Transformational Leadership Efficiency in an Organization

Cosmin GHERASIE
Bucharest University of Economic Studies, Romania,
gherasie_cosmin@yahoo.com, First affiliation

Cornel ZAMFIRESCU
Targoviste, Valahia University, Romania,
cornelzamfirescu82@gmail.com

Madlena NEN
Bucharest University of Economic Studies, Romania,
madlenanen@yahoo.com

Bogdan SAFTIUC*
Bucharest University of Economic Studies, Romania,
*Corresponding author, bobbysaftiuc@gmail.com

Octavia ALBU
Bucharest University of Economic Studies, Romania,
albuoctavia19@stud.ase.ro

Abstract. *The efficiency of the transformative leader in an organization is given by the following factors: charisma, intelligence and inspiration, intellectual stimulation, and consideration for the individual. The charismatic emotional bond eliminates the emotional and logical resistance to change. The intellectual stimulation offers new solutions and innovations and it makes the followers responsible.*

The transformative leader, regardless of whether he is at the base of his career or is well-experienced, motivates the subordinates through interpersonal tact, judgment, confidence, respect, and a sense of duty, he encourages them to realize the importance of their work, he teaches them how to manifest, through their interests, in the name of the entire organization or collective. They cultivate adhesion and people's engagement in fulfilling the organization's tasks, maintaining the demands of the people they lead at a high level.

Keywords: efficiency, transformative leader, organization, charisma, intelligence, inspiration, and intellectual stimulation, officer.

Introduction

In management, social sciences, and sociology, analyzing efficiency is more difficult than in physics and economics, especially the difficulty of comparing inputs and outputs, as they usually have different measuring tools. As a consequence, both in common language and in social sciences, efficiency means lowering the costs and maximizing the results.

The principle of least action - also known as Maupertius' principle - "Wanted purpose with minimum effort" is still the most representative in approaching efficiency. The principle has been the foundation of many definitions for the concept of efficiency, over the course of time, as follows:

P. Drucker (Drucker, P.F. 1994) considers being efficient meaning "doing well the proposed tasks", by efficiency understanding "the measure by which the purposes and objectives have been accomplished"

T. Kotarbinski (Kotarbinski T., 1976) defines effectiveness as precision in reaching a purpose and considers it "effective that action that ensures the achievement of the purpose under minimum spending conditions".

Leading an organization is achieving efficiently said organization's activities. Usually, two concepts are being used for that purpose, effectiveness and efficiency, both being directly correlated.

Literature Review

Efficiency represents the measure of the results of an action, in rapport with the attempts made during the time when that specific activity was unfolding. The different meanings of efficiency are very well-known and understood in physics and economics, where they represent the performance of energy use (the performance being higher more so as the lost energy between input and output is smaller), respectively the rapport between economic gain and expenses (efficiency being higher when earnings are as high as possible, with the least amount of expenses).

The perspective of effectiveness describes a person's capability to:
- Create a vision;
- Establish a way to achieve activities;
- Accomplish a vision alongside subordinates;
- Follow a plan thoroughly;
- Achieve the goals by improving and solving possible demands;
- Work as a team with their subordinates.

K. Davis suggests: "Leadership is a part of management it is the ability to convince others to enthusiastically look for reaching definitive goals. It is the human factor that ensures a group's coherence and what motivates it to reach its purposes" (Gardner et al., 2011).

The transformative leader

Transformative leadership is used by those who have charisma (a term that it gets confused with), by those who have the courage of responsibility, emotional intelligence, empathy, guided by ideals and values, with persuasive force.

Warren Benis (Bennis Warren G., 1998) thought that this type of leaders have four major components at their disposal:
- The management of attention - they rely on the activities that truly "matter";
- The management of significance - they don't provide explanations, but create meaning and significance throughout the entire organization, and offer examples of how the information should be interpreted;
- The management of trust - they know how to offer and obtain trust - trust is their "currency", they have predictable expectations and do not change their opinions overnight;
- The management of self - these leaders know their limits, and also their personal resources and skills.
  J. M. Burns (James MacGregor Burns, 2004) showed that the transformative leader is a person who manifests or creates:
- Charisma
- Inspiration;
- Intellectual stimulation;
- Feelings that each follower considers.

George et al. (2007) affirms that charismatic leaders determine admiration, respect, and trust from the subordinates. These leaders are willing to assume great risks and are capable of proving a high moral and ethical ground. Their subordinates agree to put in the extra work and support their leader in any objective situation.

