

CHAPTER 2

Positive Leadership Theory: Transformational, Transactional, and Servant Leadership

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CHAPTER OBJECTIVES

- Differentiate the leadership styles of transactional, transformational, and servant leadership.
- Identify contexts that are appropriate for each type of leadership style.
- Understand and describe the behaviors associated with transactional, transformational, and servant leadership.
- Describe organizational outcomes associated with each type of leadership style.
- Explore positive leadership research in sport and sport organizations.

CASE STUDY

Leadership and the Response to NFL Athlete Activism

During the 2016 NFL preseason, San Francisco 49ers quarterback Colin Kaepernick remained seated during the playing of the national anthem. Kaepernick made this decision as a way of bringing attention to allegations of police brutality and the killing of unarmed black men by police, which led to the Black Lives Matter movement. He told NFL Media in August of 2016 that “I am not going to stand up to show pride in a flag for a country that oppresses black people and people of color; to me, this is bigger than football and it would be selfish on my part to look the other way. There are bodies in the street and people getting paid leave and getting away with murder.” (Wyche, 2016, n. p.)

As attention around the Kaepernick protest increased, other teammates joined and they began kneeling during the national anthem. At the end of the 2016 season, Kaepernick’s contract with the 49ers was not renewed and he was not signed by another NFL team for the 2017 season. Despite his absence from the field, other NFL players from the league continued the protest against unjust police practices, including Michael Bennett of the Seattle Seahawks. In September of 2017, President Trump spoke about the NFL players’ protests in a campaign-style rally. President Trump conveyed his disagreement with the protests and called on the NFL and team owners to fire those who were protesting. These statements led to more player protests and subsequent responses, both positive and negative, by fans on both sides of this issue. Following the President’s remarks, the NFL issued statements not only indicating support for the players but it also issued an appeal for all players to stand for the national anthem before games (for a timeline of the protests, see Riley, 2018).

In an attempt to quell dissent from players, owners of the NFL teams, and fans who supported the players’ protests and those who were against the protests, the NFL partnered with the players and committed approximately \$100 million to a fund that would support causes that were important to the African-American Black community (Trotter & Reid, 2017). Many members of the NFL Players Coalition were skeptical of this NFL fund, yet others felt that it was an important step by the league and its owners to recognize the players’ concerns (Trotter & Reid, 2017).

During the NFL owners’ meetings in May of 2018, the owners and the league office, without consultation with the NFL Players’ Union, implemented a new rule regarding the national anthem for the 2018 to –2019 season. The new rule stipulates that any player on the field during the playing of the national anthem must stand. If players do not want to stand during the anthem, they must remain in the locker room. According to the rule, which was not voted on by owners but was agreed to during the meeting, each NFL team can institute a fine against players who do not stand for the anthem. The league can also impose a fine on players. At least two owners (Jed York of the San Francisco 49ers and Mark Davis of the Oakland Raiders) were not supportive of this policy (D’Andrea & Stites, 2018). The NFL Players’ Union has also threatened to legally challenge any aspects of the policy that are inconsistent with the collective bargaining agreement (Anapol, 2018).

Questions for Discussion

1. How would you describe the NFL owners’ collective leadership on the players’ protests? Read and review the chapter before answering this. Provide specific examples from the case study to support your answer.
2. Do you believe that this type of leadership will be effective in supporting the success of the NFL for the 2018–2019 season? Provide specific information to support your response.
3. What other type(s) of leadership would you recommend for owners of the NFL? Why would you recommend that type of leadership?
4. What type of leadership could be used by the NFL Players’ Union to best resolve the apparent conflict between the players and the owners over the player protests? Provide specific information to support your response.

► Introduction

Most scholars agree that there is a relationship between leadership and an organization's success or failure (Klimoski & Koles, 2001). At the most basic level, leaders will establish the direction of an organization by developing a vision of the future, and then, after forming influential relationships, will align people by communicating this vision and inspiring them to overcome any obstacles (Robbins & Judge, 2003). Leaders are individual actors who display personal behaviors. In this chapter, we examine the domain of positive leadership, including transformational and servant leadership. Positive leadership behaviors focus on interpersonal dynamics that support the development of followers' (e.g., employees, volunteers, interns) self-confidence, resulting in positive outcomes for the organization. Positive leadership theories emphasize outcomes beyond what is best for the organization, look to motivate followers beyond task expectations, and seek to increase followers' individual development and prosocial behaviors (Hannah, Sumanth, Lester, & Cavarretta, 2014).

What makes an effective 21st-century leader? Murray and Mann (2006) suggest that leaders must delegate and nurture, empower subordinates, relate to all people within the organization, encourage ownership, pursue learning opportunities for all members, build teamwork, and have fun at their jobs. Leadership experts Kouzes and Posner (1993) believe that highly effective leaders must inspire a shared vision, set an example for employees, enable others to act, encourage the heart by connecting with employees and building relationships, and challenge the process. Twenty-first century leaders must pay attention to relationship building and participatory decision making. As a result, over the past 20 years, a majority of the research in management, and also in other fields, including sport management, has examined the transformational style of leadership (Antonakis, 2012; Welty Peachey, Zhou, Damon & Burton, 2015).

The following sections of this chapter will explore **transformational** and **transactional leadership**, how these leadership behaviors are measured, and importantly, how transformational leadership has been studied in sport management. We will also explore pseudo transformational leadership, which is considered the darker side of transformational leadership. Pseudo transformational leadership describes a leader who uses a transformational type of leadership but is also exploitative, self-consumed, and focused on power and manipulating power (Bass & Riggio, 2006). In addition, we will describe **servant leadership**, an area of leadership that is gaining more interest within the context of sport management. Servant leadership as a leadership behavior will be described and a model to understand how servant leadership may work will also be presented. We will also explore new developments in how servant leadership is measured and discuss emerging research examining servant leadership in sport organizations. After reading this chapter, we hope that students considering careers in sport management will understand the different behaviors and characteristics associated with different types of leadership so that they can begin to develop these leadership tendencies while working toward their sport management degrees.

