FOLLOWERSHIP AND EXEMPLARY FOLLOWER CHARACTERISTICS: A

MIDDLE – LEVEL MANAGEMENT PERSPECTIVE

A Dissertation

by

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ABSTRACT

In a society infatuated with leadership, individuals aim to become exemplary leaders, not exemplary followers. Although *Follower* is not a role that is sought out, the majority of the population will spend the bulk of their careers, and life, in a followership role. Followership is an imperative skill for people to learn, because for any organization or leader to succeed, there must be individuals who are willing to effectively follow. Furthermore, is important for leaders to understand their followers so they can create dynamic partnerships, lead effectively, and enable the organization and followers to prosper. This raises questions around what followership is, what traits, skills, and behaviors exemplary followers need to possess, and how leaders can develop exemplary followers.

Using a Delphi approach, this research sought to define followership and identify followership traits, behaviors, and skills from the perspectives of middle-level managers. An expert panel of 13 middle-level managers from the largest agricultural for-profit organization in the United States was used in this study. Followership definition findings were categorized into three groups: Devotion to the Leader, Takes Direction, and I've Never Heard of the Term Follower. Additionally, the data revealed middle-level managers perceive 27 traits, 17 skills, and 25 behaviors as necessary for exemplary followers to possess. Traits were categorized into five categories: Self-Cultivation, Ethical Action, Personality, Effective Communication, and Hirability Traits. Skills into

three categories: Technical, Human, and Conceptual. And the 25 behaviors fell into three categories: Task-Oriented, Relationship-Oriented, and Team-Oriented.

These findings support previous calls for further followership education and research to aid in our society redefining followership and creating environments that cultivate effective followers. The recommendations include insight for leadership educators on how better incorporate followership into leadership curriculum. Additionally, both for-profit and non-profit industry leaders will find recommendations on how to cultivate exemplary followers that will contribute to the organizational culture.

DEDICATION

I dedicate my dissertation to my parents, Tim and Patricia Benson. Dad, you instilled in me the true meaning of hard work and dedication. You taught me that even when all the odds are against you, you must continue to preserve and believe in yourself. Although you have not been here physically to guide me through this journey, I will forever be grateful for the years of love and support that prepared me for this moment.

Mom, your consistent push for tenacity has always served as a reminder that I can accomplish ANYTHING as long as I have your support. Thank you for constantly encouraging me to chase my wildest dreams and to never sell myself short. You've always been my biggest cheerleader and I could not have accomplished this without you. We did it!

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To my husband, Maxx, you encouraged me to pursue this dream and have supported me every step of the way. You have endured much to allow me to chase my dreams, and I am so thankful that I get to do life with you. I know that with you in my corner there is nothing we cannot accomplish, I love you!

To my friends, my heart people, you have stood beside me through the highs and lows of life, and you have been the best hype team a girl could wish for. You have encouraged, supported, and celebrated me more than I deserve. I am forever thankful for

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CHAPTER I

INTRODUCTION

"I want to grow up and be passive, weak, and dependent on others," said no one ever! Sadly, passive, weak, and dependent are some of the terms society has decided are synonymous with being a follower (Raffo, 2013). In a world where we are, quite literally, taught to *follow the leader* at an early age, engage in games like *Simon Says*, and are told we were a leader in school because of our academic or athletic talents, it is not surprising once we reach the age to enter the workforce *Exemplary Follower* is not on the list of our sought-after careers. No one proudly declares they want to be the greatest follower in the world, but without followers, we have no leaders (Shamir, 2007). And although followership is not sought out, the vast majority of our lives will be in a follower role (Ramazzina, 2017; Suda, 2013). Followership is an imperative skill for people to learn, because for any organization or leader to succeed, there must be individuals who are willing to effectively follow (Ramazzina, 2017; Suda, 2013).

The workforce is comprised of followers; they are the majority (Adair, 2008). Yet, when it comes to organizational, employee, and personal development, we are infatuated with leadership (Ramazzina, 2017). Society's obsession with leadership is optimized by a Google search for the term leadership which returned 17,600,000,000 results. The same search on followership returned a mere 1,570,000 results. Although interest in both leadership and followership have grown over the last few years from search results of 800 million for leadership and 762,000 for followership in 2017, the

percentage of followership results still equates to less than one percent of searches for leadership (Ramazzina, 2017). In fact, the ratio of followership-to leadership search results has dropped from .095 percent in 2017 to .0089 percent in 2021. Leadership researchers and educators have called for further education and teachings about followership and have stressed the importance of its role in leadership, but as the numbers show, followership is still not gaining the traction needed for our society to truly understand and embrace the importance of exceptional followers (Uhl-Bien et al., 2014). As organizational leaders are often tasked with developing followers, this lack of knowledge and education will hinder their ability to identify exemplary followers and will make it difficult for them to truly understand and develop exemplary followership among their followers. This deficit is the catalyst for this study.

Although there have been studies focused on behavioral typologies, situational typologies, and trait typologies surrounding followership (Crossman & Crossman, 2011) researchers and practitioners still do not have a universal understanding of what followership is and what traits, skills, and behaviors shape the exemplary follower. What theorists have formed consensus on is followership includes traits, skills, and behaviors. Therefore, followership is something that can be developed (Hurwitz & Koonce, 2016).

Problem Statement

Leadership is a common word utilized, described, interpreted, and practiced in various ways across the world. Followership, often referred to as 'the other side of leadership, lacks research attention. Followership, like leadership, is contextual; it is dense and multifaceted (Murji, 2015). To cultivate effective followers, we need to

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understand what traits, skills, and behaviors are needed to make an individual an exemplary follower. The inclusive and diverse nature of today's society requires leaders, and followers, to be able to adapt to different environments quickly and deal with crises. Leaders must be able to manage and lead diverse groups of individuals, thus is important for leaders to understand their followers in order to create a dynamic partnership, lead effectively, and enable the organization and followers to prosper (Kellerman, 2007).

Purpose

The purpose of this study is to define exemplary followership traits, behaviors, and skills from the perspectives of middle-level managers. Furthermore, by developing exemplary followers, we are, in turn, creating exceptional future leaders from these developed followers, so the process comes full circle (Adair, 2008). When defining *exemplary leader* there are often skills, personality traits, and behaviors associated with this term, and in order to be able to define exemplary follower and find ways to develop individuals to fulfill this role we must understand what these characteristics are for exemplary followers as well (Kellerman, 2007).

Significance

This study is significant because there is constant desire, in both the leadership and management fields, to understand how to achieve organizational success, and followers are key: professional development, hiring processes and requirements, trainings, and teambuilding methods are among the many concepts explored in relation to developing subordinates (Adair, 2008). In this study, I sought to explain what characteristics middle-level managers seek in followers regarding the perceived traits,

skills, and behaviors they believe are necessary for exemplary followers within their organization to possess.

Although researchers have suggested followers can be developed (Hersey & Blanchard, 1977), there is limited knowledge of a finite list of traits, skills, and behaviors that ought to be exhibited by exemplary followers. While we know followership can be developed, the lack of research on followership provides limited, if any, instruction on how to develop exemplary followers. Thus, this study contributes to the research on follower traits, skills, and behaviors from the perspective of what middle-level managers desire may exemplify themselves as followers. In particular, the results of this study will provide leaders and managers with a list of desired characteristics that should be sought out and developed, if able, in followers for them to become an exemplary follower.

Research Questions

Neither exemplary followership characteristics nor exemplary leadership characteristics from the middle-level management perspectives are areas widely explored in this discipline. The perspective of middle-level management/leadership offers a unique opportunity for researchers to understand the traits, skills, and behaviors that this population desires for their followers as well as the characteristics they believe they exemplify in their followership roles with upper management/leaders. The purpose of this study is to understand how middle-level managers define followership and define the characteristics they believe make an exemplary follower.

The following research questions guided this study:

1. How do middle-level managers within a multinational organization define/perceive followership?

2. What traits do middle-level managers believe an exemplary follower ought to possess?

3. What skills do middle-level managers believe an exemplary follower ought to demonstrate?

4. What behaviors do middle-level managers believe an exemplary follower ought to exhibit?

Scope and Limitations of the Study

Whilst the traits, skills, and behaviors of exemplary leaders have been vastly explored, the traits, skills, and behaviors of exemplary followers, from a middle-level management perspective, have not. This research aims to explore middle-level managers' exemplary follower expectations and to aid organizational leaders and other organizations' leaders to better understand what traits, skills, and behaviors exemplary followers possess and what areas they should focus on developing in their followers.

The scope of this study was limited to recruiting 13 participants who currently serve or have served in a middle-level management capacity. Purposive snowball sampling was the method for the recruitment of participants. Because of my educational background and affiliation with the agriculture industry, the site of this case study is an agriculture-based organization. The organization I selected for the case is a Fortune 500 multinational corporation, publicly traded, and headquartered in the southern region of the United States. Due to the nature of a case study, this design does not offer the ability

to generalize exemplary followership traits, skills, and behaviors across all organizations, but the findings may assist other organizations in identifying the characteristics sought after in followers within their organization.

The limitations of this study include the accessibility of participants. Due to the various locations of the participants in the group, data collection had to be done electronically from a distance. Furthermore, this research study did take place during the height of the COVID-19 Pandemic and the selected case organization was experiencing organizational transitions and battling major hurdles, including working from home and closure of some facilities worldwide.

Basic Assumptions

A basic assumption of this study is that the characteristics derived from the research are followership characteristics and not solely employee characteristics. The participants for this study are middle-level managers, and therefore, it is assumed they have formulated an opinion of what skills, traits, and behaviors an exemplary follower possesses based on their experiences as a leader and follower. Furthermore, it is assumed that middle-level managers have a clear understanding of followership, and its dyadic relationship with leadership; and it is assumed the characteristics they believe an exemplary follower possesses are generalizable.

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Definition of Terms

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Dyadic Relationship: A two-way relationship between a follower and leader (Bass, 1990)

Behavior: a course of action taken by an individual; behaviors may be natural and genuine, but behaviors may also be learned and conditioned (Bass, 1990)

Exemplary Follower: an individual who possesses necessary desirable characteristics of a follower (i.e., critical thinking, active engagement, ambition, etc.) and works to collaborate with the leader and others to accomplish a shared vision. (Kelley, 2008; Kellerman, 2007; Chaleff, 2009)

Follower: A "person in a dialect relationship with a leader or supervisor, who works in work in unison with the leader to accomplish goals and objectives" (Carsten et al., 2014, p. 18).

Followership: a process whereby an individual or group of individuals accept the influence of others [leader/manager/superior] to accomplish a common goal. (Northouse, 2019; Kelley, 2008; Kellerman, 2007; Chaleff, 2009).

Middle-level manager: An individual who holds a management position in the middle of the organizational hierarchy (Huy, 2001; Osterman, 2008).

Skill: knowledge and ability to perform a certain task; may be learned and perfected over time (Bass 1990; Northouse, 2019)

Trait: an inherent quality or characteristics that an individual possesses (Stogdill, 1948; Bass, 1990; Northouse 2019)

CHAPTER II

LITERATURE REVIEW

Empirical research on leadership philosophies, models, and theories abound and continue to grow exponentially in various contexts, but followership has yet to ignite such a research storm (Baker, 2007; Thomas, 2014; Hoption, 2016). The time for ignoring followership is over; it is necessary for researchers and practitioners to understand the complexity of followership and support its practice (Hurwitz & Koonce, 2016). The pioneers of followership research have vastly different depictions of followership, but all hinge on the relational aspect of leadership and followership; leadership cannot be accomplished without active followers (Hurwitz & Koonce, 2016).

However, in order to develop a deeper understanding of the phenomenon of followership, we must understand the characteristics that make up exemplary followership. Factors such as age, gender, emotional intelligence, helpful behaviors, critical thinking, education level, active involvement, and many more have been evaluated to determine their significance in determining exemplary followers (Chai, 2011; Hoption, 2014; Sy et al., 2006; Sy, 2010.) Empirical research on followership, in cultural contexts, has uncovered in-group collectivism and power distance as the most impactful cultural components, as the studies have claimed that followership types by culture were significantly different (Medcof, 2012; Thomas, 2014).

By identifying what traits, skills, and behaviors are expected of exemplary followers, those expectations serve as the guidelines to train and develop highly sought-

after followers. These exemplary followers have the potential to flourish into highly desired leaders; Weber and Moore (2014) explored the important role and impact the first initial follower has on the collective group, as they serve in a leadership role to other followers while simultaneously following the initial leader. Baker (2007) called for more research in order to answer what characteristics effective followers hold, and to identify followership styles and models. Kelley (2008) emphasized culture and follower qualities were two areas of followership research scholars need to explore.

As researchers continue to study the phenomenon of followership, and collectively develop followership typologies, models, and theories, it is imperative to recognize followership and leadership are codependent. By studying the leadership theories that focus on the follower's needs, wants, and developments, we can better examine the mutual impact of this dyadic relationship and gain valuable insight on what characteristics followers should exhibit, from the leadership perspective.

Conceptual Framework

In leadership theory and education, there are three main approaches to leadership, trait, skill, and behavioral, which have progressed over time. The trait approach is a collection of theories, models, and typologies that focus on which specific traits differentiate a leader from a follower, how these traits influence leadership ability, and how followers perceive leaders as a result of possessing these traits (Stogdill,1948; Bass, 1990; Jago1982). The idea was that certain individuals were born with these traits, and therefore deemed as great or as a leader. This approach includes many typologies,

models, and theories including the Great Man Theory and Big 5 Model of Personality Factors.

The skill approach moves away from solely focusing on inherent personality traits, and shifts focus to skills that can be learned and developed (Bass 1990, Northouse, 2019). Skill-based leadership approaches suggest in order to be a successful leader an individual must have the knowledge and ability to perform. Katz's Three-Skills Approach, Mumford's Skill Model, and Cunningham's 7 Skills of Successful Leadership are among the skill-based approaches to leadership. For this study, we will use Katz's Three-Skills Approach to analyze followership skill data and categorize skills into his three basic categories: technical, human, and conceptual.

The behavioral approach moves away from both leadership characteristics (traits) and leadership skills and emphasizes the importance of leadership behavior (Bass,1990, Stogdill, 1948). These approaches focus on how a leader interacts with their followers utilizing two main categories of behaviors: task-oriented behaviors and relationship-oriented behaviors (Bass & Bass, 2008). The University of Michigan studies, Ohio State studies, Blake and Mouton's Managerial (Leadership) Grid, and the Situational Leadership Model are behavioral approaches which utilize task/relationship-oriented behaviors as a foundation for their models. In the findings of this study, you will see that exemplary followership behaviors are categorized the same way, with the addition of team-oriented behaviors.

Leadership and Followership: A Dyadic Relationship?

Although followership models and typologies place significant emphasis on the follower, some leadership theories have incorporated the follower into the phenomenon and have noted the significance of followers' roles ineffective leadership.

Situational Leadership Theory (SLT)

The Situational Leadership Theory (SLT) (Hersey & Blanchard, 1969) emphasizes the role followers should have on leader behavior. SLT focuses on the follower's level of competence and commitment, on each specific task, and suggests leaders modify their leadership style to fit the developmental need of the follower. There are four follower development levels (D-Levels) based on the level of competence and commitment, and four leading styles (S-Levels) based on supportive and directive behaviors of the leader. The theory is designed in a way that allows leaders to develop their followers over time to be competent and committed (D4). SLT indicates the ideal leadership style will vary by situation and follower, but there must be a match in D and S levels. According to the SLT, an effective follower would be a D4 follower, someone that is competent and committed, this follower is ambitious and willing to take direction in order to develop over time to reach their fullest potential as this type of follower is always working toward self-improvement.

Figure 1

The Situational Leadership Theory
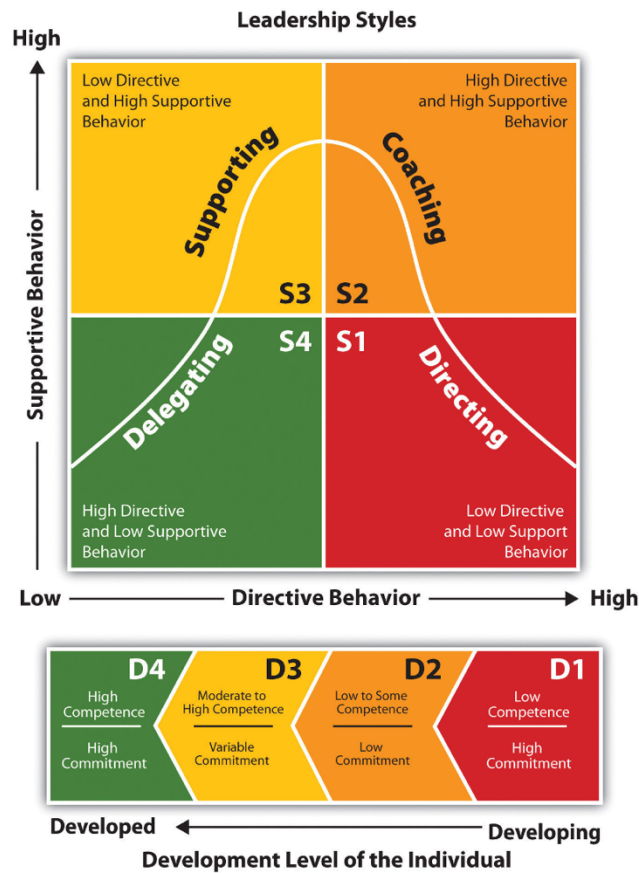
Note. Reprinted from *Leadership: Theory and Practice* (8th ed., p.97), by P. G. Northouse, 2019, SAGE Publications, Inc.

