, with programmable tasks. The overall goal for a teacher (leader) or principal should always be to enrich the environment and improve learning situations so that the "blue" followers can rise up towards higher level thinking and learning. In contrast, the transformational styles are colored by red. These higher level of followership types (Disciple, Doer, Creative Catalyst and Creative Skeptic) should be matched with non-programmable (higher order thinking) tasks. The last stage is represented the importance of this proposal which can transform the organization or school to be a Learning Organization.

As a Saudi Muslim woman coming from a culture influenced by the Islamic perspective, I strongly believe that we as human beings need to change by learning, and then we can adapt according to our needs. In Qur'an 13:11 (Translated by M. H. Shakir) we learn of the change that "surely Allah does not change the condition of a people until they change their own condition" (Shakir, 1995). With the Canadian educational system as a point of reference, it is clear to me that change in the status quo; for the Saudi system, this change is due. From this perspective, leaders must support the learning organization model, and in some cases, particularly in the middle-east, convert the institutions into learning organizations. Such changes can have a very positive influence on leaders, followers (learners), and the organization itself, as well as society as a whole. According to Ferguson-Pare (2011), "No leadership occurs unless you have your eye on the future" (p. 393). The importance of creating supportive learning environments should be emphasized. Leaders will set clear goals for the organization through active and positive participation of all followers regardless of their followership style. Furthermore, in the big picture, a school system could use this research to align educational governmental policies, principals, teachers, students, parents, and community. Considering the future of learning organization via leadership concepts is about providing plenty of opportunities to learn. To sum up, in a learning

organization, feedback from both leaders and followers are crucial steps that have been considered to influence decision making, improve existing communication, and develop performance. Therefore, feedback in learning organization is defended as way to keep learning for all members.

Conclusion

The overall purpose of this research provided here is to improve the educational system in Saudi Arabia. A female educator in Saudi Arabia is not usually provided with adequate training to make changes in a major system like education. However, I have been blessed by Allah, my family, and other supporters to be in a position where I could compare a western system with my own in order to start considering possible improvements that could be applicable and adjustable to match our strong culture. The foremost thing that could change the entire Saudi educational system would be to introduce the concepts of leadership and followership in both administration / faculty relationships and faculty / student relationships. Therefore, I began the research with a summary of leadership and followership styles in order to provide this background to the reader who may not have given previous thought to these concepts. Also, I noted a relative lack of Canadian or American research on followership styles, so I purposely gave attention to these concepts because of my belief that these concepts are under-respected, under-estimated and poorly comprehended by educational leaders and professionals in my country as in the west.

Secondly, the method of this research paper was an intensive two year study of coursework, review of Saudi policies and practices, and most extensively, a literature review consisting of hundreds of journal articles, books, interviews, websites, and media releases in the fields of education and leadership. It was deemed important to collaborate with local educators, so through the Master's of Education program, high school teachers were

contacted so that a classrooms visit could be arranged. In this way, a true synthesis of many sources of data was achieved.

Next, a model was created in an attempt to combine all of the data collected over the two year study. The final product is shown in Figure 3, which combines several different models for understanding leadership and followership styles. The purpose of this model was to simplify my ideas for other leaders and followers. I envision a more productive learning system in Saudi Arabia which uses some of the Canadian practices such as professional learning communities, collaboration time, and specific leadership instruction for principals. In fact, a community where can employees learn from each other was the precise objective of this LFLO project.

With conceptual leadership view to modify organizations to be learning organizations, I have illustrated the process of how to use this scheme so that by 2015 I will offer it to some ministers that I think could benefit by a more sophisticated system to advance the quality of education outcomes in my country.

Limitations

In addition, this project would be used in educational system as well as classroom. In the case of organizations, the weakness in this study are: the particular managerial aspects that I have examined because of my limited expertise, matching leadership styles with followership types could also be imperfect for either leaders or organizations. More studies in followership field are needed. In the future, after I would have the experience to deal with employees and tasks I will adjust this scheme to meet employees and organization's needs and through that I will gain experience to improve myself as a leader. Hopefully, this project will add some benefits to educational leadership in Saudi Arabia so that the followers (teachers and students) can improve as well as the leaders (school directors and ministries) in order to create a more stimulating and complete educational system.

My Aspirations

Finally, my own transformations have been considerable, and it is significant that I have been blessed with the opportunity to study so intensively in Canada. I pray that small changes from this educational experience can bring small improvements to my own school with the support of my leadership. I would appreciate the opportunity back home to bring my ideas to reality by presenting them to a panel of educational ministers in the hopes that my new knowledge will inspire change. The challenge will be to get my knowledge through to the ministries in a closed system, but if I can succeed and start seeing changes outside of my own school, and eventually in the entire system, my dream will have come true.

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