► Transformational and Transactional Leadership

James MacGregor Burns (1978) was the first to introduce the concepts of transformational and transactional leadership. Burns was interested in understanding what leaders and followers offered one another. Transformational leaders try to motivate followers to change or to transform themselves. Transformational leaders are responsive to the individual needs of followers; inspire followers; and align the goals of the

organization, leader, group, and individuals. Transformational leaders—given their interest in the growth of their followers—set challenging expectations for them. In contrast, transactional leaders try to motivate their followers by exchanging resources and offering payment for doing work. Within transformational leadership, followers identify with the needs of the leader, and leaders will motivate their followers to achieve more than the followers believe is possible (Bass, 2008). A transactional leader is expected to give subordinates something they desire in exchange for something the leader wants (Kuhnert & Lewis, 1987). Transactional leaders emphasize exchanges made between leaders and followers (Bass, 2008). Whereas transactional leadership is viewed as similar to “old” approaches to leadership, focused on role and task requirements, transformational

leadership is seen as a “new” approach focused on the charisma and vision of leaders (Antonakis, 2012; Bryman, 1992; Doherty, 1997). The model of transformational/transactional leadership developed by Bass (1985) is presented in **FIGURE 2.1** as the Full Range Leadership Model (Avolio & Bass, 1991) and includes the concepts of transformational, transactional, and laissez-faire leadership. Each leadership type is discussed in this chapter.

Transformational Leadership

Based on the work of Burns (1978) and Kuhnert and Lewis (1987) in the development of transformational leadership and the concept of charismatic leadership as developed by House (1977), Bass (1985) developed a more refined model of transformational leadership.

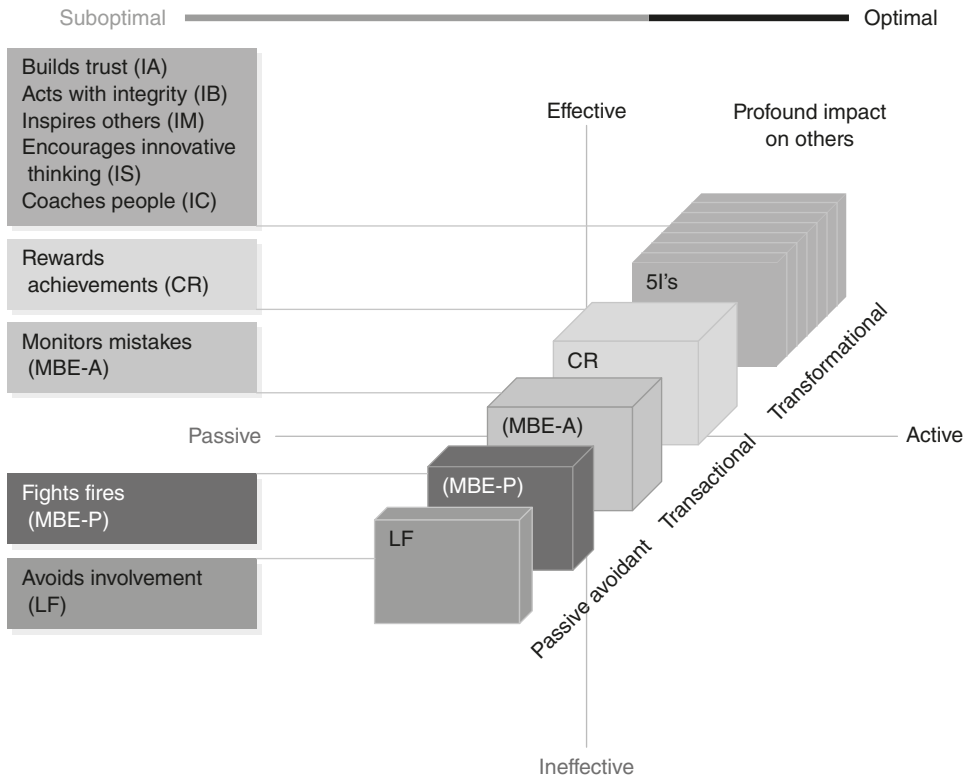


FIGURE 2.1 The Full Range Leadership Model.

Modified from Avolio, B. J., & Bass, B. M. (1991). *Full-range leadership development*. Binghamton, NY: Bass, Avolio & Associates.

He describes leaders as those who inspire followers to achieve extraordinary outcomes while also helping to develop the individual leadership skills of their followers (Bass, 2008). Mentor-coaches, such as Pat Summitt, Mike Krzyzewski, and Tony Dungy, have created coaching lineages that indicate their ability to equip their assistant coaches and former players with leadership skills. Transformational leadership is visionary and appeals to the higher-order psychological needs of employees of feeling valued and worthwhile in the organization (Bryman, 1992). Transformational leaders understand that these needs, along with esteem needs that recognize a follower's unique contributions, are necessary to distinguish themselves from transactional leaders.

Transformational leadership has four dimensions: (1) **idealized influence** (behaviors of leaders and attributes of leaders), (2) **inspirational motivation**, (3) **intellectual stimulation**, and (4) **individualized consideration** (Bass & Riggio, 2006). Idealized influence has two elements: The charismatic behaviors of the leader and the elements of leadership that are attributed to the leader by his or her followers. It is also described as the emotional component of leadership (Antonakis, 2012; Northouse, 2016). Leaders are trusted, admired, and respected by their followers because these leaders often demonstrate high levels of moral and ethical behavior (Bass & Riggio, 2006). As a result, leaders are highly respected by their followers and, in turn, followers seek to emulate the leaders' behaviors. For example, followers may view an intercollegiate athletic director as trustworthy, honest, and charismatic, attributes that would then engender respect and pride among athletic department employees who may, in turn, seek to emulate these behaviors. This athletic director may also be an excellent communicator, consistently conveying the values and mission of intercollegiate athletics to employees and other stakeholders. Furthermore, as noted by Northouse (2016), charismatic leaders develop connections with their followers

by "emphasizing the intrinsic rewards of work and deemphasizing the extrinsic rewards."

Inspirational motivation captures how leaders will set high expectations for followers and motivate and inspire their followers to meet these high expectations. Leaders set clear expectations for their followers and demonstrate that they are committed to these shared goals. Leaders will display enthusiasm and optimism to help followers meet these high expectations and provide support to help followers achieve more than they would in their own self-interest (Bass & Riggio, 2006). An intercollegiate athletic director may serve as a "cheerleader" during times when the teams are not doing well or when athletic departments have suffered sanctions and keep the department—particularly the marketing specialists who have to encourage spectators to still attend games—excited about future possibilities. This cheerleading can inspire employees to give their best efforts to the department, even in a year when performance is suffering and perceptions about athletics might be negative.