The charismatic leadership is a way of leading based on this precise quality of the leader (charisma), that has started to be presented more, used, and explained. It is about an analysis of new explanations, following empiric research, and especially, the extension of leadership across the entire organization.

Even though some of Weber's postulates (Weber, 1995) on charismatic leadership (the exceptional leader, the crisis situation, the attraction the subordinates can feel towards their superior) are being reanalyzed, and the new concepts are almost completely different than the previous ones via at least two characteristics. The first one presents the weight given to any of the above elements, and the second one presents the degree to which they can be operationalized.

Effectiveness is a distinctive sign of charismatic leaders, which Hogan et al. (1994) noticed while they were studying the efficiency of leading and that of the team. They had identified subcategories in a meta-analysis of multiple studies on charismatic leadership:

- The satisfaction, morale, or approval of subordinates;
- Higher performance levels of the team and the unit;
- Higher degrees of promotion and recommendation by superiors;
- Evaluations of greatness history above average (Hogan et al., 1994);

According to what was announced earlier, other charismatic aspects that lead to the leader's success have been identified:

- A clear mission;
- Minimizing and solving conflicts among team members;
- Understanding objectives in rapport with resources and the ability to achieve said resources.

The key to the success of a leader is the capacity to maintain general control of an incident and to know his subordinates' abilities (McMains and Mullins, 2010). His self-confidence is the most important factor in maintaining authority, but charismatic leaders are sometimes endowed with a kind of ego to inspire confidence.

Tskhay et al. found a positive and linear correlation between the charismatic personality and self-perceived effectiveness in their study on the charisma of the effective leader (Tskhay et al., 2017).

The inspirational motivation is about the ability to motivate and inspire the subordinates through stimulating the team spirit, showcasing a meaning to the undertaken tasks, and through the psychological impact resulting from the necessary experiences for achieving an objective.

Methodology

For the research of this paper, a questionnaire based on comparative analysis between a US army officer who was a course graduate at the base of his career, and a Romanian officer from the national defence system and public order was conducted. The questionnaire is presented further on.

Transformational leader- a US army officer who was a course graduate at the base of his career
During 2008-2009, 174 officers dispensed to a captain career course in the US Army completed voluntarily a poll in which they were asked:

1. If you could teach the next generation of platoon commanders a lesson, what would you say?
2. Do the right thing?
3. Establish a connection within your subunit?
4. Trust the ones you lead?
5. Don't ask anyone to do something you wouldn't be willing to do yourselves?
6. Learning and leading?
7. Trust your instincts?
8. Use your intelligence and your imagination to understand?

Subsequently, these officers were invited to discover terms, including those of a leader's attributes.

Do the right thing?
Don't get caught up in the idea of being better than the people next to you or of being worried about who will get the most accolades. Teach your commanders everything you know.

Establish a connection within your subunit?
First of all, care for and look after your soldiers. Inspire them to not only believe in you, but in themselves. When you are deployed in a military theatre, the soldiers, the sub-officers, and your colleagues become your family. Earn their trust and respect and there will be no limit to how far they will put in their efforts for you.

Trust the ones you lead?
Even if you are their platoon commander and thus outrank them, you are not any special nor any better than your soldiers. Someone must be in charge and for whatever reason, that someone is you. In everything you do, consider the well-being of the military men in your subordination. As soon as you will truly do that and they will know and trust you, your subordinates will go to the end of the world for you.

Don't ask anyone to do something you wouldn't be willing to do yourselves?
Soldiers respect competence more than any other thing. It is not about rank or about being their best friend. If you are a competent leader, of sound judgment, the military men under your command - whether they like you or not - will do what you ask of them because they know that you have weighed the alternatives and you have chosen the best course of action for that specific task. Prioritize your subordinates over evaluations or others' perceptions and you will be successful.

Learning and leading?
As a new platoon commander, you must find a balance between learning from your subordinates and being a decisive leader. It is never wrong to ask for a subordinate's contribution; in fact, this tells them that you acknowledge and respect their experience. However, once you have received their contribution, it is up to you to make the decisions and put your name on the plan.

Trust your instincts?
There will be moments when you will get a feeling about what the platoon commander's substitute will tell you, a sub-officer, or even a fellow officer. If it doesn't make sense to you, go with what makes sense.

