

Mentoring Resulting in a New Model: Affect-Centered Transformational Leadership

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### Abstract

The authors were professor and student, in a doctoral leadership course, during fall semester of 2013-2014. Across the term the professor mentored the mentee, guiding him to the creation of the next, needed model for leadership. The new model, known as The Affect-Centered Transformational Leadership Model, came about as the result. Becoming an affect-centered transformational leader requires substantial knowledge of human development theories, internalization of the theories, deep reflection, personal sacrifice, willingness to change, ability to articulate action plans, and follow-through. Becoming affect-driven followers require the same, with ongoing leader guidance. Intensive training and requirements of use are essential to the success of the endeavor. Cultures are created in organizations and transactional leadership is the prevailing model. The authors assert the new leadership model will provide better results for organizations. It is less hierarchical and more oriented to enhance others' self-worth. It favors creativity and innovation, taking the whole person into account. It reaches personal attitudes, beliefs, and values. Organizational success can be enhanced by the leader's knowledge, and application, of human development theories. Affective appeal reaches a person's heart of hearts. The affective levels of spirituality and emotion enhance self-worth and efficacy. Leaders who communicate to these affective levels elicit transcendental experiences for followers. Individuals desire autonomy, and an affect-centered leadership style can provide such. The shift to affect-centered leadership can result in a happier, more productive, workplace. Enhanced developmental relationships come about, as a result of these communications.

*Keywords:* affect, affect-centered, transformational, leader, leadership, follower, followership, organization, model, human development, innovation, self-worth, efficacy, autonomy, productivity, relationships, happiness

### Mentoring Resulting in a New Model: Affect-Centered Transformational Leadership

During the fall semester of the 2013-2014 academic year, the co-authors were professor and student in “INDR 8310 Concepts of Leadership”, a doctoral course. A prescribed outcome of the course was to select a topic of greatest interest, resulting in a position paper. The position paper would be the final project for the course. The prompt below, from the course syllabus, initiated the mentoring activities which led to the new leadership model:

**“Position paper (Major Paper):** Each student will write a course culminating position paper on the importance and significance of leadership in organizations. One or more significant issues should be identified, analyzed, and discussed; a position must be stated and appropriately defended. The purpose of a position paper is to generate support on an issue. It actually describes your position on an issue and the rationale for that position. It should be based on facts that provide a solid foundation for your arguments. In your position paper you should:

- Use evidence to support your position, such as statistical evidence, research, or dates and events.
- Validate your position with authoritative references or primary source quotations.
- Examine the strengths and weaknesses of your position.
- Evaluate possible solutions and suggest courses of action.

Maximum number of pages is 15. The paper should be typed using APA guidelines. The grading criteria include creativity, reference support, content application and analysis. A graduate level of writing and use of grammar are expected. Paper presentations will be provided to the entire class and will be limited to 20 minutes per participant.” (Moffett, 2013)

The final course paper was purposely designed to be open-ended, with the intention to cause student mentees to seek further clarity and ongoing dialogue with the course instructor/mentor. The instructor/mentor was pleasantly surprised by the amount of time and effort this particular student/mentee devoted to the final course project, resulting in the new leadership model, driven by human development theory. This particular mentor/mentee experience was a unique and special one, due to the mentee’s self-initiative and drive.