Intellectual stimulation describes the processes that leaders will use to stimulate followers to be creative and innovative. In addition, leaders will encourage followers to question assumptions and challenge the way things are done within an organization. Followers are encouraged to think on their own and leaders provide an open environment in which all ideas are encouraged and where followers are not criticized if their ideas differ from those of the leaders (Bass & Riggio, 2006). This is demonstrated when a marketing director of a minor league baseball team provides opportunities for undergraduate interns to develop and carry out new promotions to increase attendance at games. Furthermore, the executive director of a youth-based sport for development and peace (SDP) program can demonstrate intellectual stimulation by encouraging staff members to think creatively to solve problems, welcome innovative suggestions, and support risk taking when meeting objectives. This creative problem solving is sometimes seen in adaptive

sports for athletes with disabilities. One of the difficulties in disability sports is addressing the fact that the limited number of participants in a particular sport will also have a wide variety of disabilities. To manage these sports, leaders of these organizations employ disability points. Athletes are given a point rating based on the degree of their disability. Teams in volleyball and wheelchair basketball can only have a set amount of points on the court at any time.

Finally, individualized consideration captures how leaders create a supportive environment, paying attention to their followers' needs for growth and achievement. Leaders recognize followers' needs and desires and provide environments that support these differences. Leaders designate tasks to followers in an effort to develop followers' leadership skills. In addition, leaders serve as advisors or mentors to help support followers as they carry out their assigned tasks (Northouse, 2016).

Before discussing transactional leadership, the concept of pseudo transformational leadership must be addressed. Those leaders who are described as pseudo transformational leaders have violated the moral foundations of acting ethically (Bass & Steidlmeier, 1999). Pseudo transformational leaders exploit the behaviors of being transformational leaders to serve their own self-interests and status within their organizations. This type of leader encourages or demands unconditional loyalty from followers and makes followers dependent on them. As a result, followers of pseudo transformational leaders are, therefore, more likely to comply with the directions or orders of their leaders (Lin, Huang, Chen, & Huang, 2017). There has been a call for research to examine pseudo transformational leadership in sport organizations (Cruikshank & Collins, 2016; Welty Peachey et al., 2015), as there is limited research on this type of leadership in sport management.

Transactional Leadership

A transactional leader motivates by contract and reward, promising followers rewards for good

performance and focusing on rules and procedures (Bass, 1990). Transactional leadership includes the following four dimensions: (1) **contingent reward**, (2) **active management by exception**, (3) **passive management by exception**, and (4) **laissez-faire**. Using contingent rewards, leaders assign tasks for followers to fulfill with the understanding that a reward will be provided to the followers after successful completion of the task. Leaders try to gain agreement from the followers regarding which tasks must be completed and the reward for completing the tasks. An example of contingent reward would be a fitness club manager establishing a minimum number of new membership sales in conjunction with input from the staff of the fitness club. When the staff meets that sales goal, they will receive a previously agreed-upon performance bonus. Given the large percentage of sales jobs in the sport management field, it would not be surprising to find that contingent reward is a prevalent leadership technique.

Active management by exception occurs when leaders look for mistakes or deviations from normal standards when monitoring followers' work. Leaders then take actions to correct mistakes that are noticed. An example of management by exception would be when a facility manager reviews an event risk management plan developed by his or her staff member and makes changes to the plan prior to its implementation during the event. Or, when the facility manager inspects the setup for a basketball game, notices chairs and tables that are not set up correctly, and takes action to rectify the situation.

Leaders following passive management by exception wait for mistakes or deviations from normal standards. Only after these standards have not been met will the leader intervene to address the problem. Both active and passive management by exception use more negative reinforcement behaviors than positive reinforcement behaviors followed in contingent reward. Using the same example of a facility manager, if following passive management by

exception, this leader would wait until an accident occurred during the event as a result of the faulty risk management plan before making changes to the plan. The facility manager would also not correct the faulty setup at the basketball game but would wait until a problem occurred before corrections were made. Figure 2.1 explains the contrast between active and passive leadership through the Full Range Leadership Model (Avolio & Bass, 1991).

Laissez-faire leadership is the absence of leadership. Leaders do not make necessary decisions and actions are not taken. An example of this type of leadership would be an athletic director who calls no meetings with his leadership team, has no strategic plan for the department, and has little contact with the athletic department staff.

► Transformational Leadership in Sport Management

Research has shown that leaders who demonstrate transformational leadership are considered by followers to be more effective compared with leaders using transactional or laissez-faire leadership behavior. Employees report more job satisfaction (Judge & Piccolo, 2004) and higher levels of engagement in their work when led by transformational leaders (Breevaart, Bakker, Hetland, Demerouti, Olsen, & Espevik, 2014). Additionally, transformational leadership was more effective in achieving increased employee work-team performance and effectiveness than transactional leadership (Stewart, 2006), and studies have shown that transformational leadership leads to higher-quality relationships with employees (Krishnan, 2005; Lee, 2005; Tse & Lam, 2008). Transformational leadership has also been shown to improve the performance of both employees working in groups and employees working alone (Strang, 2005; Wang & Huang,

2009) and to improve internal communication among employees in an organization (Men, 2014). Employees working for transformational leaders are also less likely to leave their jobs (Martin & Epitropaki, 2001; Tse & Lam, 2008). This is an important point considering the high cost of replacing employees with regard to job training and interviewing. In addition, transformational leaders have been shown to be more effective than transactional leaders in guiding and implementing significant organizational change (Eisenback, Watson, & Pillai, 1999). Finally, some work has also suggested that employees evaluate female leaders more favorably than male leaders when female leaders demonstrate transformational rather than transactional leadership behaviors. This more favorable evaluation of women as transformational leaders is linked to the view that this type of leadership is congruent with nurturing and communal characteristics, which are associated with women. In contrast, male leaders are expected to exhibit more transactional leadership qualities (Eagly & Carli, 2003; Powell, Butterfield, & Bartol, 2008; Vinkenbunrg, Van Engen, Eagly, & Johannesen-Schmidt, 2011).