Path-Goal Theory

In addition to the Situational Leadership Theory, House's (1971) Path-Goal Theory also focuses on the needs of the followers. The objective of the Path-Goal Theory is to reinforce change in the subordinate. The leader "[clarifies] the goals of the follower as well as the path to reach those goals" (Bass & Bass, 2008, p. 61). The leader's purpose is to motivate followers by providing the needed support to help them

attain their goals using equity or expectancy theory (Bass & Bass, 2008). Subordinate (follower) characteristics (i.e., locus of control), and situational environmental factors (i.e., task structure) are considered to determine which of the four leader styles should be used to motivate the follower. This theory offers the leaders a suggestion on which path-goal leadership style approach best fits the combined follower characteristics and task characteristics (House & Mitchell, 1974).

The four identified leadership styles are: Directive, Supportive, Achievement-Oriented, and Participative Leadership. In situations where the follower is dogmatic or authoritative and the task is ambiguous, complex, and has unclear rules a Directive style is prescribed. Directive leaders provide structure and serve in a formalized leadership role. In situations where the follower is unsatisfied, needs affiliation and human touch, and the task is repetitive, unchallenging, and mundane a Supportive style is prescribed. Supportive leaders on the other hand are not as formal in terms of their leadership style, they provide support and make the environment enjoyable. In situations where the follower has high expectations and feels the need to excel, and the task is ambiguous, challenging, and complex the Achievement-Oriented style is prescribed. In situations where the follower is autonomous and needs control and clarity, and the task is ambiguous, unclear, and unstructured the Participative style is prescribed. Both participative and achievement-oriented leadership styles express confidence in followers and can increase group performance; participative leadership includes followers in the decision-making process while achievement-orientated leadership sets high expectations and challenges the followers (House & Mitchell, 1974). The ideal follower for this

theory is willing to take direction and accept support and coaching; these followers must be motivated, able to work collaboratively with the leader, and able to communicate their needs/wants.

Figure 2

Major Components of the Path-Goal Theory
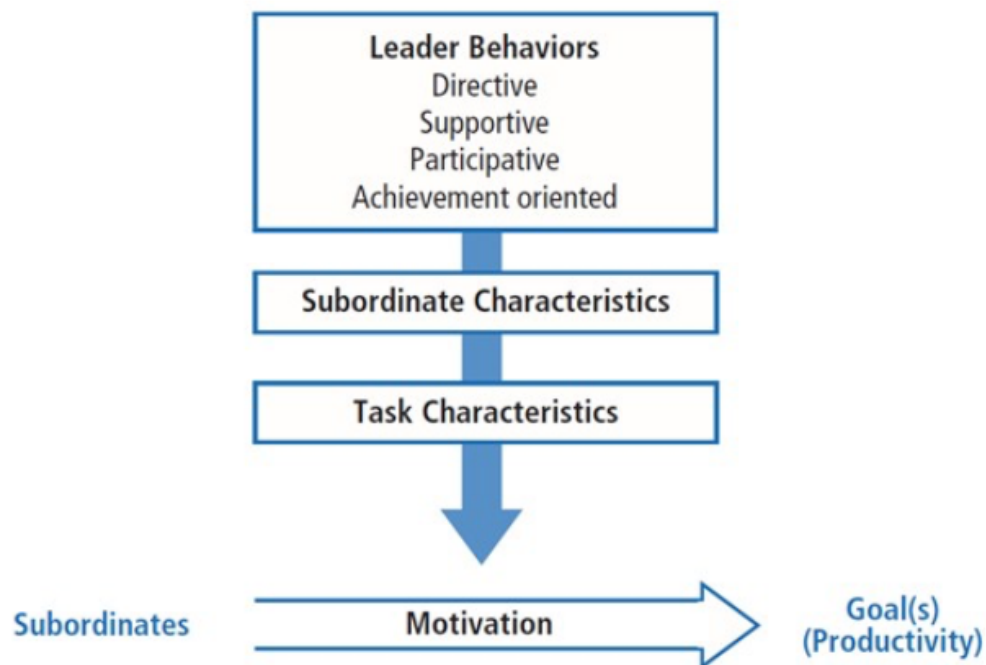
Transformational Leadership Theory

Transformational leadership focuses on the followers and the development of the collective team. Transformational leadership "elevates the follower's level of maturity, ideals, and concerns for the wellbeing of others, the organization, and society" (Bass & Bass, 2008, p. 619). The end goal of transformational leadership is to help followers

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reach their fullest potential and transform into leaders themselves. The Full Range

Leadership Model shows various leadership types based on the level of the leader's

effectiveness and engagement. This model displays three realms of leadership:

Nonleadership, Transactional Leadership, and Transformational

Leadership. Transformational Leadership has four components: Idealized Influence,

Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration

(Bass & Avolio, 1993). Idealized Influence describes how Transformational Leaders

serve as strong role models for followers, they practice ethically and socially desirable

behaviors that followers want to emulate thus the followers trust and respect them (Bass

& Bass, 2008). Inspirational Motivation describes how Transformational Leaders

motivate followers; Transformational Leaders clearly communicate the vision of the

organization with their followers and set high standards and expectations for

achievement. Transformational Leaders encourage followers and ensure a strong sense

of purpose by consistently expressing what a major role and impact they have on

organizational success (Bass & Bass, 2008). Intellectual Stimulation describes the

leader's support for the followers to try new innovative methods, and experience new

opportunities; the leader encourages their followers to grow and learn (Bass & Bass,

2008). Individualized Consideration is the way in which Transformational Leaders

recognize the individual needs and contributions of each follower and continue to

provide a supportive environment whilst mentoring followers toward reaching their

fullest potential (Bass & Bass, 2008). Although the Transformational Leadership model

does not specify what an ideal follower is, the components of transformational

leadership suggest ideal follower has a shared vision with leader and organization, has high moral standards, conducts ethical practices, is open-minded, and is willing to try new things, and values personal and professional development. The goal of Transformational Leadership is to develop or "transform" followers into effective leaders (Bass & Bass, 2008).

Figure 3

Full Range of Leadership Model

Note. Reprinted from *Leadership: Theory and Practice* (7th ed., 168), by P. G. Northouse, 2016, SAGE Publications, Inc.
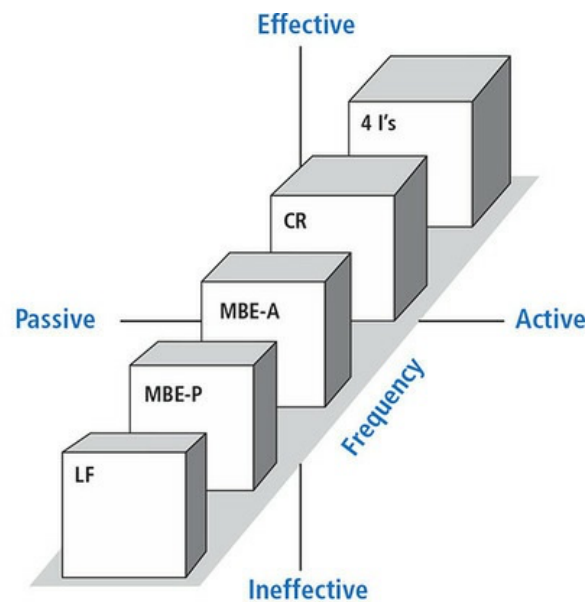
While these leadership theories prescribe leadership styles based on followers'
needs, wants, and development, they only present one side of this dyadic relationship.
Although these theories acknowledge followers, their purpose is to help leaders
understand and develop as leaders in a way that is needed by their followers. While there
is still much ground to make up in followership research, there are currently three widely
accepted typologies which focus explicitly on the follower's behaviors and development;
Kelley's, Chaleff's, and Kellerman's followership typologies serve as a jumping-off
point for continued followership research.

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Behavioral Followership Typologies

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Kelley Followership Typology

Robert Kelley (1988) explored the reality that most individuals often act and
fulfill the role of a follower more often than its widely explored and praised companion,
leadership. Kelley (1988) states what "distinguishes an effective from an in-effective
follower is enthusiastic, intelligent, and self-reliant participation – without star billing –
in the pursuit of an organizational goal" (p. 3). Kelley (1988) expresses the differences
between ineffective and effective followers as: the ability to manage themselves, level of
commitment, competence level, the focus of efforts, and courage. In his followership
model, Kelly (1992) identified five followership styles based on the combination of
follower engagement and critical thinking ability. These styles include Conformist,
Passive, Alienated, Pragmatist, and Exemplary. Conformists tend to follow
organizational directives and believe the leader holds all the decision-making power
(Kelley, 1992). Passive followers are often viewed as lazy or unqualified; passivists tend

to lack critical thinking ability, initiative, and a sense of responsibility (Kelley, 1992). The Alienated follower typically starts as an Exemplary follower. However, over time and exposure to conflict, develop anger or feel hurt toward the leader and tend to disengage or be overly cynical (Kelley, 1992). Pragmatist followers tend to have a "better safe than sorry" mentality as a result of unstable leadership or organizational structure and are viewed as just surviving (Kelley, 1992). They often change their behavior based on the organizational climate. The Exemplary follower is categorized as high in critical thinking and active engagement; they are independent visionaries but still support the organization and leader (Kelley, 1992).

Kelley (1988) offers four steps organizations can take to cultivate effective followers: redefining followership and leadership, honoring followership skills, including followership on performance evaluations, and embodying an organizational culture that encourages followership. Organizations should redefine followership and leadership to highlight leaders and followers hold equal importance and organizational relevance, but their actions and activities differ (Kelley, 1988). Followership trainings are one way in which an organization can honor followership skills and ensure desirable followership characteristics are being developed (Kelley, 1988). As followership trainings are rolled out, the inclusion of followership skills on performance evaluations is not unwarranted, the feedback provided will allow individuals to continue developing followership skills and will substantiate the organization's commitment to developing exemplary followers (Kelley, 1988). Lastly, organizations should utilize practices that encourage followership, this can be accomplished by using task forces and teams of

individuals who all hold equal power, utilizing temporary and rotating leadership,

delegating to the lowest level, and rewarding exemplary followership (Kelley, 1988).

Figure 4

Kelley's Followership Typology

Independent, Critical Thinking

Alienated Followers | Exemplary Followers

Passive — Pragmatist Followers — Active

Passive Followers | Conformist Followers

Dependent, Uncritical Thinking
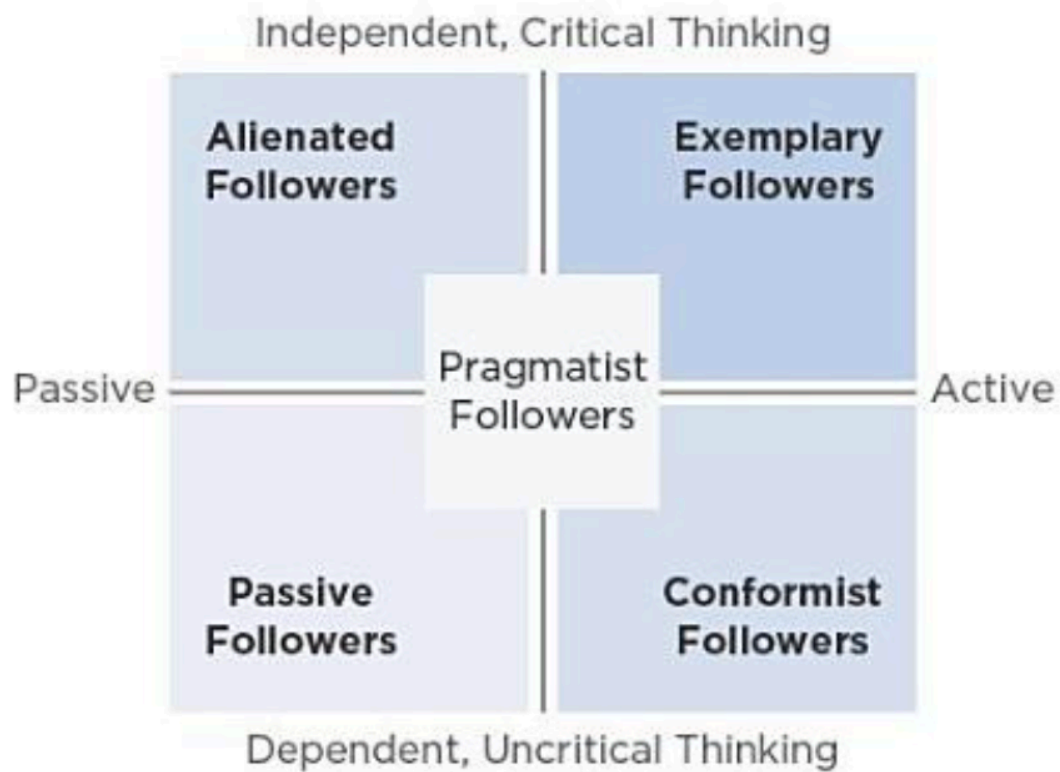
Note. Reprinted from *Leadership: Theory and Practice* (9th ed., p. 357), by P. G.
Northouse, 2022, SAGE Publications, Inc.

Kellerman Followership Typology

Kellerman's (2007) leadership typology is grounded in the idea that follower

involvement, with the leader and the organization, is indicative of their followership

type. Kellerman (2007) identified follower styles based on a continuum of the level of

engagement. These styles, from the lowest level of engagement to the highest level, are Isolate, Bystander, Participant, Activist, and Diehard followers (Kellerman, 2007). Isolates are passive and alienated; they tend to unknowingly support the hegemonic norm. Bystanders, like isolates, can also harm an organization. However, they are aware of leader and organizational norms and choose not to act (Kellerman, 2007). The Participant followership type consists of those who are invested in the leaders and organization and clearly either stand for the leader or against the leader (Kellerman, 2007). Activists are eager, energetic, and engaged and, like Participants, stand for or against leaders but are passionate about their stance, thus they act purposively to support their beliefs and serve as change agents (Kellerman, 2007). Those individuals who align with the Diehard typology are extreme in their actions and loyalty to their causes; they tend to be either huge liability or asset to the leader and organization as they are deeply committed to opposing or supporting them (Kellerman, 2007). Kellerman (2007) notes good followers "invest time and energy in making informed judgments about who their leaders are and what they espouse" (p. 91) before acting.

Figure 5

Kellerman's Follower Typology

Note. Reprinted from *Leadership: Theory and Practice* (8th ed., p.301), by P. G. Northouse, 2019, SAGE Publications, Inc.
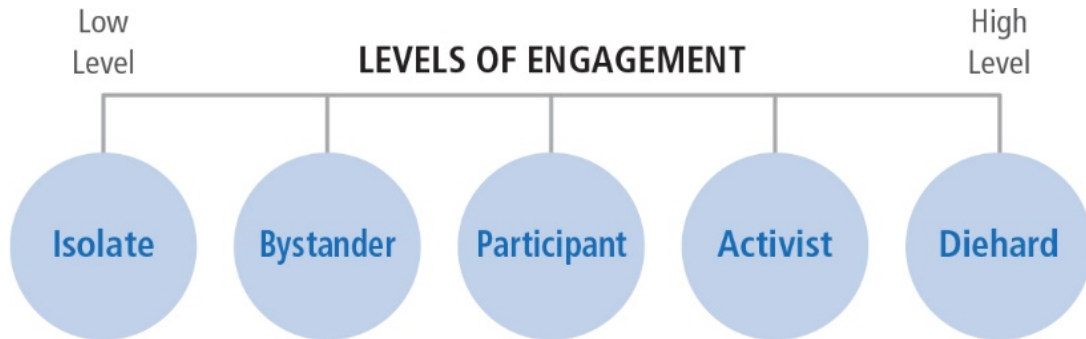
Courageous Followership Typology

Chaleff (2003) takes a different approach to followership style as he focuses his model on the degree to which the follower supports the leader and the degree to which they challenge the leader. Chaleff (2003) identifies four followership types: Resource, Implementer, Individualist, and Partner. The Partner offers both high challenge and high support of the leader, the Implementer offers high support but low challenge (Chaleff, 2003). Partners focus on strength and growth, take risks, hold themselves and others accountable, confront sensitive issues, cultivate relationships with peers and authority figures, and they complement the leader's perspective; they are purpose-driven and mission-oriented (Chaleff, 2009). Implementers are dependable, considerate, team-oriented, compliant; they serve as an advocate and defender, are respectful of authority, and reinforce the leader's perspectives (Chaleff, 2009). The Individualists offer low leader support and high challenge, and those followers who fall in the Resource category

offer both low support and challenge (Chaleff, 2003). The Individualist is unintimidated by authority they tend to be confrontational, forthright, self-assured, irreverent, rebellious, self-marginalizing, independent thinker, and reality checker (Chaleff, 2009). Those individuals who resort to the Resource style are uncommitted, they execute the minimum requirements as they have a primary interest that lies elsewhere; these followers avoid the attention of authority and complain to third parties, they may bring a specific skill set but often are just an extra set of hands (Chaleff, 2009). Chaleff (2003) believes an effective follower will both support and challenge the leader, as they feel they have a stake in the leader's decision; this follower would be the Partner type identified in his model and would offer the leader the most overall support.

Figure 6

Chaleff's Follower Typology

Note. Reprinted from *Leadership: Theory and Practice* (8th ed., p.300), by P. G. Northouse, 2019, SAGE Publications, Inc.

Organizational Culture

Competing Values Framework

The main goal for a company or an organization is to reach its goals, support its mission, and/or generate revenue. Quinn and Rohrbaugh (1983) developed the Competing Values Framework, which is derived from research on effective organizations. This framework is depicted in a four-quadrant matrix where the dimensions are organizational focus and stability. Each quadrant represents a different

organizational culture type: Hierarchy, Clan, Adhocracy, and Market (Cameron & Quinn, 2011).