### **The Mentor/Mentee Experience**

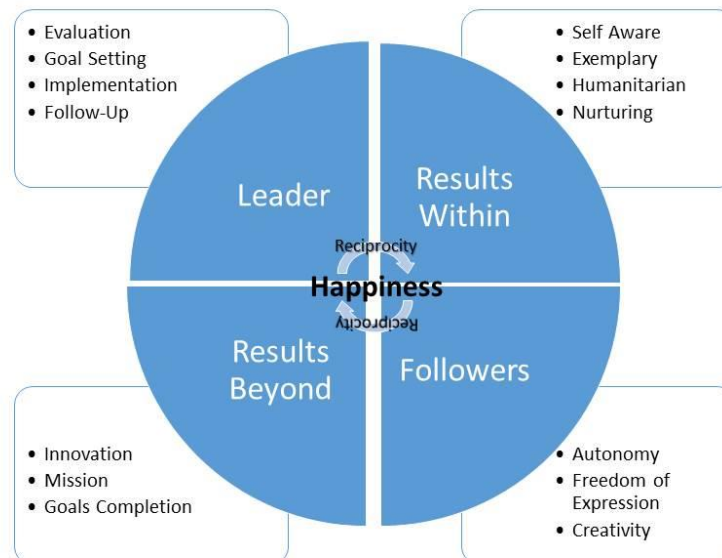
The student/mentee initiated an ongoing dialogue with the course instructor/mentor. The mentor and mentee collaborated weekly after class, discussing iterations of the student’s final course project. Discussions regarding a model emphasizing the affective domain, supported by personal development theories, being essential for authentic transformational leadership, evolved. The dialogue ultimately resulted in this new model for leadership.

Beyond the course, the mentee presented the new leadership model at a regional conference for teaching and learning. Then, the mentor and mentee continued collaboration leading to a second iteration of the model and a renaming of it. Once the second iteration came

about the mentee and mentor co-authored an article about the mentee’s presentation. The mentor then submitted an abstract of this mentoring experience, resulting in the new leadership model, to an international mentoring conference. Beyond acceptance of the proposal for the conference, the mentor and mentee continued collaboration on the new model and a third iteration of it came about. Collaboration continues and future iterations and applications of the model are expected.

The Affect-Centered Transformational Leadership Model (Figure 1) is borne out of the aforementioned course and ongoing dialogue. Now in its third iteration, the model possesses congruence, and syntheses, of accepted and transformational human development theories, with emphasis on the affective domain. In new ways, it combines higher order values, attitudes and beliefs, higher order creative thinking, psychosocial life stages success, and the satisfactory meeting of higher order needs.

**The New Affect-Centered Leadership Model Resulting From The Mentor/Mentee Experience**



**The Affect-Centered Transformational Leadership Model (Figure 1)**

**What The Affect-Centered Transformational Leader Must Know And Do**

The affect-centered transformational leader who implements the model must be knowledgeable about the human developmental theories, self-assess where they reside in each, and develop action plans for how they will reach next desired levels in each. This results in the desired, self-directed behaviors and outcomes needed for personal transcendence and self-transformation.

Then, the leader facilitates followership knowledge of the theories, followers’ self-reflections regarding where they reside in each, and development of follower action plans for how the followership will reach next desired levels, resulting in desired self-transformations.

These actions, exchanges, and outcomes between “Leader” and “Followers” take place in the “Results Within” portion of the model. The leader must live, model, and espouse the desired behaviors, while ensuring followers do the same. The leader must also set the organization’s mood and tone.

Becoming an affect-driven, transformational leader requires substantial theory knowledge, deep reflection, personal sacrifice, willingness to change, ability to articulate action in plans, and follow-through. Becoming affect-driven followers require the same. Intensive training and requirements of use are essential to the success of the endeavor.

As the members of the organization experience the desired transformations, they concurrently focus on the organization’s shared vision and goals. Collectively, all members focus on the tasks at hand and create the organization’s desired product. The product is represented by the “Results Beyond” portion of the model. The leader then analyzes success results for the product. The data analyses are compared with the organization’s shared vision and goals that resulted in the product. The product result, in a continuous improvement fashion, guides the leader in making adjustments in their personal action plans, the plans for the followers and organizational plans. Once needed changes are made, based on the data, the leader then facilitates any needed adjustments in modeling, and transmitting, transformative expectations. Then, the process is repeated, whereby the leader and followers strive to reach new human development levels, while product is produced and once again analyzed. This process is continuous and never-ending.

Continuous feedback, beyond the model’s initial implementation, becomes high stakes organizationally, with openness to change being critical to the affective, trusting intent of leading, and living, by example. The self-aware, exemplary leader will espouse, and communicate, affective messages based on humanistic traits of charity, spirituality and non-hierarchical egalitarian ideals, with the intention of creating and nurturing the respect of the followers. This creates a centripetal reciprocity across the model’s components, pulling together all members, results within, and results beyond the organization.