In a comprehensive review of leadership research in the domain of sport management, Welty Peachey and his colleagues (2015) noted that transformational leadership was the most highly researched area of leadership in the field. Within sport management, researchers have found that, overall, transformational leadership is associated with more positive outcomes for sport organizations. A study with NCAA Division II head coaches revealed that although transactional leadership positively affected followers' behavior and action toward organizational goals, transformational leadership more broadly impacted followers' behavior in a positive manner beyond the effects of transactional leadership (Kim, 2009). Also, Division III athletic directors believed that leaders demonstrating transformational leadership motivated extra effort among followers. Additionally, these athletic directors believed

that employees would be more satisfied working for transformational leaders. Transformational leadership was preferred overall, regardless of whether this style was displayed by a male or female leader (Burton & Welty Peachey, 2009; Welty Peachey & Burton, 2011). Leaders who demonstrated charisma and individualized consideration dimensions of transformational leadership were considered most effective. However, leaders who demonstrated passive management by exception and laissez-faire behaviors, characteristics of transactional leadership, were seen as least effective (Burton & Welty Peachey, 2009; Doherty & Danylchuk, 1996).

When intercollegiate coaches evaluated athletic directors, they indicated that their levels of job satisfaction were positively related to athletic directors demonstrating transformational leadership (Choi, Sagas, Park, & Cunningham, 2007; Yusof & Mohd Shah, 2008). Intercollegiate coaches were also less likely to consider leaving their jobs when working for athletic directors who had demonstrated transformational leadership (Wells & Welty Peachey, 2011). Also, transformational leadership of the athletic director resulted in higher levels of employee commitment to the athletic department. Employees reported feeling more attached to and more involved in the athletic department. Employees also reported feeling a closer sense of identification with the athletic department (Kent & Chelladurai, 2001). In addition, although transformational leadership of the athletic director was positively related to organizational commitment of department employees, it was even more strongly related to commitment to the supervisor (the athletic director) than to the organization (Andrew, Kim, Stoll, & Todd, 2011).

Transformational leadership is critical to successfully guiding and leading organizational change in sport organizations (Amis, Slack, & Hinings, 2004; Welty Peachey, Bruening, & Burton, 2011) in the 21st century. Employees and stakeholders of an organization typically resist organizational change, whether

it is a change in leadership or new marketing initiatives. Transformational leaders are generally considered to have the qualities and skills necessary to help overcome employee resistance to change (Phelan, 2005; Slack & Hinings, 1992). Transformational leaders are active in the change process, visible to employees, and good communicators. They have the ability to align employees around a new vision. These leadership behaviors all serve to mitigate employee resistance. Transformational leaders also serve as “cheerleaders” during organizational change, which can motivate and inspire followers to embrace new ideas and routines (Ott, 1996).

Within a Division I athletic department, Welty Peachey, Bruening, and Burton (2011) found that the transformational leadership of the athletic director was a major factor in organizational change success and in mitigating resistance and ambivalence to change among employees over time. In another study, Welty Peachey and Burton (2012) discovered that Division I athletic directors displaying transformational leadership during organizational culture change were perceived by their employees as more effective and better able to stimulate extra effort than transactional leaders. Also, employees were more satisfied with transformational leaders. In the campus recreation department setting, leaders demonstrating more transformational leadership were able to implement culture-building activities and change the culture more effectively than those leaders demonstrating less transformational leadership (Weese, 1995). In a study of Canadian YMCA organizations, leaders demonstrating more transformational leadership behaviors also produced more positive organizational change outcomes than leaders displaying less transformational leadership (Wallace & Weese, 1995). Furthermore, employees perceived transformational leaders, compared with transactional leaders, as managing major structural realignment more effectively in Canada’s National Sport Organizations (Amis, Slack, & Hinings, 2004; Slack & Hinings, 1992).

Transformational leadership was an essential ingredient for changing team cultures within professional sport franchises in the United States (Frontiera, 2010). Finally, Division I college head coaches who demonstrated transformational leadership were able to change team cultures by articulating and reinforcing shared visions and values (Schroeder, 2010).

Work by Wells and Welty Peachey (2011) found that both transformational and transactional leadership behaviors were associated with less voluntary turnover intentions of softball and volleyball assistant coaches within the National Collegiate Athletic Association (NCAA). In other research, scholars found that transformational leadership did not have a significant impact on job satisfaction for NCAA football conference athletic department employees, but this type of leadership did have an influence on employees' commitment at an organizational and individual level (Kim, Magnusen, Andrew, & Stoll, 2012). Transformational leadership, as demonstrated by athletic directors, was also found to impact the athletic administrators' commitment to their athletic departments, but the culture of the athletic department (i.e., values, norms, ways of doing) had an impact on this influence. Cultures that valued teamwork, employee development, and involvement that also had athletic directors who used transformational leadership had a positive impact on employee commitment to the department (Burton & Welty Peachey, 2014).

► Servant Leadership

Servant leadership focuses on the interaction between leader and follower and emphasizes how leaders can be attentive to the needs of followers, show concern for their followers, and nurture and emphasize the needs of their followers. Servant leaders place the interests, needs, and aspirations of others before their own (Greenleaf, 1977). The primary objective of the servant leader is first to serve and then to lead.

Servant leadership is different from other approaches to leadership because it emphasizes the ideal of service in the relationship between leader and follower (van Dierendonck, 2011). Servant leadership is a people-centered approach to leadership that also includes an ethical and moral component (Sendjaya, Sarros, & Santora, 2008). Additionally, whereas transformational leadership emphasizes leading for organizational objectives, servant leadership gives greater emphasis to serving followers (Stone, Russell, & Patterson, 2004). Considering the increasing interest in corporate social responsibility within sport organizations (both in the United States and internationally), servant leadership is an appealing and relevant form of leadership to examine within sport. Also, as national and international professional sport organizations and intercollegiate athletic departments suffer ethical breaches, servant leadership offers a needed perspective on leadership (Burton & Welty Peachey, 2013).