Hierarchy represents an organization whose culture is internally focused and functions on stability and control; in this type of organization, it is likely that everything is procedural and that formal policies are in place. Hierarchy is known as the controlling orientation, leaders within this type of organization are often described as coordinators whose role is to ensure that order, structure, and efficiency remain stable (Cameron & Quinn, 2011). Clan represents an organization that is internally focused and remains flexible. Clan culture is also described as collaborative culture, leaders within these types of organizations are commonly viewed as mentors that focus on teamwork, personal development, and cooperation to be successful. Organizations that fall within the third quadrant, Adhocracy, are externally focused and extremely flexible; these types of organizations are always looking for new and innovative ways toe to succeed. Leaders within adhocratic organizations are visionaries who promote creativity so the organization can produce innovative outputs (Cameron & Quinn, 2011). The last culture type is Market, also known as the competitive culture, these organizations are externally focused on their competitors and customers and practice stability and control in order to function efficiently. Leaders with Market organizations are top producers who drive followers to meet goals and gain competitive advantage (Cameron & Quinn, 2011).

Organizational culture not only impacts the way an organization functions, and how it is viewed by external and internal stakeholders. Furthermore, organizational

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culture depicts what types of leaders and followers an organization can attract and what types of leaders and followers will thrive in those specified environments.

Impact of Organizational Culture

Schein (2004) defines organizational culture as

"a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (p. 17).

Organizational culture is how members of an organization conduct themselves that align with the organization's previous success; the organization's culture may align with the mission, vision, and values of the organization, but often is something that is developed subconsciously based on the norm functions of organization members (Dalkir, 2005; Schein, 2004). Therefore, an organization's "informal values, norms, and beliefs that control how individuals and groups in an organization interact with each other and people outside the organization" (Dalkir, 2005, p. 180) contribute to the organization's culture. Dalkir (2005) also takes a cause-and-effect approach to defining organizational culture, noting culture is "a manifest pattern of behavior, consistent behavioral patterns observed across a group of individuals, or "the way we do things around here" (p. 180). Thus, organizational culture serves as a guide for how followers should perform in their role which includes: completing tasks, solving, problems, interacting, and collaborating with other members of the organization (Dalkir, 2005). Stated and unstated values and

behavioral expectations are key elements of organizational culture (Morgan, 1997), consequently, followers may be taught, or conditioned, to think, behave, or feel the way that is deemed the cultural norm for the organization (Jo & Joo, 2011).

Organizational culture is very telling of an organization's espoused beliefs; when examined by internal and external stakeholders, organizational culture is sure to attract and deter individuals from joining the organization, especially when they feel as if the organization's culture does not align with their personal and professional beliefs. Because organizational culture creates high levels of behavioral consistency the expectations of the traits, skills, and behaviors that are essential for a follower to be successful may vary from organization to organization (Jo & Joo, 2011). Middle-level managers are often credited with carrying out and embodying the cultural norms that make up organizational culture.

Role of Mid-Level Managers

Middle-level managers bring a unique perspective to followership as they fall in the middle of organizational hierarchy and embody both roles of follower and leader because they report to upper-level management while managing individuals in lower organizational levels (Floyd & Wooldridge, 1997; Huy, 2001; Raes et al., 2011). Upper-level management conceptualizes and determines the strategy and path of the organization and frontline workers are the 'boots on the ground' whose job-related actions physically advance the organization toward its goals. Rarely do these two distinct roles interact, instead the middle-level manager serves as an intermediary for these two groups (Balogun & Johnson, 2004). Middle-level managers must be able to initiate

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change and strategy initiatives executives task them with while also ensuring the needs, wants, and concerns of their followers are being met (Huy, 2001; Raes et al., 2011). Middle-level managers are critical to the success of an organization, especially in terms of cultivating organizational culture, implementing cultural norms, values, and beliefs, and initiating organizational change and they serve as the liaison between upper-level managers and lower-level managers/employees (Hope, 2010; Huy, 2001; Raman, 2009; Valentino, 2004; Zakharova & Korobeynikova, 2015). Osterman (2008) addresses some common assumptions surrounding middle-level managers and declares they are in fact, "the glue that holds organizations together (p. 8)," not only do they perform their necessary and specific tasks, but they also manage operations, people, and organizational issues (McCann et al., 2008; Yang et al., 2010).

Recruiting and Hiring for Organizational Culture Fit

Organizational culture makes up the identity of the organization and when a member's own beliefs, behaviors, and values do not align with that of the organization problems may arise. Although historically conventional reelection processes focus on the knowledge skills, and abilities candidates need, today many organizations focus their hiring efforts on finding qualified candidates that are a culture fit with the organization. There are several proven benefits to hiring individuals who align with the organizational culture. These include employee satisfaction and retention, increased productivity and performance, and an increase in positive work environment and collaboration (Bowen et al., 1991; Porebski, 2018). Naturally, organizations who already have a prominent positive organizational culture are going to attract like-minded individuals (Bowen et al.,

1991). Employees who have a vested interest in the organization are more loyal to the organization and passionate about helping the organization reach its organizational goals. A potential drawback to hiring for a person-culture fit may be the increased use of resources (i.e., time, money, and energy) due to a prolonged and more in-depth hiring process (Bowen et al., 1991). It is important to recognize that when hiring people who align with the organizational culture, it is important to build a team that is diverse and inclusive to avoid groupthink and a silo mentality.

Although hiring individuals who are a culture fit is a goal of the organization, candidates will likely still need to possess some essential skills that will make them qualified to fill the hired role. The National Association for Colleges and Employers (2021) identified ten key attributes employers seek. These attributes desired are: the ability to work in a team, problem-solving skills, analytical/quantitative skills, verbal and written communication skills, initiative, leadership, technical skills, flexibility/adaptability, and strong work ethic. Some organizations or job positions may also require candidates to possess a more technical job-related skill set. If candidates do not possess the necessary skills to satisfy job requirements, onboarding trainings and professional development opportunities may provide the opportunity for individuals to become competent in this desired skill set(s).

Human Resource Development

Swanson and Holton (2009) define human resource development as "a process of developing and unleashing expertise for the purpose of improving individual, team, work process, and organizational system performance (p. 4)." There are two primary

components of human resource development: training and development, and organizational development. Most human resource development activities lie within the realm of training and development; training and development place emphasis on developing job-related knowledge and expertise in individuals to enhance their job performance (Swanson & Holton, 2009). Organizations routinely train employees, especially during the onboarding process. Development opportunities are characteristically geared to long-term development and are offered to individuals who show the potential to contribute to the organization (Swanson & Holton, 2009). Organizational development focuses on improving the organization, usually through change, to achieve greater efficiency and effectiveness (Swanson & Holton, 2009). Training and development are the most common and effective methods at providing employees with the expertise needed to successfully perform their designated tasks and competency-based behavioral anchors offer one way to measure the effectiveness of training and development sessions.

Behaviorally Anchored Competencies

Organizations struggle with appropriate ways to evaluate the effectiveness of training and development sessions. One method to measure effectiveness and growth of training and development participants is by developing competency-based and behaviorally anchored rating scales (Dooley & Lindner, 2002). Competencies are a group of related knowledge, skills, and abilities that determine the behavior requirements to be deemed successful in each task (Buford & Linder, 2002; Dooley & Linder, 2002; Dooley et al., 2004). Dooley and Linder (2002) define competency-based behavioral

anchors as "performance capabilities needed to demonstrate knowledge, skill, and ability acquisition" (p. 25). While it may take organizations a substantial amount of time to determine the competency-based behavioral anchors, this form of evaluation is more accurate than other forms of evaluation and offers more in-depth feedback to participants and program developers (Dooley & Linder, 2002).

CHAPTER III

METHODS

Research Design

Historically in the realm of leadership research, quantitative methods were utilized to study the discipline (Antonakis et al., 2004). However, more recently there has been an increase in acceptance and encouragement for researchers to create new and more specific experimental designs; as a result, there has been an increase in qualitative and mixed methodology approaches to study leadership. This study has a unique design in that it utilizes a case study design, paired with a Delphi Technique mixed methodology and has a population group, middle-level managers, who are not often utilized in leadership research.

Theoretical Orientation and Typology of Study

In the social Constructivist Paradigm, reality and truth are assumed to be constructed via consensus among people in their given setting based on individual perceptions, truths, explanations, beliefs, and interactions with others (Patton, 2002).

Within the Positivist Paradigm, it is believed there are objective natural truths that can be explained and rationalized through traditional scientific methods, (Patton, 2002). The quantitative origin of this paradigm lends itself to the frequency/quantitative portions of the Delphi- believing that we can come to a *truth* regarding followership.

I am a post-positivistic constructivist, meaning I do believe there is an objective reality and facts can be determined through the traditional scientific method, however,

these *realities* and *facts* are subjective to the interpretations of the society and environment in which they are being studied. The quantitative researcher in me relies on the numbers to discover the facts and to add value to the research findings, but as a social scientist, I firmly believe reality is constructed and interpreted differently by each individual person, and several factors can impact and alter perception. Thus, I believe there are certain traits, skills, and behaviors that exemplary followers should possess, and we can identify and train exemplary followers to meet these expectations, but also acknowledge that these *standards* are going to somewhat vary based on geographical location, culture, organizational culture, societal norms, etc.

Case Study

The case study approach allows researchers to study and gain a holistic understanding of multifaceted complex issues, such as followership, in a real-world context (Bryman, 2016; Yin, 2015). Yin (2009) notes "as a research method, the case study is used in many situations, to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena" (p. 18). This approach lends itself to serving as a first step to developing more comprehensive studies and potential theory development (Klenke, 2008). Although case studies are historically known to not be widely generalizable, a *representative* or *typical* case focuses on a specific case that is highly relatable (Bryman, 2016; Yin, 2009). *Representative* or *typical cases* serve as a good baseline for common cases that have similar circumstances, conditions, or situations (Bryman, 2016; Yin, 2009).

A case study approach was deemed the most appropriate research design as extensive literature and research does not exist in the area of followership, especially research concentrated on followers' traits, behaviors, and skills desired by middle-level managers. While several factors such as organizational culture, structure, and situations will vary on a case-by-case basis, the findings of this *typical case* will epitomize a broad category of similar *common* cases.

Delphi

Delphis have not traditionally been paired with case studies within the leadership research paradigm. However, it is not an uncommon practice for researchers across other disciplines including business and management, education, nursing, and other social sciences to use the Delphi technique in place of, or in conjunction with, traditional qualitative methodologies to gather data about their selected case. The Delphi has historically been used in leadership research to understand components or competencies surrounding leadership. Understanding leadership competencies desired by engineering industry leaders (Clegorene et al., 2021), determining elements of undergraduate agriculture programs (Morgan et al., 2004 & 2012), research in the area of volunteer leaders and administration competencies (Boyd, 2004; Morrison & Greenhaw, 2018), and necessary student affair leadership educator competencies (Dunn et al., 2019 & 2021), are a few examples of the Delphi technique used in leadership research. The goal of each of these studies was to develop and understand the competencies either desired by leadership, necessary for leadership, or competencies that makeup exception leadership education programs. This research study emulates how Delphis have been

utilized in leadership research, but with emphasis on followership competencies and with a focus on the chosen case.

The Delphi technique was developed by the Rand Corporation. This technique aims to reach consensus from a selected group of experts through a minimum of three rounds of inquiry followed by feedback, ranking, and narrowing of content before being redistributed in consecutive phases until a group consensus is met (Helmer, 1967; Dalkey, 1969; Boyd, 2003). The Delphi has three key features: (1) anonymous response, (2) controlled feedback, and (3) statistical group response (Dalkey, 1969). These features, with the bonus that the Delphi does not require face-to-face interaction, limit the ability of dominant individuals to influence the group (Dalkey 1969; Linstone & Turnoff, 1975).

While it is important to study the case holistically, this study is focused solely on the perspective of middle-level managers as the experts within the case setting. The use of Delphi methodology allowed me to embrace the qualitative nature of data collection in the initial round of the Delphi. The subsequent rounds of the Delphi were quantitative in nature and thus allowed me to utilize statistical analysis to express the research findings effectively and efficiently.

The qualitative nature of a case study allows the participants to construct reality based on their individual perspectives. This idea of constructed reality was explored in the initial phase of the Delphi. The goal of a Delphi is to reach a group consensus which results in a constructed reality of those within the case.

Case Selection

The organization selected to serve as the setting for this study is the second largest agriculture company in the United States in terms of revenue (Fortune, 2021). What started as a small family poultry operation, in the southern region of the United States has quickly grown to a multinational organization with production operations in 10 countries and sales offices around the world. This organization offers employment in a variety of areas that include, but are not limited to, production agriculture, sales and marketing, research and development, and technological innovations. Furthermore, this organization employs roughly 139,000 employees globally which provides access to diverse individuals despite being headquartered in the United States.

The organization is one of the largest publicly traded global protein-focused food companies, who is credited with producing approximately 20% of the beef, pork, chicken, and other prepared food products in the US. This corporation is the leading protein provider to several restaurant chains of all status levels, ranging from fast food to fine dining venues. Their products are also dispersed through all distribution channels to foodservice customers in healthcare facilities, military bases, and schools. Additionally, consumers can purchase their products directly at most major grocery stores.

This case selection provided access to leadership at multiple levels within a well-performing, seemingly successful organization. For this case study, the specific interest was understanding the perceptions of middle-level managers. Furthermore, as this is a multinational organization, the opportunity to secure a diverse population of individuals who held this role was presumably more naturally attainable.

Population

The population for this research study is middle-level managers within a multinational organization headquartered in the Southern Region of the United States. Middle-level managers have historically been an underutilized population for studying leadership as people opt for upper management to fill this role. Middle-level managers offer a unique perspective as they serve in both the role of leader and follower simultaneously.

Sampling Procedure

Snowball, or *network sampling*, was used to recruit participants for this study. Snowball sampling is a common form of purposive sampling that allows the researcher to identify key participants who meet established criteria and ask for referrals from these participants to continue recruiting qualified individuals (Merriam & Tisdell, 2016). This method of sampling allows your participant base to continue to increase with each contact and referral process (Patton, 2002). This type of sampling allowed me to utilize the network of the pre-established contact I had within the organization. The point of contact, within the organization, served in a middle-level management role at the time this research study was conducted. This individual was also seeking an advanced degree in agricultural leadership development and, because of her educational background, recognized the importance of the nature of this research. Due to her status within the organization, she was able to identify additional potential participants and confirm they met the participant criteria.

Delphi methodology technique involves the use of experts as participants. Potential participants were identified for this study, as experts, using the criteria that they are currently holding or have held a middle-level management position within the organization as middle-level managers have served as both a follower and as a supervisor of followers. Delphi methodology focuses on the quality and expertise level of the panel rather than a set number (Dalkey, 1969). The literature supports having between 13-29 participants (Helmer, 1967; Linstone & Turoff,1975; Dalkey, 1969) and Dalkey (1969) found panels consisting of 13 experts were sufficient in answering questions and reaching consensus.

Participant Descriptions

This study had a total of 13 participants. Demographic data collected indicated that the participant population was comprised of five males and eight females between the ages of 33-60 years of age. (See Table 1)

Table 1

Descriptive Statistics of Demographic Characteristics of Participants

Characteristics	n
Gender	
Female	8
Male	5
Age	
31- 40 years	3
41- 50 years	5
51- 60 years	4
> 60 years	1

Table 1 (continued)

Characteristics	n
Organization Branch Location	
Arkansas	12
Ohio	1
Years of Service with Organization	
< 5 years	1
5 -10 years	3
11- 15 year	1
16- 20 years	4
21 -25 years	1
26- 30 years	0
> 30 years	1
Not Disclosed	2

Note. $N = 13$

Research Questions

The following research questions guided this study:

1. How do middle-level managers within a multinational organization define/perceive followership?

2. What traits do middle-level managers believe an exemplary follower ought to possess?

3. What skills do middle-level managers believe an exemplary follower ought to demonstrate?

4. What behaviors do middle-level managers believe an exemplary follower ought to exhibit?

Data Collection

Delphi Technique

A Delphi was decided to be the best research methodology to gain understanding of the complex concepts of followership. The Delphi method is a fitting method to understanding the relationship of organizational culture and followership; this methodology is used to determine possible outcomes, what could or should be (Salkind, 2010).

The initial round of the Delphi, the opinion collection, was used to gather large quantities of data. Participants completed an open-ended questionnaire, which allowed them to voice their expert opinions regarding followership. The data collected in Round 1 was used to establish a very broad baseline understanding of the perspectives of the participants. The data of this round was used to drive the concurrent quantitative rounds of the Delphi. An electronic questionnaire was deemed most appropriate for the distribution of the Delphi. Varying geographic locations, as well as COVID protocols, led to this decision. To combat low response rates and non-response error, two weeks (ten business days) were allotted for experts to respond to each round (Delbecq et al., 1975). Additionally, reminder notifications were sent to respondents. Between each round, data analysis and subsequent round construction occurred

Round 1: Opinion Collection

The initial round of the Delphi consisted of participants answering the five items outlined below.

Delphi Round 1 Survey Items:

1. How do you define followership?

2. List any traits which you believe an exemplary follower possesses.

3. List any skills which you believe an exemplary follower demonstrates.

4. List any behaviors which you believe an exemplary follower exhibits.

After item 1 and before items 2, 3, and 4, participants were provided this directive:

"For the purpose of this study **followership** will be defined as **a process whereby an individual or group of individuals accept the influence of others [leader/manager/superior] to accomplish a common goal.**"

To ensure validity, the survey did not allow participants to revisit item one on the survey after viewing this operational definition of followership.