Followers will reciprocate affect, emulating the leader’s intentional modeling of affective behaviors. Such behaviors have potential for producing needed intrinsic happiness, resulting in greater productivity among all organizational members. Intrinsic happiness also encourages innovation. The leader’s and followers’ affective reciprocity will result in desired organizational extrinsic success, reinforcing the positive psychology aspects of the new affective model. While affect cannot be easily measured, organizational success can be. Additionally, the affective sum of the organization will have positive consequences beyond it. This is included, as well, in the model by the “Results Beyond” portion of the reciprocal circle. Like the selfless, affective-driven transformational leader (and followers), the organization will think, and act, well beyond itself.

This affective-driven model for transformational leadership, then, is offered for consideration as the next, needed one to take leaders, followers and organizations to new places. It is readily known that there are created cultures in any organization. Further, how those cultures are transacted upon depend on the willingness of individuals to lead and the willingness of the led to follow. For the purpose of this paper, it is safe to conclude that effective leaders incorporate social influence which, “helps individuals obtain power and increases access to the tangible and intangible” (Epitropaki & Martin 2013, p. 299).

The process of social influence, and empowerment, of individuals is reliant on human processes, which in this model are supported by multiple human development theories. Again, in the use of this new affect-centered leadership model, leaders must understand the basic tenets of

human development, internalize them, and genuinely behave in a manner representative of the transformative characteristics. That is, reside in the affective domain of human development potential.

### **Affect-Centered Transformational Leaders**

Affect-centered transformational leaders, who reflect a willingness to capitalize on this understanding, and act on this knowledge, play a great role in liberating individuals to operate at optimal levels, for the benefit of all stakeholders. Individuals want to be free of the entanglements that operate in the traditional (transactional) leadership paradigm. How this liberation occurs is a result of the behaviors of transformational leaders, and the response from followers, which begins with effective reflection, internalization, and communication evoking reciprocity that yields pleasant, substantial results.

Effective leadership encompasses powerful dynamics, leading to change in organizations. This change does not happen easily. Effective leaders need the followership to believe in the mission of the organization and its leadership. It posits that effective leaders will incorporate methods that will undoubtedly bring the highest returns from the greatest commodity in an organization—the individual. How leaders get “buy in” from followers is of great concern, given that we are living in chaotic times marked with change and uncertainty (Bass, 1985). Bass indicates leadership effectiveness is a “direct function of a leader's transformational behavior, and is an indirect function of individual differences working through transformational behaviors” (p.451). Leaders who desire to be effective will likely capitalize on the strengths of followers, using everything in their power to influence better followership. Better followership will translate to higher productivity of organizations.

It is vital to understand the characteristics of transformational leadership and the implications thereof, to provide a justifiable rationale for fresh leadership interaction. Eagly, Johannesen-Schmidt, and van Engen (2003) maintain that transformational leadership styles include “stable patterns of behavior”, and that women “are less hierarchical, more cooperative and collaborative, and more oriented to enhancing others’ self-worth” than men in leadership positions, and conclude that these patterns of behavior “make women superior leaders for contemporary organizations” (p.569). While the focus of this paper is not on women as leaders, it should be noted that the characteristics displayed by women in leadership positions are transformative in nature, and are integral components of the position taken herein.

An example of leaders nurturing relationships is apparent when there is productivity in an organization (Bass, 1985). Leaders should understand that for there to be real productivity from employees, subordinates, followers, etc., there has to be a sense of relevancy urged, and effectively communicated, to followers. In order for individuals to have that sense of relevancy, leaders should display affect-centered transformational leadership behaviors that are rich in communicating a collective vision, not just a vision for a select few. Communicating a collective vision implies care and concern for leaders and followers.