There are two simple rules to being a platoon commander:
1. Understand you are the platoon commander, but if you don't make the time to hear your platoon commander substitute, the sub-officers, and young soldiers, you will not have a platoon for long. Take their advice and then make a decision.
2. In the absence of orders, make a decision. In an environment of counter-insurgency (COIN), events occur oftentimes much too fast in order to make contingency plans and to go through the full planning process. Don't be afraid to act on your own initiative!

Use your intelligence and your imagination to understand?
Don't be afraid to use your imagination. Just because the regulation doesn't specify that a task can be fulfilled in a certain way, it doesn't mean it cannot be fulfilled (The Five Most Relevant Leader Attributes, 2012).

Transformational leader-Romanian officers from the national defence system and public order
On the model applied to US officers we asked them to complete, voluntary, the same questionnaire 47 senior officers from the national defence system and public order.

Given the current geopolitical context we mention that part of the analysis cannot be available because it contains information that are not publicly available but in accordance with the legislation may be made available by express request.
1. Most officers believe that teamwork increases performance and unifies the team;
2. A task received must be analyzed and executed according the plan of solve it;
3. Links within the organizations led by Romanian officers is based largely on the hierarchical relations boss-subordinate but also on the horizontal where the subunit is the 2nd family;
4. In following the questionnaire it turns out that for the most part each person within the organization represents a piece in a complex whole the so-called organization you lead;
5. To be able to understand the mode of action of subordinates the leader must have worked his way up through the hierarchy and through all function so that the task set is assigned to the right man;
6. The majority of officers questioned replied that "learning is a continuous process throughout in career and it's fruitfulness bring leadership performance";
7. Experience gained during an officer's career gives maximum confidence in instincts and determines the best decision making;
8. Rich knowledge in the field, experience, intelligence and imagination creates a perfect vision for planning and solving tasks.

Results and discussions
The main particularities of the military system are: limiting considerably the freedom of action at the perimeter of the military institution and for its benefit; the spirit of working predominantly in a team; the interhuman relations based on the military hierarchy, on the one hand, and mutual support on the other; statutes and roles precisely regulated, different than the civilian ones, especially through their strictness; a communication system and particular moral values; a community of purposes; activities with a high degree of physical and mental demands; training conditions adapted to shaping the individual into a fighter (conditions that try to accurately reproduce the demands of the modern battlefield); work and lifestyle routine strictly conducted and controlled; a high degree of complexity of technique and weaponry (with an effect on making the soldiers' training permanent); missions with a high degree of danger and risk.

In order to ensure the fulfillment of the obligations of the military service at the highest standards of professionalism, the norms of professional conduct of the military are established by the Code of Professional Conduct of the Military through the Military Oath. They highlight general principles that the soldier must abide by: the Constitution and the laws of the country; the priority of public interest; professionalism; equity and non-discrimination; impartiality and operational independence; moral integrity; loyalty; confidentiality; freedom of thought; availability; openness and transparency, as well as fundamental professional values: patriotism, military duty, devotion, dignity, honor, correctness, military solidarity, camaraderie, a sacrificial spirit, military experience, and traditions.

Military training, in a broad sense, as a very complex activity, aims at shaping the military man's personality, instruction, and education to prepare him to carry out "peacetime" and "wartime" activities.

Approaching the concept of a transformative leader like this, the interaction of the two categories of elements (the person and the situation) remains decisive, but in their dynamics and evolution, they can play different roles, which is also frequently overlooked. Thus, sometimes the situation can be the key element, the trigger in shaping some personal traits, and sometimes on the contrary, the present personal traits can generate a series of situations. Therefore, we are obliged to interpret leadership in a nuanced way, to consider the two entities (the person and the situation) as not only being in a state of mere interaction but in a dialectical interaction, having moments of unity, and continuity but also instances of relative discontinuity and contradiction.

Situational factors

The leader's situation becomes one of the influencing factors regarding his decision-making and it implicitly leads to the fulfillment, or on the contrary, the non-fulfillment of entrusted missions.