Round 2: Opinion Rating

Items presented in Round 2 consisted of participant answers from Round 1; each skill, trait, and behavior were compiled into a list and presented in this round for rating by the panel. Using a 7-point response scale with 1= Strongly Disagree, 2= Disagree, 3= Somewhat Disagree,4= Neither Agree nor Disagree, 5= Somewhat Agree, 6= Agree, and 7= Strongly Agree, participants were asked to indicate let level of agreement at which they associate the trait, skill, or behavior listed with exemplary followership (Delbecq et al., 1975; Linstone & Turnoff, 1975). Additionally, during this round, participants had the option to add any additional item(s) they associate with an exemplary follower that was not included in the data collection from Round 1. Descriptive statistics and frequency counts were calculated for Round 2. Any statement which received a rating of

6 (agree) or higher from a two-thirds majority of the respondents carried over to the instrument for Round 3 of the Delphi (Buriak & Shinn, 1989; Boyd, 2003).

Round 3: Developing Consensus

Round 3 was used to reach consensus among the members of the expert panel. Again, participants were asked to rate each item on the 7-point Likert scale and frequencies distributions were used to determine consensus. Any statement which received a rating of 6 (agree) or higher from the two-thirds majority of the expert panel was deemed a consensus (Buriak & Shinn, 1989; Boyd, 2003).

Data Analysis Procedures

Round 1: Opinion Collection

The qualitative data collected in this round was analyzed using a thematic content analysis (Klenke, 2008). All data was collected using Qualtrics and analyzed and sorted using Microsoft Excel. During the analysis, after reviewing the data, I coded and sorted the followership definitions, and the lists of traits, skills, and behaviors. After reviewing each category, I engaged in a peer debriefing with two colleagues who had no vested interest in this study, to increase validity. After a final review, the data from Round 1 provided 33 traits, 24 skills, and 31 behaviors that were ranked in Round 2. The demographic data collected during this initial round was analyzed using Microsoft Excel for frequency statistics. Both an inductive and deductive analysis were conducted on the followership definition data; from the inductive analysis three themes emerges, and from the deductive analysis clear connections to three prominent followership typologies were acknowledged.

Round 2: Opinion Rating

The data from Round 2 was collected using Qualtrics and analyzed using Microsoft Excel. For a listed trait, skill, or behavior to continue through to Round 3 a two-thirds majority of respondents (nine participants), had to rate it on a score of 6 (agree) or higher; frequency counts were used to determine eligibility for Round 3. Additionally, during this round, participants had the opportunity to add any additional item(s) which they associate with an exemplary follower that were not included in the data collection from Round 1. Of the 33 trait, 24 skill, and 31 behavior themes from Round 1, 29 trait, 17 skill, and 25 behavior themes received the necessary two-thirds rating to carry through to Round 3. In addition, only one additional trait was added by participants, for a total of 30 traits for ranking in Round 3.

Round 3: Developing Consensus

For a listed trait, skill, or behavior to meet consensus in this final round, a two-thirds majority of respondents had to rate it on a score of 6 (agree) or higher. Frequency counts were used to determine if consensus was met. Of the 30 trait, 17 skill, and 25 behavior themes from Round 2, 27 traits, all 17 skills, and 24 behaviors received the ranting needed by a two-thirds majority of respondents to reach consensus. Thus, this study yielded 27 traits, 17 skills, and 24 behaviors middle-level managers associate with exemplary followership. After the final round of data was collected, a thematic inductive analysis was performed of each characteristic. In total, five trait themes, three skill categories, and three behavioral categories emerged from the data.

CHAPTER IV

FINDINGS

The purpose of this study was to define the exemplary followership traits, behaviors, and skills from the perspectives of middle-level managers. After outlining the research approach and analysis techniques used, this chapter documents the collected data, organized by the research question, type, and Delphi round from the expert panel. Data tables are included to describe and clarify the data. The data revealed middle-level managers perceive 27 traits, 17 skills, and 25 behaviors as necessary for exemplary followers to possess. Furthermore, the data confirmed defining followership is a difficult task.

Research Question One

RQ 1: How do mid-level managers define/perceive followership?

Followership has been described and defined by theorists in the academic setting, however when a group of experts, middle-level managers, were asked to define followership the responses had vast variability. After inductively analyzing the data, three main categories of definitions emerged: Devotion to the Leader or Organization, Takes Direction, and I've Never Heard of the Term Followership. After further deductive analysis of the raw data, characteristics of the followership definitions put forth by theorists Kelley, Chaleff, and Kellerman, were present in the participant's responses.

Inductive Findings

Devotion to the Leader or Organization

The participant definitions that contribute to this theme place emphasis on dedication to the leader or organization, some have a very leader-centric approach to followership. Nine of the 13 mid-level managers indicated the importance of devotion to the leader or organization. The participants provide leader-centric definitions that support the idea individuals are attracted to the traits, behaviors, and ideas that a leader possesses and therefore decide to follow the leader. One participant noted that followership that shows devotion to the leader or organization stems from "people willing to take [the leaders] ideas or comments at truthful and fruitful, [they] buy into [the leaders] ideas and look to [the leader] for guidance." Another participant stated that within this type of followership, the followers may follow a leader because of the "traits [the] group of people sees in the leader that allows them to follow," another added these qualities may be "the reason [they] follow a certain person." Another middle-level manager believes followership is "the people who follow the leadership that is presented to them, and the leadership they believe in." Followership defined in this way places emphasis on "people who are influenced by a leader" because they are "devoted to a particular person or [organization]."

While there were some very leader focused explanations of the term followership, other participants focused on commitment to the organization, particularly the mission, vision, goals, and overall purpose that the organization serves. One participant described followership as a "devotion to a larger purpose," another as the

action of following someone, something, or some set of values, ethics, or standards." A third participant's definition focused on the organization as a whole, as a team, defining followership as "a person or group of people with the ability or desire to follow certain leadership directives and goals for the [overall] good and success of the entire team."

This finding supports follower commitment was a theme that emerged from this data, as the Situational Leadership Theory, which is focused on follower development, utilizes a level of commitment as one of the bases for theory development (Hersey & Blanchard, 1969).

Takes Direction

The participant definitions that contribute to the second emerging theme, *Takes Direction,* emphasize the physical act or choice to take direction and follow another individual, or leader. Under the theme of Takes Direction, followership, one participant defined followership as "people within a group who have chosen to take direction from a defined or undefined leader," another added individuals have "the ability or desire to follow certain leadership directives." Per middle-level managers, followership from this viewpoint is "the action of following someone" and "following [the leader] to accomplish any goal." This concept that followership equates to taking direction can be seen in Blake and Mouton's (1964) Managerial (Leadership) Grid as well as within the Path-Goal Theory (Bass & Bass, 2008). Blake and Mouton's Grid (1964) includes a style of leadership known as Authority-Compliance Leadership. This type of leadership is exhibited by a result-oriented leader; these leaders communicate with followers solely to tell them how and what to do to complete a task. One of the leadership behaviors

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highlighted in the Path-Goal Theory is a Directive leadership behavior. This style of leadership behavior includes leadership providing structure to followers by giving them explicit instruction on how to complete a task including, providing expectations and setting deadlines for task completion (Bass & Bass, 2008).

I've never Heard of the Term Followership

Although there are similarities between some of the definitions presented by the mid-level managers, the most obvious theme, *I've Never Heard of the Term Followership*, highlights the fact followership is still inadequately being disseminated, especially in the industry sector.

One participant openly admitted they have little, if any, knowledge surrounding followership stating, "To be honest, I have never heard of the term followership until being part of this [study]." Other participants demonstrated through their responses that they have no in-depth concept of followership as it relates to the operational definitions of followership that currently exist. One middle-level manager simply defined followership as "the opposite of leadership" and another defined it as "being friendly with people that have the same interest as I may have". Additionally, one participant had no response to this question, perhaps because of their lack of understanding or knowledge surrounding followership. These ambiguous definitions support the idea this study, and previous and a vast majority of research conducted on followership, emphasizes the concept has not received the attention it deserves (Uhl-Bien et al., 2014).

Deductive Findings

Kelley, Chaleff, and Kellerman are among the most widely recognizes, and published, researchers of followership. When taking a deductive approach to analyzing the responses, there were components of the participants' followership definitions that intertwine with the definitions and concepts of each of these researchers' followership typologies.

Kelley

Kelley (1988) offers an abstract definition to followership noting that:

> "People who are effective in the follower role have the vision to see both the forest and the trees, the social capacity to work well with others, the strength of character to flourish without heroic status, the moral and psychological balance to pursue personal and corporate goals at no cost to others, and, above all, the desire to participate in a team effort for the accomplishment of some greater common purpose." (p. 146–47).

Of the participant responses, there is one followership definition that best represents Kelly's definition. This participant noted followership is a "person or group of people with the ability or desire to follow certain leadership directives and goals for the [overall] good and success of the entire team."

Both definitions note followers must desire to participate, followers place focus on *the big picture*, and followers are capable and willing to engage in teamwork. Furthermore, this participant definition implies followers have the knowledge and ability to think

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independently and not blindly follow all leadership directives, but instead only certain

leadership directives that they believe will contribute to the mission of the organization.

Chaleff

Chaleff (2009) approaches followership with an emphasis on courage, he

believes:

> "Followership is built on the platform of courageous relationship. The
> courage to be right, the courage to be wrong, the courage to be different from
> each other. Each of us sees the world through our own eyes and experiences. Our
> interpretation of the world thus differs. In relationships, we struggle to maintain
> the validity of our own interpretation while learning to respect the validity of
> other interpretations." (p. 4).

It is important to note Chaleff's typology stresses the importance of followers

taking a moral stand, thus deeming them a courageous follower (Chaleff, 2009). One

participant's definition closely emulates Challef's definition. This participant classifies

followership as a noun and notes it "could be defined as the action of the following

someone, something, or some set of values, ethics, or standards." This participant also

noted, "[their] value system determines that true followership is the free choice of the

follower(s), and not mandated or required." By classifying followership as a noun, the

participant is emphasizing followership as a role, or classification, held by individuals

within the organization or team. Additionally, this participant truly embodied Chaleff's

definition as they took defining followership a step further by expressing their

perspective and how they use it to determine if they themselves will choose to follow another individual.

This definition notes followers should willingly choose to follow, thus suggesting a follower should not be forced to follow an individual, cause, or set of values, ethics, or standards they do not believe in. Thus, followers must have the courage to stand up for what they believe is right, even if it is an unpopular opinion. Furthermore, this definition also touches on the idea of values, ethics, and standards, which supports Chaleff's ideals regarding followers taking a moral stance (Chaleff, 2009).

Kellerman

Kellerman (2008) defines followership as "the response of those in subordinate positions (followers) to those in superior ones (leaders). Followership implies a relationship between subordinates and superiors, and a response of the former to the latter" (p. xxi).

Participants offered definitions of followership that embody Kellerman's followership typology. One participant defined followership as "people who follow the leadership that is presented to them and the leadership they believe in." Another defined followership as "a person or group of people who are devoted to a particular person or brand." A third middle-level manager defined followership as "the amount of people willing to take your ideas or comments as truthful and fruitful, those that buy into your ideas and look to you for guidance."

Kellerman's (2008) typology is based on her experience as a political scientist and focuses on the positive correlation between the level of commitment and passion an

individual holds for a leader, organization, or cause and their level of engagement or willingness to act for the leader, organization, or cause. The participants' definitions recognize the relationship and dedication a follower has to a leader based on their belief of what the leaders stands for; they act by following that individual and looking to them for guidance.

Conclusions

It can be concluded the middle-level managers within this organization have had minimal, if any, training or formal education on followership. These participants lack comprehensive knowledge and understanding of followership, although their definitions of followership somewhat aligned with the popular followership typologies the concept and thoughts provided were still ambiguous. Because the participants' definitions of followership varied greatly it can be concluded to date, they have not received any organization specific training or development in the area of followership.

Additionally, it can be concluded that the middle-level managers within this organization value followers that are devoted to them. They want followers who have shared values, ethics, and/or standards; these followers will look to the middle-level managers for guidance, will be influenced by them, and may even blindly follow their directives. In addition to valuing followers who are devoted to their managers, they also value followers who are devoted to a larger cause, be the organization, its mission, or the overall success of the team.

<h1 style="text-align:center">Research Question Two</h1>

RQ 2: What traits do middle-level managers believe an exemplary follower ought to possess?

Round 1 yielded 33 traits, those traits were rated in Round 2 and 29 received the necessary two-thirds majority vote of combined rantings agree (6) and strongly agree (7) to move to Round 3. Additionally, one trait (caring) was added during the open response question in Round 2. Of the 30 traits in Round 3, 27 received the required measure to be deemed necessary for exemplary followers to possess by the group of experts. Although three traits did not progress from Round 2 to Round 3, consensus was met as those traits' ratings decreased below necessary ratings, while others improved or remained the same. Furthermore, responses for research question three were consistent in Rounds 2 and 3, thus, to avoid participant fatigue three rounds were deemed sufficient (Schmidt, 1997). Traits that were not deemed necessary by the mid-level managers include: Confidence, loyal, observe influencer/leader over time to determine if managing/leading style "fits", willingness to please others, desire achievement, malleable, and goal-oriented.

Round 1

Round 1 was an open question format that allowed participants to list any traits which they believe an exemplary follower possesses. There were 40 raw data points generated in this round. After the data was thematically analyzed, 33 unique traits remained. The remaining items served as the basis for Round 2 rankings.

Round 2

In Round 2 the initial 33 traits from Round 1 were ranked by all participants. Data collected in Round 2 is displayed in Table 2; items are listed numerically in descending order from highest percentage ranking in strongly agree (7), followed by the subsequent Likert scale ranking points. Each item was scored by participants on the Likert scale, in Table 2 the descriptive statistics of the followership traits are presented; percentage frequencies are listed as well as the number of participants who scored each item at each Likert scale point.

Table 2

Descriptive Statistics of Followership Traits Round 2

Item	Responses % (*f*)						
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Ethical	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	30.77 (4)	69.23 (9)
Good Work Ethics	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	30.77 (4)	69.23 (9)
Honest	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	38.46 (5)	61.54 (8)
Integrity	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	38.46 (5)	61.54 (8)
Responsible	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	38.46 (5)	61.54 (8)
Trustworthy	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	38.46 (5)	61.54 (8)
Eager to Learn	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	0.0 (0)	30.77 (4)	61.54 (8)
Open Minded	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	15.38 (2)	15.38 (2)	61.54 (8)
Desire to do the Best Job They Can	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	38.46 (5)	53.85 (7)

Table 2 (continued)

Item	Responses % (*f*)						
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Good Communication Skills	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	38.46 (5)	53.85 (7)
Open to Take Direction	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	38.46 (5)	53.85 (7)
Humility	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	0.0 (0)	38.46 (5)	53.85 (7)
Not Afraid to Ask Questions	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	30.77 (4)	53.85 (7)
Willing to Learn to Better Themselves	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	30.77 (4)	53.85 (7)
Speaks Truth with Candor and Professionalism	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	7.96 (1)	30.77 (4)	53.85 (7)
Good Judgement	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	46.15 (6)	46.15 (6)
Positive Attitude	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	0.0 (0)	46.15 (6)	46.15 (6)
Competent	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	7.96 (1)	38.46 (5)	46.15 (6)
Adaptable	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	0.0 (0)	53.85 (7)	38.46 (5)
Engage with Others Proactively	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	15.38 (2)	38.46 (5)	38.46 (5)
Confidence	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	30.77 (4)	23.08 (3)	38.46 (5)
Loyal	0.0 (0)	7.96 (1)	0.0 (0)	0.0 (0)	30.77 (4)	23.08 (3)	38.46 (5)
Dedicated	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	7.96 (1)	53.85 (7)	30.77 (4)
Desire Knowledge	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	15.38 (2)	46.15 (6)	30.77 (4)
Goal Oriented	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	15.38 (2)	46.15 (6)	30.77 (4)
Courage	0.0 (0)	0.0 (0)	7.96 (1)	0.0 (0)	23.08 (3)	38.46 (5)	30.77 (4)
Willing to Please Others	0.0 (0)	7.96 (1)	0.0 (0)	15.38 (2)	46.15 (6)	0.0 (0)	30.77 (4)

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Table 2 (continued)

Item	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
			Responses % (f)				
Support the Leader/Influencer	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	15.38 (2)	53.85 (7)	23.08 (3)
Ability to see the Vision of the Leader	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	23.08 (3)	46.15 (6)	23.08 (3)
Desire Achievement	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	15.38 (2)	46.15 (6)	23.08 (3)
Malleable	0.0 (0)	0.0 (0)	0.0 (0)	23.08 (3)	7.96 (1)	46.15 (6)	23.08 (3)
Willing to Buy into a Philosophy	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	15.38 (2)	53.85 (7)	15.38 (2)
Observe Influencer/Leader Over Time to Determine if Managing/Leading Style "Fits"	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	30.77 (4)	38.46 (5)	15.38 (2)

Note. N =13

Table 3 shows the descriptive statistics for the consensus measurement are shown, the items are listed numerically descending from the total overall ranking percentage from the two Likert points used for consensus measurement. To advance to Round 3 items had to receive, at minimum, two-thirds majority combined ratings of agree (6) and strongly agree (7). Five items did not progress to Round 3 and one item (caring) was added by participants in the open-ended portion of this round, thus 30 items moved to Round 3.