Although there is currently no consensus on a definition or theoretical framework for servant leadership, Robert K. Greenleaf is widely credited with the development of the concept of servant leadership and has written extensively about it. The most popular servant leadership definition comes from his writings (1977):

It begins with the natural feeling that one wants to serve . . . The difference [is] the care taken . . . to make sure that other people's highest-priority needs are being served. The best test . . . is: Do those served grow as persons? Do they . . . become healthier, wiser, freer, more autonomous, and are they more likely to become servants themselves? And, what is the effect on the least privileged in society? Will they benefit, or at least not be further deprived? (p. 13).

Greenleaf credits the formation of the concept of servant leadership to *Journey to the*



A study of YMCA organizations in Canada showed that transformational leadership had a positive effect on organizational change behavior.

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East, a novel by Hermann Hesse (1956). In this story of a band of men on a mythical journey, Hesse describes a servant, Leo, who works for the group. Leo does menial chores for the men but also sustains the men through his songs and his spirit. Leo is an extraordinary presence in the group. When Leo disappears, the group falls into disarray and the journey ends. Later, the men come to know that Leo, whom they had known as a servant, was actually a great and noble leader (Greenleaf, 1977).

With servant leadership, serving and leading become interchangeable, because being a leader implies that a person serves, and being a servant allows a person to lead (van Dierendonck, 2011). Servant leaders are defined by the character they display while serving others (Parris & Welty Peachey, 2012). Greenleaf (1977) noted that servant leadership is demonstrated whenever those served by such leaders are positively transformed in multiple dimensions (e.g., emotionally, intellectually, socially, and spiritually) into servant leaders themselves (Sendjaya et al., 2008).

A challenge to the study of servant leadership has been how to take the writings of Greenleaf and attempt to develop a theory to explain this concept of leadership. To build a theory of servant leadership, scholars have made numerous attempts to describe and classify the characteristics of servant leadership (van Dierendonck, 2011). Spears (2002) attempted to describe the characteristics of leadership in an effort to clarify servant leadership for practitioners (Northouse, 2016).

Model of Servant Leadership

In an effort to develop a more complete understanding of servant leadership, van Dierendonck (2011) provides a model to better understand and explain the complexities of this concept. This model of servant leadership takes into account antecedents to leadership behavior, the interaction of leader and follower, and the outcomes of servant leader behavior. The antecedent conditions, or existing conditions, that influence servant leadership behavior include the context and culture of the organization, the attributes of the leader, and the receptivity of followers (van Dierendonck, 2011). Servant leadership could best support the mission of intercollegiate athletics, which is to serve the needs of student-athletes (Burton & Welty Peachey, 2013). In addition, servant leadership could also be a beneficial type of leadership for SDP organizations, as the mission of SDP organizations is to help marginalized individuals. Servant leadership can also support building trust between groups experiencing high degrees of conflict, another goal of SDP organizations (Welty Peachey Burton, & Wells, 2017).

The middle part of the model describes a set of behaviors that characterize servant leadership, the leader/follower relationship, and the climate created by the leader. The final section of the model includes the outcomes associated with servant leadership, which include follower performance and growth, organizational performance, and societal impact.

Antecedent Conditions

Context and Culture of the Organization

The behaviors of a servant leader are influenced by the context and culture of the organization. As an example, a professional sport organization would foster a highly competitive context and would support a norm of competition among its employees. A recreation-based sport organization would more likely foster a cooperative environment and support collaboration among employees. These different norms could influence how servant leadership is performed in those organizations (Northouse, 2016). In addition, the culture in which the organization operates can also influence servant leadership. In a more collective culture (e.g., Japan), where the benefits to the group are valued above the interests of the individual, servant leadership would be more common. This may be quite different from a more individualistic culture (e.g., the United States), where individual accountability and effort are encouraged over the accountability of the group. In this type of culture, servant leadership may be challenged.

Leader Attributes

Each leader brings individual needs and qualities to the relationship with followers. These individual needs and qualities influence the process of servant leadership. Effective leaders, regardless of style of leadership, have a desire for power. Within the context of servant leadership, leaders would seek out a positive use of power; that is, servant leaders would desire power as a means to help others and care for others. In addition, individual traits, such as emotional intelligence, self-determination, and moral development, will have an influence on the behaviors of servant leaders (van Dierendonck, 2011). An additional trait has been added to servant leadership: that of compassionate love (van Dierendonck & Patterson,

2015). Compassionate love is described by Sprecher and Fehr (2005) as:

“... an attitude toward other(s), either close others or strangers or all of humanity; containing feelings, cognitions, and behaviors that are focused on caring, concern, tenderness, and an orientation toward supporting, helping, and understanding the other(s), particularly when the other(s) is (are) perceived to be suffering or in need” (p. 630; as cited in van Dierendonck & Patterson, 2015).

Characteristics

Six characteristics of servant leadership, which are similar to those described by Spears (2002) earlier in **TABLE 2.1**, are included in the model of servant leadership (van Dierendonck, 2011).

1. *Developing people:* Servant leaders foster an empowering attitude in followers, which generates self-confidence and provides followers with a sense of personal power. This type of leadership behavior encourages information sharing with followers, encourages self-directed decision making, and provides support and coaching for innovative performance. Servant leaders fundamentally believe in the intrinsic value possessed by each follower, recognizing and acknowledging each person's abilities and what the person can learn (Greenleaf, 1998).
2. *Humility:* Servant leaders acknowledge that they can benefit from the expertise of others, and, therefore, actively seek out the contributions of followers. Servant leaders put their own accomplishments and talents in perspective. Demonstrating humility, the servant leader puts followers' interests first, provides them with support, and facilitates their performance. A servant leader also demonstrates humility by retreating into

TABLE 2.1 Characteristics of Servant Leadership

Characteristic	Description
Listening	Servant leaders communicate by listening first.
Empathy	Servant leaders demonstrate that they understand what followers are thinking and feeling.
Healing	Servant leaders—in caring for followers—help them to overcome personal problems.
Awareness	Servant leaders are attuned to and receptive to their social, physical, and political environments—and are, therefore, able to understand the greater context of situations.
Persuasion	Servant leaders influence change through clear and persistent communication that is nonjudgmental.
Conceptualization	Servant leaders are visionary—thinking about the long-term objectives of the organization and responding to problems in creative ways.
Foresight	Servant leaders have the ability to reasonably predict what is going to occur in the future.
Stewardship	Servant leaders take up the responsibilities of leading followers and the organization.
Commitment to growth	Servant leaders make a commitment to each follower, helping each person grow personally and professionally.
Building community	Servant leaders foster community, allowing followers to feel a part of something greater than themselves.