The situation implies two kinds of influence that the leader is subjected to:

Internal influences

Within military groups formal relations are predominant. First, there is the existence of the commander-subordinate rapport. In the military organization, the word "subordinates" confirms the type of rapport we've already mentioned (formal). The subordinate is the person who accepts subordination, which he finds natural. In turn, commanders know that they need to act in order to obtain subordination. They dispose, via regulations, of possibilities of constraint on the subordinates;

The military group represents a specific educational environment. The members of the group are ready to carry out a war, relying on specific traits: dedication, creativity, the desire for affirmation;

The subordinates' morale, and their level of training. A high morale stimulates the desire to act (to fight), the determination to win, the trust in the victory and in the mission's success. Their training confers security in a hostile environment and in highly unpredictable situations;

External influences

The form of military action in which the activity is unfolding; the subordinates' approach is very different than when we are in defense as opposed to the kind we adopt when we are in offense because in each of the two types of combat, we are pursuing different objectives. Thus, in regard to defense, the mission is to achieve rejecting, stopping, or delaying the enemy, with the purpose of fulfilling the entrusted objective, while the goal of the offense is capturing, banishing, or destroying the aggressor, defeating the aggressor and creating conditions for future actions' success.

In the case of military actions, other than war, the leadership style is influenced by the type of operation that is being executed (there are actions that unfold before a conflict - pre-conflict, during conflict, or after a conflict - post-conflict).

Thus, the purpose of peacekeeping operations (PK), operations that unfold during the pre-conflict stage, is to monitor conflicting situations, implement an already-existing accord, ensure humanitarian support, and bring rival factions to a treaty table.

During peace enforcement operations (PE), operations that unfold during the conflict, the goal of the subunits is reinstating peace and security, the difference from the other multinational joint operations being the fact that the troops can use force, can use coercive measures when a consensus is not reached at the level of the parties involved in the conflict.

Another situation is the post-conflict interventions, for instance, peacebuilding operations (PB), whose purpose is removing the effects of a conflict, consolidating a fragile peace, and building long-term stability.

The time spent in making the decision appeals to the capacity of leadership to process information and transmit in time clear, concise, and precise orders to the subordinates. In such stressful situations, the authoritative leadership style will be more effective than the democratic one, because the subordinates have low needs for independence and self-achievement, specific to the repetitive tasks.

The environment, terrain, and the details of planimetrics play an important part in achieving success.

The concrete situation in which the leader is acting becomes a mobile element that differentiates both the groups from each other, as well as the varied evolutionary moments of one and the same group. There are situations in which leadership consists of one's own action, but also others in which leading means "making others do".

In the life of military groups, we encounter ordinary, common, respite situations, but especially situations of maximum mobilization, serious, and dramatic, in which the leaders work in conditions of uncertainty, a fact that requires a molding of the leadership on the particularities of the respective moments.

The person who has a domineering, authoritarian nature could transform this trait into one of a leader if that situation in the life of the group necessarily "demands" "authority". But, in order to maintain himself as the head of the group, he must give up this attribute in other situations that do not "demand" such a trait to function.

But, in the relationship between the situation and the qualities of the leader, the latter are of particular importance because man is not only a puppet, a prisoner of the situation, an instrument that acts only according to circumstances, but he represents the decision-making factor, the one that determines the action or, on the contrary, inaction.

This fact leads us to think that in the rapport situation-person, the emphasis invariably falls on the second factor, that is, on the person, in his multitude of instances, with his attributes (traits) and behaviors, with his various cognitive acts.

1. The officer's behavior

In order to make a direct reference to the military leader, we must take into account the changes undergone by the military action, the exponential increase of its complexity generated by the increasingly sophisticated nature of the destructive means, of the flexible structure of the forces in conflict, of the diverse action procedures.

In a context in which the situations where military actions are carried out are unpredictable and critical, in which the immediate exploitation of the initial results is sought after, in which the reaction speed of the troops makes the decisive moments of the battle alternate rapidly, the demands that press the leader are difficult, with an increased character of novelty and difficulty. And in order to answer to these growing needs, the military leader must dispose of a very rich set of traits (psycho-individual and psychosocial) that could allow him to adopt an adequate behavior (materialized through useful and fair decisions) both in relation to the environment and especially in relation with the subordinates.

Psycho-individual qualities: charisma, vision, attitude, character, discernment, commitment, self-discipline, intelligence, integrity, dignity, perseverance.

Psychosocial qualities: communication, initiative, recognizing and rewarding teamwork skills, listening, problem-solving skills, taking responsibility, and sense of humor.

2. The subordinates' behavior

Military men tend to imitate or model the leaders they aspire to be like. Team commanders, for instance, try to be like their favorite squad commander. Platoon leaders' substitutes want to be like the best sub-officer in the battalion, and so on.