Table 3

Descriptive Statistics for Agree/Strongly Agree of Followership Traits Round 2

Item	Responses % (*f*)		
	Agree	Strongly Agree	Total
Ethical **	30.77 (4)	69.23 (9)	100.00 (13)
Good Work Ethics **	30.77(4)	69.23 (9)	100.00 (13)
Honest **	38.46 (5)	61.54 (8)	100.00 (13)
Integrity **	38.46 (5)	61.54 (8)	100.00 (13)
Responsible **	38.46 (5)	61.54 (8)	100.00 (13)
Trustworthy **	38.46 (5)	61.54 (8)	100.00 (13)
Eager to Learn **	30.77 (4)	61.54 (8)	92.31 (12)
Desire to do the Best Job They Can **	38.46 (5)	53.85 (7)	92.31 (12)
Good Communication Skills **	38.46 (5)	53.85 (7)	92.31 (12)
Open to Take Direction **	38.46 (5)	53.85 (7)	92.31 (12)
Humility **	38.46 (5)	53.85 (7)	92.31 (12)
Good Judgement **	46.15 (6)	46.15 (6)	92.31 (12)
Positive Attitude **	46.15 (6)	46.15 (6)	92.31 (12)
Adaptable **	53.85 (7)	38.46 (5)	92.31 (12)
Not Afraid to Ask Questions **	30.77 (4)	53.85 (7)	84.62 (11)
Willing to Learn to Better Themselves **	30.77 (4)	53.85 (7)	84.62 (11)
Speaks Truth with Candor and Professionalism **	30.77 (4)	53.85 (7)	84.62 (11)
Competent **	38.46 (5)	46.15 (6)	84.62 (11)
Dedicated **	53.85 (7)	30.77 (4)	84.62 (11)
Open Minded **	15.38 (2)	61.54 (8)	76.92 (10)
Engage with Others Proactively **	38.46 (5)	38.46 (5)	76.92 (10)
Desire Knowledge **	46.15 (6)	30.77 (4)	76.92 (10)
Goal Oriented **	46.15 (6)	30.77 (4)	76.92 (10)
Support the Leader/Influencer **	53.85 (7)	23.08 (3)	76.92 (10)
Courage **	38.46 (5)	30.77 (4)	69.23 (9)
Ability to See the Vision of the Leader **	46.15 (6)	23.08 (3)	69.23 (9)
Desire Achievement **	46.15 (6)	23.08 (3)	69.23 (9)
Malleable **	46.15 (6)	23.08 (3)	69.23 (9)
Willing to Buy into a Philosophy **	53.85 (7)	15.38 (2)	69.23 (9)
Confidence	23.08 (3)	38.46 (5)	61.54 (8)
Loyal	23.08 (3)	38.46 (5)	61.54 (8)
Observe Influencer/Leader Over Time to Determine if Managing/Leading Style "Fits"	38.46 (5)	15.38 (2)	53.84 (7)

Table 3 (continued)

	Responses % (f)		
Item	Agree	Item	Agree
Willing To Please Others	0.00 (0)	30.77 (4)	30.77 (4)

Note. N =13. ** Item was carried forward to Round 3.

Round 3

During this final round of the Delphi, 30 items were rated by participants, and those ratings in descending numerical order, are shown in Table 4. This table exhibits how participants scored each item at each point on the Liker scale, frequency statistic percentages and actual number of participants who ranked at each item at each point are also shown.

Table 4

Descriptive Statistics of Followership Traits Round 3

	Responses % (f)						
Item	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Ethical	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	38.46 (5)	61.54 (8)
Integrity	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	38.46 (5)	61.54 (8)
Good Work Ethics	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	0.0 (0)	30.77 (4)	61.54 (8)
Humility	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	0.0 (0)	30.77 (4)	61.54 (8)
Desire to do the Best Job They Can	0.0 (0)	0.0 (0)	7.96 (1)	0.0 (0)	0.0 (0)	30.77 (4)	61.54 (8)
Honest	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	46.15 (6)	53.85 (7)
Trustworthy	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	38.46 (5)	53.85 (7)

Table 4 (continued)

Item	Responses % (*f*)						
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Positive Attitude	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	53.85 (7)	46.15 (6)
Open Minded	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	46.15 (6)	46.15 (6)
Open to Take Direction	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	0.0 (0)	46.15 (6)	46.15 (6)
Responsible	0.0 (0)	0.0 (0)	0.0 (0)	7.96 (1)	0.0 (0)	46.15 (6)	46.15 (6)
Good Judgement	0.0 (0)	0.0 (0)	7.96 (1)	0.0 (0)	0.0 (0)	46.15 (6)	46.15 (6)
Engage with Others Proactively	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	38.46 (5)	46.15 (6)
Good Communication Skills	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	23.08 (3)	30.77 (4)	46.15 (6)
Speaks Truth with Candor and Professionalism	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	23.08 (3)	30.77 (4)	46.15 (6)
Eager to Learn	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	61.54 (8)	38.46 (5)
Willing to Learn to Better Themselves	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	61.54 (8)	38.46 (5)
Adaptable	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	0.0 (0)	53.85 (7)	38.46 (5)
Competent	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	46.15 (6)	38.46 (5)
Not Afraid to Ask Questions	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	46.15 (6)	38.46 (5)
Ability to See the Vision of the Leader	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	23.08 (3)	30.77 (4)	38.46 (5)
Dedicated	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	53.85 (7)	30.77 (4)
Courage	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	23.08 (3)	38.46 (5)	30.77 (4)
Desire Achievement	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	30.77 (4)	30.77 (4)	30.77 (4)

Table 4 (continued)

Item	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
					Responses % (*f*)		
Malleable	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	23.08 (3)	30.77 (4)	30.77 (4)
Support the Leader/Influencer	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	69.23 (9)	23.08 (3)
Desire Knowledge	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	30.77 (4)	46.15 (6)	23.08 (3)
Willing to Buy into a Philosophy	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	15.38 (2)	46.15 (6)	23.08 (3)
Goal Oriented	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	38.46 (5)	38.46 (5)	7.69 (1)
New Item(s) from Round 2							
Caring	0.0 (0)	7.69 (1)	0.0 (0)	0.0 (0)	7.69 (1)	46.15 (6)	38.46 (5)

Note. N =13

Twenty-seven items met the determined consensus measurement and were deemed necessary for exemplary followers to possess, see Table 5. The descriptive statistics and percentage frequencies are included for all items for the Likert scale ranking of agree (6) and strongly agree (7) as well as the total percentage votes for these Likert points.

Table 5

Descriptive Statistics for Agree/Strongly Agree of Followership Traits Round 3

Item	Agree	Strongly Agree	Total
	Responses % (*f*)		
Ethical **	38.46 (5)	61.54 (8)	100.00 (13)
Integrity **	38.46 (5)	61.54 (8)	100.00 (13)
Honest **	46.15 (6)	53.85 (7)	100.00 (13)
Positive Attitude **	53.85 (7)	46.15 (6)	100.00 (13)
Eager to Learn **	61.54 (8)	38.46 (5)	100.00 (13)

Table 5 (continued)

Item	Responses % (*f*)		
	Agree	Item	Agree
Willing to Learn to Better Themselves **	61.54 (8)	38.46 (5)	100.00 (13)
Good Work Ethic*	30.77 (4)	61.54 (8)	92.31 (12)
Humility **	30.77 (4)	61.54 (8)	92.31 (12)
Desire to do the Best Job They Can **	30.77 (4)	61.54 (8)	92.31 (12)
Trustworthy **	38.46 (5)	53.85 (7)	92.31 (12)
Open Minded **	46.15 (6)	46.15 (6)	92.31 (12)
Open to take Direction **	46.15 (6)	46.15 (6)	92.31 (12)
Responsible **	46.15 (6)	46.15 (6)	92.31 (12)
Good Judgement **	46.15 (6)	46.15 (6)	92.31 (12)
Adaptable **	53.85 (7)	38.46 (5)	92.31 (12)
Support the Leader/Influencer **	69.23 (9)	23.08 (3)	92.31 (12)
Engage with Others Proactively **	38.46 (5)	46.15 (6)	84.62 (11)
Competent **	46.15 (6)	38.46 (5)	84.62 (11)
Not Afraid to Ask Questions**	46.15 (6)	38.46 (5)	84.62 (11)
Caring **	46.15 (6)	38.46 (5)	84.62 (11)
Dedicated **	53.85 (7)	30.77 (4)	84.62 (11)
Speaks the Truth with Candor and Professionalism **	30.77 (4)	46.15 (6)	76.92 (10)
Good Communication Skills **	30.77 (4)	46.15 (6)	76.92 (10)
Ability to See the Vision of the Leader **	30.77 (4)	38.46 (5)	69.23 (9)
Courage **	38.46 (5)	30.77 (4)	69.23 (9)
Desire Knowledge**	46.15 (6)	23.08 (3)	69.23 (9)
Willing to Buy into a Philosophy**	46.15 (6)	23.08 (3)	69.23 (9)
Desire Achievement	30.77 (4)	30.77 (4)	61.54 (8)
Malleable	30.77 (4)	30.77 (4)	61.54 (8)
Goal Oriented	38.46 (5)	7.69 (1)	46.15 (6)

Note. N =13. ** Item was deemed necessary for exemplary followers

During a further deductive analysis of the data, the 27 traits deemed essential was

further broken down into five main categories: Self-Cultivation, Ethical Action,

Personality, Effective Communication, and Hirability Traits (See Table 6). This table

displays each category and the traits that make up each category.

Table 6

Categories of Essential Traits for Exemplary Followers

Category	Traits
Self-Cultivation	Eager to Learn, Willing to Learn to Better Themselves, Desire, Knowledge, Desire to do the Best Job They Can, & Competence
Ethical Action	Ethical, Honest, Integrity, Trustworthy, & Good Judgement
Personality	Positive Attitude, Humility, Open-Minded, Adaptable, Caring, & Courage
Effective Communication	Not Afraid to Ask Questions, Speaks the Truth with Candor and Professionalism, & Good Communication Skills
Hirability Traits	Good Work Ethic, Open to Take Direction, Responsible, Supports the Leader/Influencer, Engages with Others Proactively, Dedicated, Ability to See the Vision of the Leader, & Willingness to Buy Into a Philosophy

The trait approach to leadership was one of the first attempts to understand leadership; through this approach, researchers tried to determine a list of characteristics an individual must possess in order to be classified as an exceptional leader (Stogdill, 1948; Northouse, 2019). Although it is broadly recognized by scholars that traits of an individual do not solely determine if an individual is an effective leader, traits do serve as likely precursors to an individual's leadership potential (Stogdill, 1948)

Self-Cultivation

Of the 27 traits that were deemed essential for exemplary followership, five traits comprise the self-cultivation category (See Table 6). The traits that formulate this category are: eager to learn, willing to learn to better themselves, desire knowledge, desire to do the best job they can, and competence. Self-cultivation as a core trait category embodies self-development and the drive to reach one's fullest potential. These findings suggest that exemplary followers are ambitious and are consistently striving to become the best version of themselves, especially within their role in the organization.

Ethical Action

Of the 27 traits deemed essential for exemplary followership, ethical action category is comprised of five traits. The traits that make up ethical action category are: ethical, honest, integrity, trustworthy, and good judgment (See Table 6). The category of ethical action represents traits that demonstrate genuine good will and pure intentions. The data suggests that exemplary followers have high moral standards and values, these followers follow an ethical code and make sound judgment calls that are morally just. Carsten and Uhl-Bien, 2013, found that followers who were likely to act in an ethical and moral manner have higher beliefs about coproduction of leadership, and are therefore more likely to contribute to reach organizational goals. Chaleff adds to this gesture, followership typology places emphasis on followers being ethical and having the moral judgment to be able to intelligent disobey, thus being a *courageous follower*.

Personality

Six of the 27 traits deemed essential for exemplary followers to possess make up this category. The traits included are: positive attitude, humility, open-minded, adaptable, caring, and courage (See Table 6). This category is a culmination of general various personality traits that mid-level managers believe exemplary followers possess. The data shows, an exemplary follower is open-minded and flexible, they maintain a good attitude, embrace humility, show concern and kindness for others, and have courage.

Effective Communication

Communication is key when it comes to a relationship between two people. Of the 27 traits considered essential for exemplary followers to possess, three traits construct the category of Effective Communication. This category is comprised of the following traits: not afraid to ask questions, speaks the truth with candor and professionalism, and good communication skills. An exemplary follower must be an exemplary communicator, followers must have the courage to ask questions and speak openly while being respectful and inherently be effective communicators in all facets.

Hirability Traits

This group of general traits that are desirable in employees emerged from eight of the 27 essential traits listed. These traits are: good work ethic, open to take direction, responsible, supports the leader/influencer, engages with others proactively, dedicated, ability to see the vision of the leader, and willingness to buy into a philosophy. Essential mid-level managers want followers who are willing to be led, they are dedicated to

organization, share a vision with the leader and support the leader. Furthermore, in order to be exemplary, followers must be hard working, reliable, and effectively collaborates with others. Many of these traits are also apparent in Kelley's depiction of an exemplary follower, as he believes they participative, committed, competent, focused, and honest (1988,1992, & 2008).

Conclusions

The sub-categories of Self-Cultivation, Ethical Action, Personality, Effective Communication, and Hirability Traits represent the important traits of exemplary followers from the middle-level management perspective. Understanding what traits middle-level managers see as expectations of their followers helps the researcher gain insight into how they conceptualize followership. It also helps recruiters know which traits they need to screen for in job applicants.

It can be concluded the constant need for self-improvement in the form of professional and personal development is important to the middle-level managers within this organization. They value those followers who have the drive to consistently better themselves and reach their full potential. It can also be concluded that followers are expected to be ethical. The middle-level managers value followers who are honest, trustworthy, and exhibit good judgement; they value followers who hold themselves to high moral standards. A follower's personality traits are also important to middle-level managers. It can be concluded that within this organization traits such as positive attitude, humility, open-mindedness, adaptability, courageous and caring are amongst the most desired personality traits for follower to possess. It can be concluded that good

communication is critical within this organization, followers are expected to communicate effectively, openly, and respectfully. Because eight of the 27 essential traits fell within the Hirability Traits category, it can be concluded that the most important trait for followers within this organization is that they are in general hardworking, dedicated, and reliable team players.

Research Question Three

RQ 3: What skills do middle-level managers believe an exemplary follower ought to demonstrate?

Round 1 yielded 24 skills, those skills were rated in Round 2 and 17 received the necessary combined two-thirds majority vote of combined rantings agree (6) and strongly agree (7) to move to Round 3. Skills that did not progress from Round 2 to Round 3 include: detail-oriented, hands-on skills, willingness to take a change/risk taker, cautious decision maker, happy in career choice, multitasking, and strategic thinking. Of the 17 skills in Round 3, all 17 received the required measure to be deemed necessary for exemplary followers to possess by the group of experts.

Round 1

The open question format in Round 1 allowed participants to list any skills which they believe an exemplary follower demonstrates. There were 31 raw data points generated in this round. After the data was thematically analyzed, 24 unique skills remained. The remaining items served as the basis for Round 2 rankings.

Round 2

The initial 24 skills derived from Round 1 were ranked by all participants. All the

data collected in Round 2 is displayed in Table 7, items are listed numerically in

descending order from highest percentage ranking in strongly agree (7), followed by the

subsequent Likert scale ranking points.

Table 7

Descriptive Statistics of Followership Skills Round 2

Item	Responses % (*f*)						
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Collaborates with Others and Leader Successfully	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	30.77 (4)	61.54 (8)
Active Listening	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	46.15 (6)	53.85 (7)
Hard Worker	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	46.15 (6)	46.15 (6)
Self-Starter	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	23.08 (3)	30.77 (4)	46.15 (6)
Ability to Think and Reason	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	53.85 (7)	38.46 (5)
Good Judgement	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	46.15 (6)	38.46 (5)
Adaptability	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	15.38 (2)	38.46 (5)	38.46 (5)
Multitasking	0.0 (0)	7.69 (1)	7.69 (1)	15.38 (2)	23.08 (3)	7.69 (1)	38.46 (5)
Dedicated	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	61.54 (8)	30.77 (4)
Follows Direction	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	0.0 (0)	61.54 (8)	30.77 (4)

Table 7 (continued)

Item	Responses % (*f*)						
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Willingness to Offer Suggestions to Help Meet Team Goals	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	23.08 (3)	46.15 (6)	30.77 (4)
Ability to see "The Big Picture"	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	23.08 (3)	38.46 (5)	30.77 (4)
Organization	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	23.08 (3)	38.46 (5)	30.77 (4)
Time Management	0.0 (0)	7.69 (1)	0.0 (0)	0.0 (0)	23.08 (3)	38.46 (5)	30.77 (4)
Detail Oriented	0.0 (0)	7.69 (1)	0.0 (0)	7.69 (1)	23.08 (3)	30.77 (4)	30.77 (4)
Candid	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	7.69 (1)	61.54 (8)	23.08 (3)
Verbal Communication	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	7.69 (1)	61.54 (8)	23.08 (3)
Written Communication	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	30.77 (4)	46.15 (6)	23.08 (3)
Gives More Than 100% When Accomplishing a Task or Exercise	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	23.08 (3)	46.15 (6)	23.08 (3)
Hands-On Skills	0.0 (0)	0.0 (0)	7.69 (1)	7.69 (1)	23.08 (3)	38.46 (5)	23.08 (3)
Willingness to Take a Chance/Risk Taker	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	46.15 (6)	30.77 (4)	23.08 (3)
Cautious Decision Maker	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	15.38 (2)	30.77 (4)	23.08 (3)
Strategic Thinking	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	46.15 (6)	23.08 (3)	23.08 (3)
Happy in Career Choice	0.0 (0)	0.0 (0)	23.08 (3)	7.69 (1)	15.38 (2)	46.15 (6)	7.69 (1)

Note. N =13

In Table 8, the descriptive statistics for the consensus measurement are shown, the items are listed numerically descending from total overall ranking percentage from the two Likert points used for consensus measurement. After analyzing the data there were seven items that did not progress to Round 3 and 17 items progressed, see Table 8.