Data from Spears, L. C. (2002). Tracing the past, present, and future of servant leadership. In L. C. Spears, M. Lawrence, & K. Blanchard (Eds.), *Focus on leadership: Servant-leadership for the twenty-first century* (pp. 1-10). New York: John Wiley and Sons.

- the background when a task has been successfully accomplished.
3. **Authenticity:** Servant leaders demonstrate authenticity by being true to oneself, both in public and in private. Authenticity is about expressing oneself in ways that are consistent with inner feelings and thoughts. A servant leader demonstrates authenticity by being honest, doing what was promised, and showing vulnerability.
 4. **Interpersonal acceptance:** Servant leaders are able to create an environment in which followers feel safe and trust that they are able to make mistakes and still feel that they will be accepted. Servant leaders understand the perspectives of others and are able to “walk in another’s shoes.” Servant leaders show empathy, compassion, and forgiveness, even when confronted with arguments, personal offenses, or mistakes.

5. *Providing direction:* Servant leaders clearly demonstrate to followers what is expected of them. Within the context of servant leadership, leaders provide an appropriate amount of accountability for followers. Also, leaders customize directions based on followers' abilities, needs, and input. This type of leadership allows for new ways of getting things accomplished and creates new ways to meet old problems, with consistent reliance on values and convictions when accomplishing tasks.
6. **Stewardship:** Servant leaders are willing to take responsibility for the entire organization and put the interests of the organization over and above their own self-interests. Servant leaders act as role models and caretakers. By acting as role models and setting an example for followers, leaders can inspire others to act in the common interests of all. The characteristics of stewardship are closely linked to the concepts of teamwork, social responsibility, and loyalty.

Servant Leader/Follower Relationship

An important component of the model of servant leadership is an understanding of the quality of the relationship between the servant leader and the follower. Servant leaders will build this high-quality relationship with followers by striving for consensus among their followers. They will use persuasion through consultation, appeals, and use of explanation. When fostering such a relationship, a servant leader will voluntarily lead followers "because they are persuaded that the leader's path is the right one for them" (Greenleaf, 1998, p. 44). Furthermore, servant leaders understand the perspectives of their followers and are able to "walk in another's shoes." Servant leaders demonstrate compassion and show empathy

and forgiveness, even when confronted with arguments, personal offenses, or mistakes (van Dierendonck & Patterson, 2015).

In addition, a safe psychological climate is necessary to foster the servant leader and follower relationship. Servant leaders focus on empowerment of followers so that followers feel safe to use their knowledge, make mistakes, reflect on their actions, and continually learn and develop. In order for this to occur, interpersonal trust within a safe psychological climate is necessary.

Outcomes

Follower growth and development are central outcomes to a model of servant leadership. Followers' **self-actualization** is an expected outcome in the model of servant leadership. Self-actualization refers to the continual development of oneself and the realization of one's potential. An additional expected outcome of servant leadership is a positive attitude toward work, which would include job satisfaction, organizational commitment, and engagement (van Dierendonck, Stam, Boersma, De Windt, & Alkema, 2014). Another expected outcome is the potential development of servant leader behaviors in followers. When followers are cared for and empowered by servant leaders, they begin treating others in the same way (Northouse, 2016). Servant leadership is also linked to supporting and sustaining positive interactions among employees of an organization and higher perceptions of an ethical climate at work (Jaramillo & Noboa, 2015).

Organizational performance can also be impacted by servant leadership, and is, therefore, another outcome of the servant leadership model. Sustainable business practices and corporate social responsibility may be better served in an organization led by a servant leader. Organizations with a focus on corporate social responsibility will practice ethical behavior, care for people, recognize

their responsibilities outside of the organization, and emphasize creativity in business practices. These characteristics are closely linked to servant leaders (Hind, Wilson, & Lenssen, 2009).

► Contrasting Servant and Transformational Leadership

Although there appear to be similarities between the behaviors of transformational leaders and servant leaders, the primary

distinction between these leadership styles is that servant leaders emphasize the personal growth of their followers first, while also contributing to the community. In addition, servant leaders hope to inspire their followers to enact servant leadership behaviors. Servant leaders set the following priorities in their leadership focus: Followers first, organizations second, their own needs last (Graham, 1991). In contrast, the role of the transformational leader is to inspire followers in an effort to pursue the goals and objectives of the organization (Sendjaya et al., 2008). **TABLE 2.2** summarizes transactional, transformational, and servant leadership differences.

TABLE 2.2 Transactional, Transformational, and Servant Leadership Behaviors

Transactional	Transformational	Servant
Contingent reward <ul style="list-style-type: none"> ■ Provide external reward after successful completion of task Active management by exception <ul style="list-style-type: none"> ■ Takes corrective action when mistakes are noticed Passive management by exception <ul style="list-style-type: none"> ■ Only takes corrective action after mistakes occur Laissez-faire <ul style="list-style-type: none"> ■ No decision making, no actions taken 	Idealized influence <ul style="list-style-type: none"> ■ Demonstrate high levels of moral and ethical behavior ■ Inspire followers to emulate ethical and moral behavior Inspirational motivation <ul style="list-style-type: none"> ■ Set high expectations and motivate followers to meet those expectations Intellectual stimulation <ul style="list-style-type: none"> ■ Encourage creativity and innovation in addressing challenges Individualized consideration <ul style="list-style-type: none"> ■ Create a supportive environment serving followers' needs for growth and development 	Empower and develop <ul style="list-style-type: none"> ■ Share information with followers and encourage self-direction Humility <ul style="list-style-type: none"> ■ Put followers' interests first, provide support, and facilitate their performance Authenticity <ul style="list-style-type: none"> ■ Express oneself in ways consistent with inner thoughts and feelings Interpersonal acceptance <ul style="list-style-type: none"> ■ Demonstrate empathy, compassion, and forgiveness to followers Provide direction <ul style="list-style-type: none"> ■ Customize directions to followers' needs, abilities, and input ■ Provide an appropriate amount of accountability Stewardship <ul style="list-style-type: none"> ■ Take responsibility for entire organization—inspire followers to act in the common interest for all

Data from Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*. Mahwah, NJ: Lawrence Erlbaum Associates; Spears, L. C. (2002). Tracing the past, present, and future of servant leadership. In L. C. Spears, M. Lawrence, & K. Blanchard (Eds.), *Focus on leadership: Servant-leadership for the twenty-first century* (pp. 1-10). New York: John Wiley and Sons; van Dierendonck, D. (2011). Servant leadership: A review and syntheses. *Journal of Management*, 37, 1228-1261.