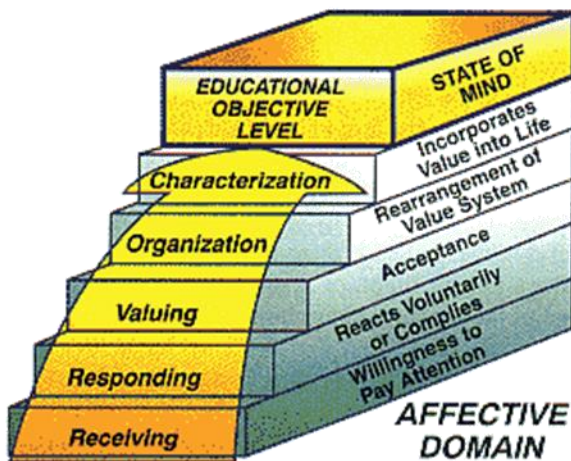
Cavazotte and Hickmann (2011) found that emotional intelligence and emotional stability are positively related to transformational leadership. They further found that transformational leadership appeals to the intelligence of their followers, “so as to promote thinking processes that favor creativity and innovation”, with careful treatment of the followers’ needs and desires (p.444).

### Affect-Centered Leader/Follower Reciprocity

Leaders encouraging a collective vision should also be very concerned with, and engaging in, developmental behaviors that increase reciprocity such as “rationality, ingratiation and exchange” (Epitropaki & Martin, 2013, p. 300). In order for there to be reciprocity, that includes the premises of rationality, ingratiation and exchange, there needs to be effective communication between the leader and the follower. That is, the type of communication that evokes responses from the receiver that is more than mere transaction.

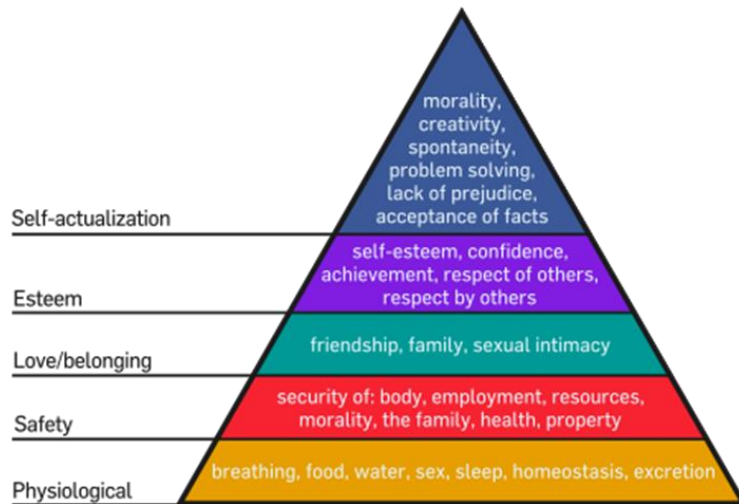
Receivers of effective communication may be more likely to display transformative behaviors, which result in many positives for leadership, followership, and organizations. This calls for leaders possessing an increase in knowing, internalizing, and communicating the various stages of human development of the individual. Those stages of development are guided by Benjamin Bloom’s affective domains of learning, and supported by psychosocial, human needs, and spirituality theories outlined by Abraham Maslow, Erik Erikson and James Fowler.

The affect-centered transformational leader first reflects on where they reside in Maslow’s Hierarchy, Erikson’s Life Stages, and Fowler’s Stages of Spirituality. Then, they develop an action plan which guides them to reach needed higher stages, or levels, in each. Once they have begun their personal human development journey they teach their followers the various development theories and aid them in creating, and acting upon, their development action plans. These efforts are framed within the affective domain, since reaching one’s feelings and values impact learning and changing most.