Table 8

Descriptive Statistics for Agree/Strongly Agree of Followership Skills Round 2

Item	Responses % (f)		
	Agree	Strongly Agree	Total
Active Listening **	46.15 (6)	53.85 (7)	100.00 (13)
Collaborates with Others and Leader Successfully **	30.77 (4)	61.54 (8)	92.31 (12)
Hard Worker **	46.15 (6)	46.15 (6)	92.31 (12)
Ability to Think and Reason **	53.85 (7)	38.46 (5)	92.31 (12)
Dedicated **	61.54 (8)	30.77 (4)	92.31 (12)
Follows Direction **	61.54 (8)	30.77 (4)	92.31 (12)
Good Judgement **	46.15 (6)	38.46 (5)	84.62 (11)
Candid **	61.54 (8)	23.08 (3)	84.62 (11)
Verbal Communication **	61.54 (8)	23.08 (3)	84.62 (11)
Self-Starter **	30.77 (4)	46.15 (6)	76.92 (10)
Adaptability **	38.46 (5)	38.46 (5)	76.92 (10)
Willingness to Offer Suggestions to Help Meet Team Goals **	46.15 (6)	30.77 (4)	76.92 (10)
Ability To See "The Big Picture" **	38.46 (5)	30.77 (4)	69.23 (9)
Organization **	38.46 (5)	30.77 (4)	69.23 (9)
Time Management **	38.46 (5)	30.77 (4)	69.23 (9)
Written Communication **	46.15 (6)	23.08 (3)	69.23 (9)
Gives More Than 100%, When Accomplishing a Task or Exercise **	46.15 (6)	23.08 (3)	69.23 (9)
Detail Oriented	30.77 (4)	30.77 (4)	61.54 (8)
Hands-On Skills	38.46 (5)	23.08 (3)	61.54 (8)
Willingness to take a Chance/Risk Taker	30.77 (4)	23.08 (3)	53.85 (7)
Cautious Decision Maker	30.77 (4)	23.08 (3)	53.85 (7)
Happy In Career Choice	46.15 (6)	7.69 (1)	53.85 (7)
Multitasking	7.69 (1)	38.46 (5)	46.15 (6)

Table 8 (continued)

	Responses % (*f*)		
Item	Agree	Strongly Agree	Total
Strategic Thinking	23.08 (3)	23.08 (3)	46.15 (6)

Note. N =13. ** Item was carried forward to Round 3

Round 3

During this final Round of the Delphi, 17 items were rated by participants, ratings in descending numerical order are shown in Table 9. This table exhibits how participants scored each item on at each point on the Liker scale, frequency statistic percentages and actual number of participants who ranked at each item at each point are also shown.

Table 9

Descriptive Statistics of Followership Traits Skills Round 3

	Responses % (*f*)						
Item	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Ability to Think and Reason	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	30.77 (4)	69.23 (9)
Active Listening	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	30.77 (4)	61.54 (8)
Collaborates with Others and Leader Successfully	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	46.15 (6)	46.15 (6)
Willingness to Offer Suggestions to Help Meet Team Goals	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	46.15 (6)	46.15 (6)

Table 9 (continued)

Item	Responses % (f)						
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Adaptability	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	61.54 (8)	38.46 (5)
Dedicated	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	61.54 (8)	38.46 (5)
Self-starter	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	53.85 (7)	38.46 (5)
Follows Direction	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	0.0 (0)	53.85 (7)	38.46 (5)
Hard Worker	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	46.15 (6)	38.46 (5)
Good Judgment	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	0.0 (0)	61.54 (8)	30.77 (4)
Time Management	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	0.0 (0)	53.85 (7)	30.77 (4)
Ability to see "The Big Picture"	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	23.08 (3)	46.15 (6)	30.77 (4)
Gives More Than 100% When Accomplishing a Task or Exercise	0.0 (0)	0.0 (0)	7.69 (1)	7.69 (1)	7.69 (1)	46.15 (6)	30.77 (4)
Candid	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	23.08 (3)	38.46 (5)	30.77 (4)
Verbal Communication	0.0 (0)	0.0 (0)	0.0 (0)	23.08 (3)	7.69 (1)	38.46 (5)	30.77 (4)
Written Communication	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	7.69 (1)	61.54 (8)	23.08 (3)
Organization	0.0 (0)	0.0 (0)	7.69 (1)	7.69 (1)	15.38 (2)	61.54 (8)	7.69 (1)

Note. N =13

All 17 items meet the determined consensus measurement and were deemed necessary for exemplary followers to possess, see Table 10. The descriptive statistics

and percentage frequencies are included for all items for Liker scale ranking of agree (6) and strongly agree (7).

Table 10

Descriptive Statistics for Agree/Strongly Agree of Followership Skills Round 3

Item	Responses % (*f*)		
	Agree	Strongly Agree	Total
Ability to Think and Reason **	30.77 (4)	69.23 (9)	100.00 (13)
Adaptability **	61.54 (8)	38.46 (5)	100.00 (13)
Dedicated **	61.54 (8)	38.46 (5)	100.00 (13)
Active Listening **	30.77 (4)	61.54 (8)	92.31 (12)
Collaborates with Others and Leader Successfully **	46.15 (6)	46.15 (6)	92.31 (12)
Willingness to Offer Suggestions to Help Meet Team Goals **	46.15 (6)	46.15 (6)	92.31 (12)
Self-Starter **	53.85 (7)	38.46 (5)	92.31 (12)
Follows Direction **	53.85 (7)	38.46 (5)	92.31 (12)
Good Judgement **	61.54 (8)	30.77 (4)	92.31 (12)
Hard Worker **	46.15 (6)	38.46 (5)	84.62 (11)
Time Management **	53.85 (7)	30.77 (4)	84.62 (11)
Written Communication **	61.54 (8)	23.08 (3)	84.62 (11)
Ability To See "The Big Picture" **	46.15 (6)	30.77 (4)	76.92 (10)
Give More Than 100%, When Accomplishing a Task or Exercise **	46.15 (6)	30.77 (4)	76.92 (10)
Candid **	38.46 (5)	30.77 (4)	69.23 (9)
Verbal Communication **	38.46 (5)	30.77 (4)	69.23 (9)
Organization **	61.54 (8)	7.69 (1)	69.23 (9)

Note. N =13. ** Item was deemed necessary for exemplary followers

During a further deductive analysis of the necessary 17 skills there were three skill categories that the items could be further broken down into: Technical, Human, and Conceptual. See Table 11, for a breakdown of each skill that makes up these three skill categories.

Table 11

Categories of Essential Skills for Exemplary Followers

Category	Skills
Technical	Time Management, Written Communication, Organization, Hard Worker, & Gives More Than 100% When Accomplishing a Task or Exercise
Human	Adaptability, Dedicated, Active Listening, Collaborates with Others and Leaders Successfully, Followers Direction, Candid, & Verbal Communication
Conceptual	Ability to Think and Reason, Willingness to Offer Suggestions to Help Meet Team Goals, Self-starter, Good Judgement, & Ability to See the Big Picture

These skill categories derived from the skills-based approach to leadership as developed by Robert Katz (1955). Katz (1955) notes for administrators to be successful, they must possess a combination of these three skill types combined; additionally, some skills hold more value than others depending on where each individual falls on the management scale. Just as leadership can be approached from the prospective of skills that can be learned and developed so can followership.

Technical Skills

Technical skill are the knowledge and ability to carry out a specific task necessary get the job done (Katz, 1955). Technical skills are focused on working with *things* (Katz, 1955). Of the 17 skills, five fell into the technical skill category, these include: time management, written communication, organization, hard worker, and gives more than 100% when accomplishing a task or exercise. Essentially, individuals need

not only be a physically hard worker, putting their maximal effort forward, but they must also be able to manage their time, remain organized enough to stay focused and productive, and be effective communicators. From a middle-level management perspective, these five behaviors make up the technical skills needed for an individual to be considered and exemplary follower. Furthermore, each of these skills are needed to complete something as minimal as basic job-related tasks to a vastly larger item such as meeting organizational goals (Katz,1955).

Human Skills

Human skills are essentially having people skills; it is the knowledge and ability to work with and around others cooperatively (Katz, 1955). For Katz (1955), human skills encompass being self-aware while also acknowledging others' ideas and perspectives and working collectively to meet organizational goals or complete specific job-related tasks. Of the 17 skills determined by the middle-level managers, seven fell into the human skill category, these include: adaptability, dedicated, active listening, collaborates with others and leaders successfully, follows direction, candid, and verbal communication. This data indicates that exemplary followers must be dedicated to the organization and its overall mission, collaborate with others while still being able to take direction and effectively communicate with others, including respectfully voicing their own perspective, ideas, and opinions. Human skill is equally important at all levels within an organization (Katz, 1955); in any collective work environment the ability to work with others is essential to the overall growth, moral, and culture of the organization.

Conceptual Skills

Conceptual skills are the knowledge and ability to work with ideas (Katz, 1955). Of the 17 skills five fell into the conceptual skill category, these include: ability to think and reason, willingness to offer suggestions to help meet team goals, self-starter, good judgement, and the ability to see *the big picture.* These findings suggest conceptual skill, are the ability to understand the overall vision, mission, and goals of the organization and utilizing critical thinking skills to process and formulate suggestions and solutions that contribute to organizational success. Additionally, the data indicates exemplary followers have high self-efficacy and intrinsic motivation that leads them to play a proactive role within the organization at any level.

Conclusions

Understanding what Technical, Human, and Conceptual skillsets middle-level managers see as essential for followers to be exemplary provides further insight into how these participants conceptualize exemplary followership. Furthermore, understanding which skills are desired by middle-level managers will help those who create training and development programs know which skillsets to focus on in training sessions. Additionally, by identifying these skillsets recruiters can use this as additional screening information for applicants.

It can be concluded that technical skills including time management, communication, and organization as well as being a hard worker that gives maximum effort is essential to be and exemplary follower withing this organization. The participants did not identify any job specific highly specified skills; thus, it can be

concluded that within this organization job specific technical skills are not the most critical set of technical skills needed for followers to be exemplary.

Most of the essential skills listed by participants fell within the *Human Skill* category thus showing the importance of relationships withing the organization. Additionally, it can be concluded that in terms of skills human skills hold the most importance in terms of skills that followers possess, this finding supports Katz's (1955) statement that human skills are equally important across all levels of an organization.

Katz (1955) notes that at different levels within an organization the need for Technical and Conceptual Skills fluctuates while Human Skill remains consistent. At lower levels within the organization, he notes less need for conceptual skill and higher need for technical skills, and vice versa at the highest levels within the organization. However, based on the findings of this study, it can be concluded that even at lower levels within the organization conceptual skills hold equal merit as technical skills; middle-level managers value followers who exhibit competence in conceptual skillsets. Additionally, it can be concluded that these participants value followers that possesses conceptual skills including independent thinking and ability to see the big picture.

Research Question Four

RQ 4: What behaviors do middle-level managers believe an exemplary follower ought to exhibit?

Round 1 yielded 31 behaviors, those behaviors were rated in Round 2 and 25 received the necessary combined two-thirds majority vote of combined rantings agree (6) and strongly agree (7) to move to Round 3. Of the 25 behaviors in Round 3, 24

received the required measure to be deemed necessary for exemplary followers to possess by the group of experts. Behaviors deemed unnecessary by the middle-level managers include: thinker, goal oriented, task oriented, 100% buy-In, introverted, normally quite during meetings/large group but vocal in 1-on-1 situations, and enjoy their work.

Round 1

During Round 1 of the Delphi participants were asked to list any behaviors which they believed an exemplary follower exhibits. There were 33 raw data points generated in this round. After the data was thematically analyzed, 31 unique behaviors remained. The remaining items served as the basis for Round 2 rankings.

Round 2

The initial 31 behaviors derived from Round 1 were ranked by all participants. All the data collected in Round 2 is displayed in Table 12, items are listed numerically in descending order from highest percentage ranking in strongly agree (7), followed by the subsequent Likert scale ranking points.

Table 12

Descriptive Statistics of Followership Traits Behaviors Round 2

Item	Responses % (*f*)						
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Good Work Ethic	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	30.77 (4)	69.23 (9)
Positive Attitude	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	0.0 (0)	30.77 (4)	61.54 (8)
Ability to Follow Through on Assigned Tasks	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	46.15 (6)	53.85 (7)

Table 12 (continued)

Item	Responses % (*f*)						
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Collaborative	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	38.46 (5)	53.85 (7)
Great Teamwork	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	38.46 (5)	53.85 (7)
Open-Mindedness	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	7.69 (1)	30.77 (4)	53.85 (7)
Respects Leadership	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	53.85 (7)	46.15 (6)
Considers Multiple Perspectives	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	46.15 (6)	46.15 (6)
Ability to Work Under Pressure	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	15.38 (2)	23.08 (3)	46.15 (6)
Cooperative	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	61.54 (8)	38.46 (5)
Communicates	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	53.85 (7)	38.46 (5)
Consistent	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	53.85 (7)	38.46 (5)
Trusting	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	7.69 (1)	46.15 (6)	38.46 (5)
Humility In Learning	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	15.38 (2)	38.46 (5)	38.46 (5)
Manages Time Well	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	15.38 (2)	38.46 (5)	38.46 (5)
Works Efficiently	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	15.38 (2)	38.46 (5)	38.46 (5)
Caring	0.0 (0)	0.0 (0)	0.0 (0)	23.08 (3)	0.0 (0)	38.46 (5)	38.46 (5)
Ask Questions Often	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	30.77 (4)	30.77 (4)	38.46 (5)
Committed	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	0.0 (0)	61.54 (8)	30.77 (4)
Willing to Take Direction	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	0.0 (0)	61.54 (8)	30.77 (4)
Focused on Teams Success and How They Can Contribute	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	53.85 (7)	30.77 (4)
Confident	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	23.08 (3)	46.15 (6)	30.77 (4)
Enjoy Their Work	0.0 (0)	0.0 (0)	7.69 (1)	7.69 (1)	7.69 (1)	46.15 (6)	30.77 (4)
Thinker	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	23.08 (3)	38.46 (5)	23.08 (3)
Follows Leader's Direction	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	15.38 (2)	61.54 (8)	15.38 (2)

Table 12 (continued)

| Item | Responses % (f) | | | | | | |
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Proactive in Seeking Opportunities	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	23.08 (3)	53.85 (7)	15.38 (2)
Goal Oriented	0.0 (0)	0.0 (0)	0.0 (0)	15.38 (2)	30.77 (4)	38.46 (5)	15.38 (2)
Task Oriented	0.0 (0)	0.0 (0)	0.0 (0)	30.77 (4)	15.38 (2)	46.15 (6)	7.69 (1)
100% Buy-In	7.69 (1)	7.69 (1)	7.69 (1)	7.69 (1)	15.38 (2)	53.85 (7)	0.0 (0)
Introverted	7.69 (1)	23.08 (3)	23.08 (3)	30.77 (4)	0.0 (0)	15.38 (2)	0.0 (0)
Normally Quite During Meetings/Large Group but Vocal in 1-on-1 Situations	7.69 (1)	7.69 (1)	15.38 (2)	53.85 (7)	7.69 (1)	7.69 (1)	0.0 (0)

Note. N =13

After analyzing the data there were six items that did not progress to Round 3

and 25 items that did progress, see Table 13. In Table 13 the descriptive statistics for the

consensus measurement are shown, the items are listed numerically descending from

total overall ranking percentage from the two Likert points used for consensus

measurement.

Table 13

Descriptive Statistics for Agree/Strongly Agree of Followership Behaviors Round 2

| Item | Responses % (f) | | |
	Agree	Strongly Agree	Total
Good Work Ethic **	30.77 (4)	69.23 (9)	100.00 (13)
Ability to Follow Through on Assigned Tasks **	46.15 (6)	53.85 (7)	100.00 (13)
Respects Leadership **	53.85 (7)	46.15 (6)	100.00 (13)
Cooperative **	61.54 (8)	38.46 (5)	100.00 (13)

Table 13 (continued)

Item	Responses % (*f*)		
	Agree	Strongly Agree	Total
Positive Attitude **	30.77 (4)	61.54 (8)	92.31 (12)
Collaborative **	38.46 (5)	53.85 (7)	92.31 (12)
Great Teamwork **	38.46 (5)	53.85 (7)	92.31 (12)
Considers Multiple Perspectives **	46.15 (6)	46.15 (6)	92.31 (12)
Communicates **	53.85 (7)	38.46 (5)	92.31 (12)
Consistent **	53.85 (7)	38.46 (5)	92.31 (12)
Committed **	61.54 (8)	30.77 (4)	92.31 (12)
Willing to Take Direction **	61.54 (8)	30.77 (4)	92.31 (12)
Open-Mindedness **	30.77 (4)	53.85 (7)	84.62 (11)
Trusting **	46.15 (6)	38.46 (5)	84.62 (11)
Focused on Teams Success and How They Can Contribute **	53.85 (7)	30.77 (4)	84.62 (11)
Humility In Learning **	38.46 (5)	38.46 (5)	76.92 (10)
Manages Time Well **	38.46 (5)	38.46 (5)	76.92 (10)
Works Efficiently **	38.46 (5)	38.46 (5)	76.92 (10)
Caring **	38.46 (5)	38.46 (5)	76.92 (10)
Confident **	46.15 (6)	30.77 (4)	76.92 (10)
Enjoy their work **	46.15 (6)	30.77 (4)	76.92 (10)
Follows leader's direction **	61.54 (8)	15.38 (2)	76.92 (10)
Ability to Work Under Pressure **	23.08 (3)	46.15 (6)	69.23 (9)
Ask Questions Often **	30.77 (4)	38.46 (5)	69.23 (9)
Proactive in Seeking Opportunities **	53.85 (7)	15.38 (2)	69.23 (9)
Thinker	38.46 (5)	23.08 (3)	61.54 (8)
Goal Oriented	38.46 (5)	15.38 (2)	53.85 (7)
Task Oriented	46.15 (6)	7.69 (1)	53.85 (7)
100% Buy-In	53.85 (7)	0.0 (0)	53.85 (7)
Introverted	15.38 (2)	0.0 (0)	15.38 (2)
Normally Quite During Meetings/Large Group but Vocal in 1 on 1 Situations	7.69 (1)	0.0 (0)	7.69 (1)

Note. N =13. ** Item was carried forward to Round 3

Round 3

During this final Round of the Delphi, 25 items were rated by participants.