The subordinates see not only the transformative leader's behaviors but also the results he's obtained so when they make assignments, they are also guided by the leader's previous evolution in obtaining resounding performances.

Conclusions

The results of the questionnaire were analyzed and it was discovered that US army officers as well as the Romanians from the national defence system and public policy highlighted the same 5 attributes (interpersonal tact, judgement, trust, respect and duty, empathy).

Interpersonal tact - the exceptional plus of the art of leading a military organization. With the passage of time, we realize more and more the impact of attitude on life. We can go so far as to say that attitude is more important than deeds because a positive attitude is a guarantee of them. It is more important than the past, life, education, failures, successes, and everything other people think, say, or do. It is more important than looks, talents, or abilities. It can create or destroy an organization, a home, a subunit, or even a unit.

Judgment. Whenever a military leader asks his subordinates to make a time-bound commitment, he must ask himself two questions: "Will they be able to do it?" (regarding ability) and "Will they want to do it?" (regarding attitude). The most important of the two questions is "Will they want to do it?". It is usually answered by two other questions. The first: "Is the right time?", in other words, are the conditions favorable for positive change? The second question is: "Are these conditions ripe enough?", meaning, are these favorable conditions accompanied by the burning desire to pay the price of change? When the answer to both questions is a "Yes" without hesitations, it means that the determination is strong and the achievement possible.

Trust. Dennis Waitley said that the thinking of those who succeed in life falls into patterns dominated by "I can", "I want" and "I am". These slogans are written in gold letters by the army after every battle or war. If a military leader is not satisfied with his performance, then he must, first of all, change his attitude towards his subordinates and wthe organization in general.

Respect and duty are the watchwords in the military institution. Paul Meier said, "Attitude is nothing but habits of thought, and habits can be acquired. A repeated action becomes an achieved attitude" (Maxwell, 2002).

Empathy. Fortunately, after some time, a positive idea can replace a negative one. It should be remarked that the battle never ends, but it is worth every effort. The more negative thoughts will be uprooted and replaced with positive ones, the stronger a personal renewal will be felt.

Perhaps the most relevant synthesis of the importance of attitude among a leader's qualities belongs to Bobb Biehl: "Don't forget the difference between a winner's mentality and that of a loser. Winners focus their efforts on the important win - they don't just want to win, but to win big. Losers, on the contrary, focus their efforts not to lose; they have only one goal: to survive"(Biehl, 1989).

The same attributes have been identified in both Romanian and US officers because interoperability and training are executed to the highest forms under the coordination of a single entity called NATO.

References

Bennis Warren G. (1998). On Becoming a Leader, Arrow Business Books.

Biehl, B. (1989). Increase Your Lead Confidence.

Gardner, W. L., Cogliser, C. C., Davis, K. M., Dickens, M.P. (2011). Authentic leadership: A review of the literature and research agenda, The Leadership Quarterly.

George, B. (2007). True North: Discover Your Authentic Leadership. Jossey-Bass, San Francisco.

Hogan R., Curphu G., Hogan J. (1994) What we know about leadership, American Psychologist.

James MacGregor Burns (2004). Transforming Leadership, ed. Grove Press.

Kotarbinski T. (1976). Tratatul despre lucrul bine făcut, ed. Politica.

Maxwell, J.C. (2002), Dezvoltă liderul din tine, Bucureşti, ed. Amaltea.

McMains, M., Mullins, W. (2010). Crisis negotiations: Managing critical incidents and hostage situations in law enforcement and corrections, Matthew Bender and Co., Inc., New Providence.

Paraschiv V., Stegăroiu I. (2006). Lideriatul de la teorie la practică, Bibliotheca.

Peter F. Drucker (1994). Eficienta factorului decisional, ed. Biblioteca Americana.

Tskhay, K.O., & Zhu, R. (2017). Charisma in Everyday Life: Conceptualization and Validation of the General Charisma Inventory. Journal of Personality and Social Psychology, 114(1). doi:10.1037/pspp0000159

Weber, M. (1965). Types d'autorite, Dunod.

The Five Most Relevant Leader Attributes, (2012). On-line, accessed at 01.02.2024, https://juniorofficer.army.mil/pubs/armymagazine/docs/2012/CC_ARMY_(Jan2012)_Leader-Attributes.pdf.