Bloom’s Affective Domain (Figure 2)

The Leader and Followers strive to reach the highest and most desirable levels of Maslow’s Hierarchy, Erikson’s life stages, and Fowler’s stages of spirituality:



Maslow's Hierarchy of Needs (Figure 3)

Stage	Basic Conflict	Important Events	Outcome
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years).	Generativity vs. Stagnation	Work and Parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world

Erikson's Life Stages Six and Seven (Figure 4)

<p><b>Stage 5</b></p> <p><b>Conjunctive Faith</b></p>	<p>It is rare for people to reach this stage before mid-life. This is the point when people begin to realize the limits of logic and start to accept the paradoxes in life. They begin to see life as a mystery and often return to sacred stories and symbols but this</p>	<p><b>IV. Mystical-Communal</b></p> <p>People who reach this stage start to realize that there is truth to be found in both the previous two stages and that life can be paradoxical and full of mystery. Emphasis is placed more on community than on individual concerns.</p>
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		time without being stuck in a theological box.
		Few people reach this stage. Those who do
<b>Stage</b>	<b>Universalizing</b>	live their lives to the full
<b>6</b>	<b>Faith</b>	in service of others without any real worries or doubts

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Fowler's Stages, 5 and 6, of Faith (Figure 5)

### Affective Appeal

Affect-centered transformational leaders inspire, because they take the whole person into account. In order for transformational leaders to transform others, they must first transform themselves. It is humanistic to recognize the value of people, and employ them with their strengths in mind. This requires an understanding, and internalization, of the development of people, and understanding their need to feel important. This is the idea that relationships, and relationship building, are a huge part of the human experience.

At the onset, it was mentioned that it is social influence that helps individuals obtain power, and that this resolves in the attainment of tangible and intangible access. It is apparent that affect-centered transformational leadership is cued by the communication, and the delivery, of messages that reach a person's heart of hearts. That is, that level of affective influence many refer to as spirituality and emotion. Emotional intelligence has a causal effect on transformational leadership, and is a construct of many stable personality traits. As it pertains to our discussion on the affective domain, and its relevance to transformational leadership qualities, it makes sense that these qualities are developed over a period of time and are transcendental in nature. Hur, van den Berg, and Wilderom (2011) suggested that emotional intelligence "increases gradually from early childhood until the fifth decade of life" (p.594). We contend emotional intelligence can continue to increase across all stages of life. As long as individual needs are met, there is a continued awakening involving affective values and feelings. Self-worth and self-efficacy are affectively evident, leading to ongoing outcomes of creativity, resulting in self-actualization.

Equitable approaches to leadership insist that leaders give up some of their power and authority, and listen carefully to followers, affording them respect in a non-judgmental approach that "can powerfully shape the outcome" (Alexander, Comfort, Weiner, & Bogue, 2001, p. 170). Armed with this knowledge, a leader will communicate with all of these precepts in mind. This means rejecting the triviality of transactional leadership, and embracing affect-centered transformational leadership, essentially resulting in a humanistic, dignified relationship. The effective affect-centered transformational leader will personify the qualities associated with transformational leadership, calling on the right-brained activation of esteem, morality, and creativity.

Again, the issue of communication is paramount to outcomes since they depend on the full cooperation of the followership. Followers' cooperation and participation mean they are happier employees, whose humanity has been teased out, as it were, by the affect-centered

transformational leader. The affect-centered transformational leader is innovative, and states the goals, missions, and initiatives of an organization, but plans outcomes, challenges the status quo, and inspires their followership. They mentor and empower their followers, and “encourage them to develop their full potential” (Eagly et al., p. 570). When leaders know how best to reach followers’ feelings and values, they get the best results.

In contrast to the mere transactional leader, whose approach to subordinates is the exchange of their compliance for tangible rewards, the affect-centered transformational leader seeks to “elevate the social interaction of his/her followers onto a higher-order need level” (Burns, 1978, p. 4). Individuals, followers desire autonomy; seeking the needs outlined by several theorists herein, and seeking outlets that allow for freedom of expression. The true, affect-centered transformational leader is self-aware, always looking for ways to model and transfer the qualities of affect, successful psychosocial development, self-actualization, and spirituality. They do this via social interaction and clear communication. With high levels of trust in the leader, followers exert stronger efforts in their work (Weichun, Newman, Miao, Hooke, and Zhu, et.al. 2011).

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