Ratings in descending numerical order are shown in Table 14. This table exhibits how

participants scored each item on at each point on the Likert scale, frequency statistic percentages and actual number of participants who ranked at each item at each point are also shown.

Table 14

Descriptive Statistics of Followership Traits Behaviors Round 3

Item	Responses % (f)						
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Ability to Follow Through on Assigned Tasks	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	30.77 (4)	69.23 (9)
Great Teamwork	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	0.0 (0)	30.77 (4)	61.54 (8)
Good Work Ethic	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	46.15 (6)	53.85 (7)
Positive Attitude	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	46.15 (6)	53.85 (7)
Willing to Take Direction	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	38.46 (5)	53.85 (7)
Cooperative	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	0.0 (0)	38.46 (5)	53.85 (7)
Communicates	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	7.69 (1)	30.77 (4)	53.85 (7)
Considers Multiple Perspectives	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	7.69 (1)	30.77 (4)	53.85 (7)
Collaborative	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	46.15 (6)	46.15 (6)
Trusting	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	46.15 (6)	46.15 (6)
Focused on Teams Success and How They Can Contribute	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	7.69 (1)	38.46 (5)	46.15 (6)
Committed	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	61.54 (8)	38.46 (5)
Open-Mindedness	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	61.54 (8)	38.46 (5)
Respects Leadership	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	61.54 (8)	38.46 (5)
Consistent	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	53.85 (7)	38.46 (5)
Follows Leader's Direction	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	53.85 (7)	38.46 (5)
Humility In Learning	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	15.38 (2)	38.46 (5)	38.46 (5)

Table 14 (continued)

Item	Responses % (*f*)						
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Proactive in Seeking Opportunities	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	23.08 (3)	30.77 (4)	38.46 (5)
Ask Questions Often	0.0 (0)	0.0 (0)	7.69 (1)	0.0 (0)	23.08 (3)	30.77 (4)	38.46 (5)
Caring	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	0.0 (0)	61.54 (8)	30.77 (4)
Ability to Work Under Pressure	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	15.38 (2)	46.15 (6)	30.77 (4)
Manages Time Well	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	0.0 (0)	69.23 (9)	23.08 (3)
Enjoy Their Work	0.0 (0)	0.0 (0)	0.0 (0)	7.69 (1)	30.77 (4)	38.46 (5)	23.08 (3)
Works Efficiently	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	23.08 (3)	61.54 (8)	15.38 (2)
Confident	0.0 (0)	0.0 (0)	7.69 (1)	0.0 (0)	23.08 (3)	53.85 (7)	15.38 (2)

Note. N =13

All but one item met the determined consensus measurement and were deemed necessary for exemplary followers to possess, see Table15. The descriptive statistics and percentage frequencies are included for all items for Liker scale ranking of agree (6) and strongly agree (7).

Table 15

Descriptive Statistics for Agree/Strongly Agree of Followership Behaviors Round 3

Item	Responses % (*f*)		
	Agree	Strongly Agree	Total
Ability to Follow Through on Assigned Tasks **	30.77 (4)	69.23 (9)	100.00 (13)
Good Work Ethic **	46.15 (6)	53.85 (7)	100.00 (13)
Positive Attitude **	46.15 (6)	53.85 (7)	100.00 (13)
Committed **	61.54 (8)	38.46 (5)	100.00 (13)
Open-Mindedness **	61.54 (8)	38.46 (5)	100.00 (13)

Table 15 (continued)

Item	Responses % (*f*)		
	Agree	Strongly Agree	Total
Respects Leadership **	61.54 (8)	38.46 (5)	100.00 (13)
Great Teamwork **	30.77 (4)	61.54 (8)	92.31 (12)
Willing to Take Direction **	38.46 (5)	53.85 (7)	92.31 (12)
Cooperative **	38.46 (5)	53.85 (7)	92.31 (12)
Collaborative **	46.15 (6)	46.15 (6)	92.31 (12)
Trusting **	46.15 (6)	46.15 (6)	92.31 (12)
Consistent **	53.85 (7)	38.46 (5)	92.31 (12)
Follows leader's direction **	53.85 (7)	38.46 (5)	92.31 (12)
Caring **	61.54 (8)	30.77 (4)	92.31 (12)
Manages Time Well **	69.23 (9)	23.08 (3)	92.31 (12)
Communicates **	30.77 (4)	53.85 (7)	84.62 (11)
Considers Multiple Perspectives **	30.77 (4)	53.85 (7)	84.62 (11)
Focused on Teams Success and How They Can Contribute **	38.46 (5)	46.15 (6)	84.62 (11)
Humility In Learning **	38.46 (5)	38.46 (5)	76.92 (10)
Ability to Work Under Pressure **	46.15 (6)	30.77 (4)	76.92 (10)
Works Efficiently **	61.54 (8)	15.38 (2)	76.92 (10)
Proactive in Seeking Opportunities **	30.77 (4)	38.46 (5)	69.23 (9)
Asks Questions Often **	30.77 (4)	38.46 (5)	69.23 (9)
Confident **	53.85 (7)	15.38 (2)	69.23 (9)
Enjoy their work	38.46 (5)	23.08 (3)	61.54 (8)

Note. N =13. ** Item was deemed necessary for exemplary followers

During a further deductive analysis of the necessary 24 behavior there were behavior categories that the behaviors could be further broken down into: Task Orientation, Relationship Orientation and Team Orientation. See Table 16, for a breakdown of each behavior that makes up these three skill categories.

Table 16

Categories of Essential Behaviors for Exemplary Followers

Category	Behaviors
Task-Oriented	Ability to Follow Through on Assigned Tasks, Good Work Ethic, Committed, Consistent, Follows Leader's Direction, Manages Time Well, Communication, Humility in Learning, Ability to Work Under Pressure, Works Efficiently, Proactively Seeking Opportunity, Asks Questions Often, & Confident
Relationship-Oriented	Positive Attitude, Open-Mindedness, Respects Leadership, Willingness to Take Direction, Trusting, & Caring
Team-Oriented	Great Teamwork, Cooperative, Collaborative, Considers Multiple Perspectives, & Focused on Team Success and How They Can Contribute

In addition to trait approach and skill approach, leadership researchers have studied the behavioral approach to leadership as well; this style approach focuses on two main behavior types of the leader: task-oriented behaviors and relationship-oriented behaviors. The Ohio State study (Hemphill, 1949) and Michigan study, as well as Blake and Mouton's (1964) Managerial (Leadership) Grid are all largely bolstered on these two behavior types. In addition to task and relationship-oriented behaviors, team-oriented behaviors are also noted in these studies.

Task -Oriented Behaviors

Task oriented behaviors are geared toward task accomplishment and overall productivity (Bass ,1990). Of the 24 behaviors, 13 are task-oriented. These include: ability to follow through on assigned tasks, good work ethic, committed, consistent,

follows leader's direction, manages time well, communication, humility in learning, ability to work under pressure, works efficiently, proactively seeking opportunity, ask questions often, and confident. The United States is a country that values performance orientation (House, 2004) the majority of behaviors deemed necessary for an exemplary follower to exhibit are task-oriented behaviors.

Relationship-Oriented Behaviors

Relationship-oriented behaviors are focused on harboring healthy relationship between the leader and followers and creating a positive work environment and organizational culture (Bass, 1990). Of the 24 behaviors, six can be classified as relationship-oriented. These include: positive attitude, open-mindedness, respects leadership, willingness to take direction, trusting, and caring. These relationship-oriented behaviors are necessary to create a safe and inclusive space that is accepting of all and that fosters high quality social interactions and relationships (Blake & Mouton, 1964).

Team-Oriented Behaviors

Team-oriented behaviors are those behaviors that foster team growth and development. These behaviors focus on overall team success, so the organization prospers (Giessner et al., 2013). Of the 24 behaviors, five are team-oriented. These include: great teamwork, cooperative, collaborative, considers multiple perspectives, and focused on team success and how they can contribute. Although team orientation is not recognized as main behavior types in terms of behavioral approaches to leadership, team-oriented behaviors are noted throughout behavioral approach research (Bass, 1990; Giessner et al., 2013; Northouse, 2019). Blake and Mouton's Managerial (Leadership)

Grid (1964) places significant emphasis on team leadership. Their model suggests behavior is not solely tasked or relationship-oriented but instead it is a culmination of the two, with those being classified as a team leader as having a high regard for both tasks and relationships. These findings express exemplary followers should be able to collaborate with others effectively and cooperatively and be focused on the overall success of the collective team as the organization strives towards fulfilling its mission.

Conclusions

Understanding the culmination of task, relationship, and team-oriented behaviors middle-level managers deem essential for followers provides further insight into the participants' conceptualization of followership. Additionally, this will provide recruiters, within the organization behavioral components to screen candidates for, and may also guide organizational leadership when developing and enforcing the organization's code of conduct.

It can be concluded that followers must demonstrate a combination of task, relationship, and team-oriented behaviors to be exemplary. While the end goal of each of these behaviors categories is to work toward meeting the organizational goals, they each have a unique approach. The data confirmed that task completion is incremental in followership and organizational success, as the majority of behaviors deemed necessary for an exemplary follower to exhibit are task-oriented behaviors. This finding is supported by the findings of the GLOBE Study (House, 2004) which categorized the United States as a country that values performance orientation, which could be equated to task completion and overall job performance.

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CHAPTER V

SUMMARY AND RECOMMENDATIONS

Study Summary

"Our stereotyped [but unarticulated] definition of followership is ungenerous and wrong." (Kelley, 1988, p. 41). It is our duty as leadership researchers and educators to disseminate our research findings and foster growth in research in the area of followership in order to change the stigma associated with the term follower. And while followership research has advanced over time, there are still no fundamental theories of followership that clearly represent the follower side of the lead-follow relationship. The lack of research leaves the question of what follower traits, skills, and behaviors are essential to be an exemplary follower, unanswered.

This study utilized the case study design and Delphi methodology to explore and identify the exemplary followership traits, behaviors, and skills from the perspectives of middle-level managers. Additionally, the purpose of the study was also to gain insight into their perceived understanding of followership is and how they define this term. The participants of the study were 13 middle-level managers from the largest agricultural for-profit organization in the United States. Upon the initial round of data collection concluded all demographic data and followership data were analyzed. After inductively analyzing the data, three main categories of definitions emerged: Devotion to the Leader or Organization, Takes Direction, and I've Never Heard of the Term Follower. After further deductive analysis of the raw data, some characteristics of the followership

definitions put forth by theorists Kelley, Chaleff, and Kellerman were present in the participants' responses. The initial list of traits, skills, and behaviors were thematically analyzed and 33 traits, 24 skills, and 31 behaviors progressed to Round 2 for rating. Of these traits, skills, and behaviors, 29 traits, 17 skills, and 25 behaviors received the necessary two-thirds rating to carry through to Round 3. After the final data collection and analysis, this study yielded 27 traits that were sorted into five categories: Self-Cultivation, Ethical Action, Personality, Effective Communication, and Hirability Traits. Additionally, 17 human, technical, and conceptual skills emerged, and 24 behaviors that could be characterized as task-oriented, relationship-oriented, and team-oriented were deemed necessary for exemplary followers to exhibit.

Recommendations

Kelley (1988) calls for us to redefine followership and create environments that support cultivating effective followers. To accomplish such a task, educators, practitioners, and researchers must take a multifaceted approach that utilizes the platforms of education, industry, and research.

Education

My first recommendation for leadership education programs is to give followership the attention that it deserves. Educators should be teaching followership and encompassing the followership perspectives in all leadership courses not just a basic theory course, and certainly not in one lecture period. Barbara Kellerman has created entire courses surrounding followership, thus at institutions where an entire course cannot be dedicated to followership, it is imperative for followership to be intertwined in

the approved leadership coursework. Common leadership coursework at the university

level includes topics such as: leadership theory, ethical leadership, leadership and

innovation, leadership for social change, team development, communication/conflict

management, training and development, and non-profit leadership and volunteer

management (Ohio State University, 2021; Texas A&M University, 2021; University of

Florida, 2021; Virginia Tech, 2021), to name a few. The literature reveals that typically

only a leadership approach and perspective is applied to these courses; however, in

reviewing the data there are several traits, skills, and behaviors that could be easily

incorporated into these course topics. The integration of this study's findings can be

done for each research question addressed.

RQ 1: Followership Defined

In the entry-level leadership courses, and in the foundational leadership theory

courses, are where the groundwork of all things leadership and theory are introduced to

students. Leadership is defined, examined, and theories are taught to students often by

approach type (trait, skill, or behavioral). The findings of this study make it abundantly

clear that followership as a concept is still ambiguous. The followership definition

categories alone express the need for further dissemination of followership research.

Seen as the other side of leadership, followership should be defined, and any

existing typologies, models, and theories should be taught as a mirror alongside

leadership content in these foundational leadership theory and practice courses.

Additionally, these typologies and models should be further explored in courses where

they are congruent to the material being taught. For example, a public leadership and

policy course, or a Social Change course, is the ideal course to explore and apply Kellerman's typology, especially since it stems from her experience as a political scientist. Chaleff's typology, based largely on one's own moral and ethical standards, would seamlessly transition into an ethical leadership or related courses that focus on personal and organizational ethics practices. Kelley's typology, which focuses on motivation, behavior, and followers' role within the team, epitomizes content taught in team leadership, volunteer management, organizational development, and related courses and thus should be integrated. To add to this recommendation, if a leadership program offers zero courses where followership could not be easily incorporated, which is highly unlikely, I would recommend that the program conduct a thorough program evaluation and modify course selections and content to include followership.

RQ 2: Exemplary Follower Traits

When addressing how to integrate followership traits there are several preexisting leadership courses in which these findings could be disseminated. A natural fit for integrating the idea that followers hold ideal traits is in a foundational leadership theory course. When teaching the trait approaches to leadership (i.e.: Great Man Theory, Big 5 Personality Traits, etc.) the trait approach taken of followership taken by this study, as well as followership traits in general naturally fit into this leadership curriculum.

A Personal leadership development, or related course, also hosts leadership curriculum that correlates with followership traits. In these types of courses students actively discover who they are as a person and leader, this comes by way of completing

several personality self-assessment inventories (i.e., Myers-Briggs Type Indicator,

Clifton Strengths Assessment/ StrengthsFinder, etc.) and participating in reflective

activities. The identified characteristics from these assessments can be compared to the

list of exemplary followership traits that were discovered through this study. As students

compare their assessment results to the exemplary followership traits, they may be able

to forecast if they would fall under the status of exemplary follower from the trait

approach. This information may also come into play in team leadership and

organizational development courses as students may be able to use their traits in

culmination with their personality inventory results to determine if they are a match for a

certain partnership, team, or organization.

RQ 3: Exemplary Follower Skills

As we transition to a skill approach to followership some courses complement

this followership content, these include: foundational leadership theory and practice,

volunteer management, team/organizational development, and related courses. As with

the trait approach, introducing the skill approaches to leadership (i.e., Katz's Three-

Skills Approach, Mumford's Skill Model, and Cunningham's 7 Skills of Successful

Leadership) in a foundational leadership theory course serves as a natural placeholder

for introducing the skill approach to followership. Katz's (1955) Three-Skills Approach

served as the framework for analyzing the skill data in this study, thus, students can

make a direct comparison to the human, technical, and conceptual skills of exemplary

followers to Katz's findings on leadership skills.

Team/organizational development and volunteer management courses focus on building successful and complementary groups of individuals, i.e.: teams. As leaders are trying to build exceptional teams, organizations, and volunteer pools, understanding what skillsets exceptional followers possess would give them an upper hand in the selection process. Leadership educators should incorporate these exemplary followership skills into these courses when covering the recruitment process, so students know which human, technical, and conceptual skills an exemplary follower possesses. This knowledge will enable students to screen potential team and organization members/volunteers for said skillsets, and theoretically, will aid in creating a seemingly successful and cohesive team.

RQ 4: Exemplary Follower Behaviors

Consistent with both the trait and skill approaches to followership, a foundational leadership theory course offers a natural segue into introducing a behavioral approach to followership. After introducing behavioral approaches to leadership (i.e., Situational Leadership Theory, Blake and Mouton's Managerial (Leadership) Grid, University of Michigan and Ohio State Studies, etc.) in this course, instructors should highlight the behavioral approach to followership, and share the defined list of exemplary follower behaviors that result from this study. Because the behavioral leadership approaches all stem from a combination of task and relationship-oriented behaviors, and the data analysis and categorical breakdown of the exemplary followership behaviors are also defined by task, relationship, and team-oriented behaviors, incorporating followership behavioral approach should not be difficult. Additionally, like traits and skills,

disseminating these findings in a team/organizational development, change, or volunteer management course will equip students with knowledge which enables them to develop a code of conduct and incentive system that celebrates exemplary followership behaviors and discourages unwarranted poor followership behaviors.

Aside from teaching about followership, the data shows the importance of followers embodying technical, human, and conceptual goals, which brings us to the second recommendation which is to develop followership skills and characteristics within students by utilizing innovative and experiential learning techniques. Experiential learning allows learners to harness a deeper understanding and develop new skills, attitudes, and ways of thinking through the process of learning by doing that (Kolb, 1984). Some methods like team (group) projects are already being utilized in the classroom, and if facilitated appropriately this method serves students with the opportunity to better understand develop the task, relationship, and team-oriented behaviors that are essential for followers to thrive. It is imperative for educators to find, or develop, experiential learning activities that focus on followership and will allow learners to develop characteristics needed to succeed as a follower.