► Servant Leadership in Sport Management

In contrast to the extensive amount of research examining transformational leadership in sport management, there has not been a comparable amount of work examining servant leadership. However, there has been a noted increase in interest in servant leadership in sport management, both in research and in teaching practices (Robinson, Neubert, & Miller, 2018).

One area of research in sport that has noted the benefits of servant leadership is within the sport psychology literature, specifically examining coaches' use of servant leadership (Kim, Kim, & Wells, 2017). There has been a noted shift in the understanding of effective coaching behavior, as athletes seek out coaches offering more democratic approaches to leading, greater empowerment of athletes, and a shift away from autocratic fear-based models of coaching (Hammermeister, Burton, Pickering, Chase, Westre, & Baldwin, 2008). If the primary objective and motivation for coaches is success for their athletes, coaching offers an interesting context for the study of servant leadership (Hammermeister et al., 2008). Outcomes noted by coaches who adopt servant leadership behaviors included athletes who were more intrinsically motivated, demonstrated more mental toughness, and were more satisfied with their sport experiences (Hammermeister et al., 2008; Rieke, Hammermeister, & Chase, 2008). In addition, athletes playing for coaches with servant leader characteristics also performed better as a team and individually compared with athletes playing for non-servant leader coaches (Rieke et al., 2008). Servant leadership has also been proposed as a valuable leadership approach for strength and conditioning coaches in the intercollegiate sport setting (Scharly, 2017).

In the management context of sport, researchers have explored the characteristics and behaviors of the leader of a nonprofit

sport organization who demonstrated servant leadership. The servant leadership demonstrated by this leader influenced the development of long-term volunteers, who then went on to become servant leaders (Parris & Welty Peachey, 2013). Within the context of nonprofit sport organizations, servant leaders can positively influence the motivation of their volunteers by developing a shared vision to serve others, building a loving and open community and creating a context in which followers can become servant leaders (Parris & Welty Peachey, 2013).

Burton and Welty Peachey (2013) proposed servant leadership as a form of leadership that would support the mission of and potentially better address ethical issues in intercollegiate athletics. Initial work in this area seems to support this proposition, as those working in intercollegiate athletic departments (i.e., athletic administrators) reported working in a more ethical climate when their athletic director demonstrated the characteristics of servant leadership (Dodd, Achen, & Lumpkin, 2018). Furthermore, athletic directors who demonstrated servant leadership behaviors also fostered trust in their employees, which led to perceptions of a positive ethical climate in their athletic departments (Burton, Welty Peachey, & Wells, 2017). There has also been a call for researchers to explore servant leadership in the SDP context (Wells & Welty Peachey, 2016; Welty Peachey & Burton, 2017). Work by Wells and Welty Peachey revealed that the founder and regional coordinators of an SDP organization displayed servant leadership behaviors as perceived by those working in the organizations. Those leaders demonstrated authenticity; empowered and developed people; showed humility, interpersonal acceptance, provided direction, and stewardship to those employees. Additionally, to support the mission of this SDP organization, the founder and regional coordinators attended to employees' needs, by building and developing relationships with their volunteers and players and

demonstrating an attitude of genuine care and concern. These findings support the call for servant leadership as a useful form of leadership to implement and guide SDP initiatives.

In other research, individuals working and leading both international and US-based SDP organizations described leaders using servant leadership behaviors. Furthermore, those using servant leadership helped to meet important psychological needs, including the need for autonomy, relatedness, and connectedness, of employees in those organizations. Servant leadership was also used as a way for leaders of those SDP organizations to set the mission and vision of their organizations (Welty Peachey, Burton, Wells & Chung, 2018).

In the realm of professional sports, there has been interesting work examining the leadership behaviors of athletes who demonstrate servant leadership behaviors (Crippen & Nigel, 2014; Crippen, 2017). The National Hockey League Vancouver Canucks players Daniel and Henrik Sedin demonstrated servant leadership in their roles as integral members of their team. Those attributes included, among others, being a person of character, putting the needs of others first, and being compassionate collaborators that helped build community and creating a culture of accountability on their team (Crippen & Nagel, 2014). This work provides an interesting approach to understanding how leaders, coaches, and team members can use servant leadership in the context of high performance sport.

Because research within sport management examining the concept of servant leadership is still in its infancy, there appear to be many opportunities for scholars to gain greater understanding of the influences of servant leadership on organizational outcomes and employee outcomes within the context of sport organizations. Another area garnering interest within sport management research is exploring ways in which servant leadership can be measured (Trail, Hanold, & Cuevas, 2012). The development of a valid and reliable instrument to study servant leadership in sport will

be necessary to advance our understanding of the influence of this type of leadership in sport organizations.

► Summary

One of the most widely studied leadership behaviors in sport management is transformational leadership. Leaders who demonstrate transformational leadership are responsive to the individual needs of their followers by empowering them and by aligning the goals of the organization, the leader, the group, and the individual (Bass, 2008). Transformational leaders are visionary and appeal to the higher-order psychological needs of employees for feeling valued and worthwhile in the organization (Bryman, 1992). In contrast, transactional leaders motivate followers by contract and reward. Transactional leaders focus on rules and procedures and promise followers rewards for good performance (Bass, 1990).

Research in sport management has found that transformational leaders are considered more effective leaders, achieve better outcomes for their organizations, create greater employee commitment and satisfaction, and are better able to lead organizations through significant change.

Servant leadership is related to transformational leadership, but is a distinct form of leadership. Servant leaders first serve their followers and empower followers, but not for organizational objectives. Servant leaders emphasize the personal growth of their followers first. In contrast, transformational leaders also want to empower followers, but they do so in order to better serve the objectives of the organization. There is growing interest in the use of servant leadership both in business and in sport management contexts, and as scholars continue to develop and refine valid and reliable measures of servant leadership, the influence of servant leadership in sport management will continue to develop.

LEADERSHIP PERSPECTIVE



Data from <http://www.streetsoccerusa.org/leadership/>

Lawrence Cann

Lawrence Cann is the Founder and CEO of Street Soccer USA (SSUSA), a leading organization in the use of sport for social change. In 2012, Lawrence was selected as one of 15 AMEX Ashoka Emerging Leaders in Social Entrepreneurship. He has also been honored by People Magazine, being named a Hero Among Us in 2009 and as the 2010 winner of the Kuykendall Award for Community Service, his alma mater, Davidson College. Lawrence is a recent MBA graduate of Columbia University, where he has planned the growth and development of the SSUSA social enterprise.

Q: Within the leadership literature, there are studies to support multiple types of leadership behavior as beneficial to organizational outcomes. Can you describe the leadership behaviors that you find to be most effective for you in supporting the outcomes you seek for SSUSA?

Having been a part of the organization from the time that it was a volunteer organization to today, where we are managing several programs across the US, it has been different as there is a need for different types of leadership across each stage of growth. A flexible approach to leadership is important. In the early days of the organization, it was more about entrepreneurial approaches to leadership and leadership by example; now, it is really about maintaining our culture. Our culture really drives the product that we deliver. It is really providing leadership that curates and demonstrates those values that we need to exhibit. We have a number of different values, but the behaviors that we want our staff to exhibit include craftsmanship with regard to coaching; an emphasis on effective time management, including being good stewards of the money that we have; and being results oriented. When we get involved in a community that is facing adverse circumstances, we can all come together and play and have a good time, but what is the impact? We want to be results oriented because we want to make a difference, while we also cultivate fun and empathy. We have to be leaders and the program has to lift people up. The program has to be joyful and we have to have fun while also realizing that we have to be empathetic and sensitive to the individuals we are serving.

We certainly use the approach of servant leadership. I am now in the role of helping our team to be successful. I pay attention to the culture and our employees look to our leaders to set the culture because that really filters down to the rest of the organization.

Q: What leadership behavior do you see as detrimental to or a hindrance when trying to support those outcomes?

We need to be cognizant of our outcomes and our results and what shows up on reports to our various funders. We also need to be focused on systems and processes as our organization grows;

(continues)

LEADERSHIP PERSPECTIVE (continued)

however, that has to be balanced with flexibility. We have to realize that although it is good to have policies in place, as a result of the population we serve, those without homes, access to transportation, and other resources; we must stay flexible and not allow those policies to dictate the program and undercut the unique things that make the program successful. As we become more formalized, we don't want our program to become formulaic. We have to be business focused; however, that cannot be our only focus.

Q: How do you work to develop your leadership skills? Recognizing that there is only so much time in the day and resources are always limited.

I realized that I was going to need to develop my skillset further based on the ambitions that I had for the organization in the role that I had. The leadership skills that had brought the organization and me to where we were was not going to be the same skillset that would be required to get us to our next phase and beyond.

I enrolled in an Executive MBA program. If we, as an organization, wanted to go from small grants of \$1,000–10,000 to \$100,000–\$1,000,000 grants, we needed to demonstrate that we had the leadership skills to manage those funds. So having my MBA was critical to our growth as an organization.

To me, that was a leadership decision, to go and get that degree and figure out how to manage getting the degree while continuing to lead the organization. But I also do not want to fall into the trap of confusing leadership with management. I have gotten better at that, as leadership is quite different as we anticipate what is coming and catch the next growth cycle. Fortunately, we have gathered a set of advisors in each city and having that network of people to reach out for tips on leadership has been very helpful. And just reading in general—finding time in my day or on weekends to read about topics that relate to our work or outside of our work I think is the genesis of a lot of ideas and flexibility.

Q: What behaviors do you believe are most important for leaders to use in the Sport for Development and Peace domain?

When we first started this organization, we were based in a soup kitchen in North Carolina, and we were exposed to a lot of the aspects of servant leadership, so it isn't something that I think about or use that term on a regular basis. But that is the approach to leadership that we use. That certainly is on the direct-to-participant level—our coaches are servant leaders—even if we don't use that specific term. It is not about our coaches; it is about our participants; it is about getting out of the way. We let our participants solve the problems or challenges during participation; it is really about leading by getting out of the way. Your leadership is doing the things that allow others to be successful.

I think there can also be a lot of ego and competitiveness in the general approach to sports—so you have to be thoughtful about the design of your programs, what your philosophy is in terms of coaching in order to make sure that we are actually doing sport for development and not just sport. We have been most successful with staff that come to us, not those who we go out and recruit. We look for people who reflect our communities, who are committed long term and care about the cause. We match those people and their skills to the positions as opposed to recruiting for certain skill sets. You don't come to SDP for the money, so there is a certain way to support, reward, and encourage that type of person—having the ability to be creative, to feel as though they are doing meaningful work; having integrity and keeping that front and center is important. People can also give a lot, have a lot of passion, and as a result, can suffer from burnout. So, we have to be aware of that and support those employees in the best way possible.

► Key Terms

Active management	Inspirational motivation	Servant leadership
Authentic leadership	Intellectual stimulation	Stewardship
Contingent reward	Laissez-faire	Transactional leadership
Idealized influence	Passive management	Transformational leadership
Individualized consideration	Self-actualization	

► Discussion Questions

1. Considering the leadership theories presented in this chapter, identify a leader in the field of sport and describe whether he or she uses transactional, transformational, servant, or authentic leadership.
2. Given the scandals facing professional sport (e.g., use of performance-enhancing drugs, illegal behavior by coaches and athletes), what type of leadership could best support organizations that are trying to move past such scandals? Use information from the chapter to support your answer.
3. Describe the most significant differences between transformational and servant leadership.
4. What are some of the noted outcomes reported in research that have examined servant leadership in sport organizations?
5. Which type of leadership behavior do you think is best to utilize within a sport organization? Provide details from the chapter to support your answer.

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