Industry

The recommendations for industry are split between for-profit and not-for-profit companies. We must acknowledge some approaches will only be successful in for profit-organizations and could hinder growth of non-profit organizations.

Profit Sector

The first recommendation, for the for-profit sector, is to review hiring standards to ensure that the organization is hiring for an organizational culture fit. Organizational culture determines how the roles of leader and follower are depicted within that organization and how these roles interact; organizational culture impacts followership quality as it will heavily influence how they are trained and developed to best serve the organization (Bowen et al., 1991; Kelley, 1988). Organizational founders and leaders should conduct an in-depth organizational analysis and determine what the true values and beliefs of the cumulative organization are, what they want them to be, and use those findings as a starting point for recruitment. Organizations should place focus on finding qualified candidates whose personal beliefs and values match that of the organization. The only caveat to this recommendation is that there will be those organizations and roles that will require highly specialized technical skills that cannot be taught or trained on-site after hiring. For these in situations where it is imperative the candidate have the specified skills, the organization should still preference those who possess the required skill set and are in organizational culture fit over those who only exemplify the skills. Most organizations offer training and development that can instill and develop the skills needed to successfully fill a role. (Khan et al., 2011).

In addition to training and development that focuses on the technical skill sets needed to perform job related tasks for-profit organizations also need to focus on Followership development. Recommendation two for the for-profit sector is to host training and development opportunities focusing on followership. The findings of this

study suggest middle-level managers still have a very abstract concept of followership, followership trainings can educate at all levels of the organization what followership is and focus on developing followership characteristics that are ideal for that organization's needs and culture.

Third, organizations should include followership skills in performance evaluations. This is especially necessary if they are investing resources into followership training and development opportunities. By including these areas on a performance evaluation, it communicates to organization members the importance of followership within the organization. I would encourage organizations to develop behaviorally anchored competencies measures to evaluate individual performance and the effectiveness of any followership training and development sessions. (Dooley & Linder 2002; Dooley et al., 2004, Khan et al., 2011)

Kelley (1988) identified four steps organizations can take to cultivate effective followers include: redefining followership and leadership, honoring followership skills, including followership on performance evaluations, and embodying an organizational culture that encourages followership. These recommendations directly correlate and are supported by Kelly's methods of cultivating effective followers (1988).

Non-Profit Sector

Not every recommendation for for-profit companies can be utilized in the non-profit sector as human capital is not guaranteed. While the recommendations for this sector are similar in that they emphasize organizational culture fits, followership

development, and the use of behaviorally anchored competencies, how they are utilized is different and more fitting to the non-profit sector.

First, organizational leaders should recruit volunteers, and paid employees, who are an organizational culture match. This is less of an issue in non-profit organizations, as people are willingly donating their time, energy, and skillset, so they tend to volunteer with organizations they believe in. However, when it comes to the need to fill major volunteer roles that require highly specified skills sets, organizations can run into the issue of the importance of skill versus the importance of fitting the organization. Like with for-profit organizations, there are times when the needed skills will hold more value to the organization than being a cultural fit. Additionally, in non-profits it is uncommon for organizations to have disposable human capital so if volunteers are not a fit for the organization, they don't fire them.

As a solution to this issue organizations should incorporate followership topics into their onboarding processes, recommendation two. It is common for non-profit organizations to have on-site training and development for volunteers, and during this onboarding process organizations set expectations and communicate the importance of upholding the values and mission of the organization (Conners, 1995). Volunteers serve as an extension of the organization, thus including followership expectations and training into the onboarding process may cultivate more effective followers and have a positive impact on the organizational culture and performance.

Third, organizational leaders and volunteer coordinators should utilize behaviorally anchored competencies as a way for volunteer managers to evaluate

volunteers' performance (Dooley& Linder, 2002; Dooley et al., 2004; Conners, 1995). Unlike for-profits individuals, when gifting their time and energy, they do not expect to be evaluated, thus the evaluations will serve more as an observational tool for volunteer coordinators and not as a formal performance evaluation shared with the individual. The behaviorally anchored competencies should be developed by the volunteer coordinators and even potentially lead volunteers to match the needs of the organization; these measurements should then be to observe volunteer performance. Instead of issuing a poor performance review as we may see in for-profit companies, volunteer coordinators should use this as an indicator to redirect volunteers, this may come in the form of assigning them to another task or assigning them to work with a different team of volunteers within the organization.

Research

We can rise to the call to redefine how society perceives followership through both education and industry practices, however, without a growing research base in followership, leadership researchers will have little to stand on in this fight. Future research in this area should focus on determining followership characteristics and developing followership theories that focus on followership development. Researchers need to examine the impact organizational culture and, more importantly, societal, and national culture have on followership preferences. Additionally, middle-level management and those who fall into the category of follower are the populations that we should be targeting in these research ventures, as they will provide a first-hand perspective at serving in followership roles and managing followers.

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APPENDIX A

INFORMATION SHEET/INFORMED CONSENT

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM

INFORMATION SHEET

Title of Research Study: The Influence of Cultural Values and Practices on Exemplary Followership Expectations

Investigator(s): Jennifer Strong, Associate Professor, Principal Investigator
Jessica Benson, Ph.D. Candidate, Protocol Director

Welcome, you are invited to participate in this study because we are trying to learn more about what behaviors, traits, and skills exemplary followers possess and if culture is an impacting factor on these expectations. You were selected as a possible participant in this study because you currently serve or have served in a mid-level management role.

This Delphi survey is designed to determine what traits, behaviors, and skills an exemplary follower possesses based on feedback from study participants. There are in total three rounds; This survey (Round 1) will take 15 minutes of your time.

If you decide to participate, please select "I Agree" below. Your participation in this study is voluntary. You can decide not to participate in this research and it will not be held against you. You can leave the study at any time.

There are no sensitive questions in this survey that should cause discomfort. However, you can skip any questions you do not wish to answer, or exit the survey at any point. You may view the survey host's confidentiality policy at: https:// www.qualtrics.com/terms-of-service/

Your email address will be stored separately from your survey data, and is only being collected so that the second and third rounds of the Delphi can be distributed to participants who complete this round. All identifiable information will be kept on a password protected computer and is only accessible by the research team. Compliance offices at Texas A&M may be given access to the study files upon request. The results of the research study may be published but no one will be able to identify you.

Please feel free to ask questions regarding this study. You may contact me if you have additional questions or concerns: Jessica Benson phone: 682-429-5004 email: jcbenson@tamu.edu. You may also contact the Human Research Protection Program at Texas A&M University (which is a group of people who review the research to protect your rights) by phone at 1-979-458-4067, toll free at 1-855-795-8636, or by email at irb@tamu.edu for:

- additional help with any questions about the research
- voicing concerns or complaints about the research
- obtaining answers to questions about your rights as a research participant
- concerns in the event the research staff could not be reached
- the desire to talk to someone other than the research staff

If you want a copy of this consent for your records, you can print it from the screen.

IRB NUMBER: IRB2019-1024
IRB APPROVAL DATE: 07/20/2020

Version Date:07/01/2020   Page 1 of 2

If you wish to participate, please click the "I Agree" button and you will be taken to the survey. If you do not wish to participate in this study, please select "I Disagree" or select X in the corner of your browser.

- ○ I Agree
- ○ I Disagree

*Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device

Thank you.

Jessica Benson,
Protocol Director

IRB#: IRB2019-1024
Approval Date: TBD

IRB NUMBER: IRB2019-1024
IRB APPROVAL DATE: 07/20/2020

APPENDIX B

ROUND 1 SURVEY

Q2.1 What is your year of birth?

_____
_____
_____
_____
_____

Q2.2 In which country do you currently reside?

▼ Afghanistan (1) ... Zimbabwe (1357)

Display This Question:

If List of Countries = United States of America

Q2.3 In which state do you currently reside?

▼ Alabama (1) ... I do not reside in the United States (53)

Q2.4 Please select the cultural group(s) of which you routinely practice cultural norms:

☐ **Eastern Europe** (Included countries: Albania, Georgia, Greece, Hungary, Kazakhstan, Poland, Russia, & Slovenia) (1)

☐ **Latin America** (Included countries: Argentina, Bolivia, Brazil, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Mexico, & Venezuela) (2)

☐ **Latin Europe** (Included countries: France, Israel, Italy, Portugal, Spain, & Switzerland) (3)

☐ **Confucian Asia** (Included countries: China, Hong Kong, Japan, Singapore, South Korea, Taiwan) (4)

☐ **Nordic Europe** (Included countries: Denmark, Finland, & Sweden) (5)

☐ **Anglo** (Included countries: Australia, Canada, England, Ireland, New Zealand, South Africa, & USA) (6)

☐ **Sub-Saharan African** (Included Countries : Namibia, Nigeria, South Africa, Zambia, & Zimbabwe) (7)

☐ **Southern Asia** (Included countries: India, Indonesia, Iran, Malaysia, Philippines, & Thailand) (8)

☐ **Germanic Europe** (Included countries: Austria, Germany, Netherlands, & Switzerland) (9)

☐ **Middle East** (Included countries: Egypt, Kuwait, Morocco, Qatar, & Turkey) (10)

☐ **Other:** (Please list country/region) (11)

_____

End of Block: Demographic Information

Start of Block: Followership Defined

Q3 How do you define followership?

_____

_____

_____

_____

_____

Q4.1 For the purpose of this study **followership** will be defined as **a process whereby an individual or group of individuals accept the influence of others [leader/manager/superior] to accomplish a common goal.**

- -

Q4.2 List any traits which you believe an exemplary follower possesses:

_____

_____

_____

_____

_____

- -

Q4.3 List any skills which you believe an exemplary follower demonstrates:

_____

_____

_____

_____

_____

Q4.4 List any behaviors which you believe an exemplary follower exhibits:

_____

_____

_____

_____

_____

End of Block: Exemplary Follower Traits, Skills, & Behaviors

APPENDIX C

ROUND 2 SURVEY

Welcome to Round #2

This portion of the study should take approx. 5-10minutes to complete.

Below are compiled lists of traits, skills, and behaviors that were identified by participants during Round 1 of the study.

For this round, please use the scales for each question to select your level of agreement that each listed trait, skill, and behavior are associated with an exemplary follower.

Additionally, feel free to use the text box following each scale to add additional traits, skills, and behaviors that you associate with exemplary followership that are not listed in the tables.

X→

Q1 **Using the scale please indicate the level of agreement at which you associate each trait listed below with exemplary followership.**

	Strongly Disagree (1) (1)	Disagree (2) (2)	Somewhat Disagree (3) (3)	Neither Agree nor Disagree (4) (4)	Somewhat Agree (5) (5)	Agree (6) (6)	Strongly Agree (7) (7)
Trustworthy (1)	○	○	○	○	○	○	○
Honest (2)	○	○	○	○	○	○	○
Integrity (3)	○	○	○	○	○	○	○
Humility (4)	○	○	○	○	○	○	○
Eager To Learn (5)	○	○	○	○	○	○	○
Open Minded (6)	○	○	○	○	○	○	○
Goal Oriented (7)	○	○	○	○	○	○	○

Ethical (8)	○	○	○	○	○	○	○
Good Judgement (9)	○	○	○	○	○	○	○
Competent (10)	○	○	○	○	○	○	○
Courage (11)	○	○	○	○	○	○	○
Confidence (12)	○	○	○	○	○	○	○
Desire Achievement (13)	○	○	○	○	○	○	○
Desire Knowledge (14)	○	○	○	○	○	○	○
Engage With Others Proactively (15)	○	○	○	○	○	○	○
Dedicated (16)	○	○	○	○	○	○	○

Willing To Please Others (17)	○	○	○	○	○	○	○
Ability To See the Vision Of The Leader (18)	○	○	○	○	○	○	○
Willing To Buy into a Philosophy (19)	○	○	○	○	○	○	○
Desire To Do the Best Job They Can (20)	○	○	○	○	○	○	○
Open To Take Direction (21)	○	○	○	○	○	○	○
Good Communication Skills (22)	○	○	○	○	○	○	○
Good Work Ethics (23)	○	○	○	○	○	○	○
Responsible (24)	○	○	○	○	○	○	○

Positive Attitude (25)	○	○	○	○	○	○	○
Willing To Learn to Better Themselves (26)	○	○	○	○	○	○	○
Loyal (27)	○	○	○	○	○	○	○
Adaptable (28)	○	○	○	○	○	○	○
Malleable (29)	○	○	○	○	○	○	○
Observe Influencer/Leader Over Time to Determine if Managing/Leading Style "Fits" (30)	○	○	○	○	○	○	○
Support the Leader/Influencer (31)	○	○	○	○	○	○	○
Not Afraid to Ask Questions (32)	○	○	○	○	○	○	○

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| Able To Speak the Truth With Candor And Professionalism (33) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Q2 **List any additional traits which you associate with an exemplary follower that you did not see listed above.**

_____

_____

_____

_____

_____

Q3 **Using the scale please indicate the level of agreement at which you associate each skill listed**

below with exemplary followership.

	Strongly Disagree (1) (1)	Disagree (2) (2)	Somewhat Disagree (3) (3)	Neither Agree nor Disagree (4) (4)	Somewhat Agree (5) (5)	Agree (6) (6)	Strongly Agree (7) (7)
Verbal Communication (1)	○	○	○	○	○	○	○
Candid (2)	○	○	○	○	○	○	○
Strategic Thinking (3)	○	○	○	○	○	○	○
Active Listening (4)	○	○	○	○	○	○	○
Organization (5)	○	○	○	○	○	○	○
Good Judgement (6)	○	○	○	○	○	○	○
Multitasking (7)	○	○	○	○	○	○	○

Time Management (8)	○	○	○	○	○	○	○
Detail Oriented (9)	○	○	○	○	○	○	○
Adaptability (10)	○	○	○	○	○	○	○
Written Communication (11)	○	○	○	○	○	○	○
Cautious Decision-Maker (12)	○	○	○	○	○	○	○
Happy In Career Choice (13)	○	○	○	○	○	○	○
Give More Than 100%, When Accomplishing a Task or Exercise (14)	○	○	○	○	○	○	○

Follow Direction (15)	○	○	○	○	○	○	○
Hands On Skills (16)	○	○	○	○	○	○	○
Ability To See "The Big Picture" (17)	○	○	○	○	○	○	○
Willingness to Offer Suggestions to Help Meet Team Goals (18)	○	○	○	○	○	○	○
Willingness to take a Chance/Risk Taker (19)	○	○	○	○	○	○	○
Hard Worker (20)	○	○	○	○	○	○	○
Dedicated (21)	○	○	○	○	○	○	○

Ability to Think and Reason (22)	○	○	○	○	○	○	○
Self-Starter (23)	○	○	○	○	○	○	○
Collaborates with Others and Leader Successfully (24)	○	○	○	○	○	○	○

Q4 **List any additional skills which you associate with an exemplary follower that you did not see listed above.**

_____

_____

_____

_____

_____

Q5 **Using the scale please indicate the level of agreement at which you associate each behavior listed**

below with exemplary followership.

	Strongly Disagree (1) (1)	Disagree (2) (2)	Somewhat Disagree (3) (3)	Neither Agree nor Disagree (4) (4)	Somewhat Agree (5) (5)	Agree (6) (6)	Strongly Agree (7) (7)
Humility In Learning (1)	○	○	○	○	○	○	○
Open-Mindedness (2)	○	○	○	○	○	○	○
Proactive in Seeking Opportunities (3)	○	○	○	○	○	○	○
Ask Questions Often (4)	○	○	○	○	○	○	○
Respects Leadership (5)	○	○	○	○	○	○	○
Works Efficiently (6)	○	○	○	○	○	○	○
Manages Time Well (7)	○	○	○	○	○	○	○

Confident (8)	○	○	○	○	○	○	○
Communicates (9)	○	○	○	○	○	○	○
Consistent (10)	○	○	○	○	○	○	○
Ability to Work Under Pressure (11)	○	○	○	○	○	○	○
Introverted (12)	○	○	○	○	○	○	○
Normally Quite During Meetings/Large Group but Vocal in 1 on 1 Situations (13)	○	○	○	○	○	○	○
Follows leader's direction (14)	○	○	○	○	○	○	○
Enjoy their work (15)	○	○	○	○	○	○	○

Thinker (16)	○	○	○	○	○	○	○
Focused on Teams Success and How They Can Contribute (17)	○	○	○	○	○	○	○
100% Buy-In (18)	○	○	○	○	○	○	○
Ability to Follow Through on Assigned Tasks (19)	○	○	○	○	○	○	○
Good Work Ethic (20)	○	○	○	○	○	○	○
Great Teamwork (21)	○	○	○	○	○	○	○
Task Oriented (22)	○	○	○	○	○	○	○

Goal Oriented (23)	○	○	○	○	○	○	○
Willing to Take Direction (24)	○	○	○	○	○	○	○
Considers Multiple Perspectives (25)	○	○	○	○	○	○	○
Positive Attitude (26)	○	○	○	○	○	○	○
Committed (27)	○	○	○	○	○	○	○
Trusting (28)	○	○	○	○	○	○	○
Caring (29)	○	○	○	○	○	○	○
Cooperative (30)	○	○	○	○	○	○	○
Collaborative (31)	○	○	○	○	○	○	○

Q6 **List any additional behaviors which you associate with an exemplary follower that you did not see listed above.**

_____

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ROUND 3 SURVEY

Welcome to Round #3 (The FINAL Round)

This is the final round of the study and should take approx. 5-10 minutes to complete.

Below are compiled lists of traits, skills, and behaviors that received a score of 6 (agree) or higher from a two-thirds majority of the participants in Round #2.

For this round please use the scales for each question to select your level of agreement that each listed trait, skill, and behavior are associated with an exemplary follower.

X→

Q1 **Using the scale please indicate the level of agreement at which you associate each trait listed**

below with exemplary followership.

	Strongly Disagree (1) (1)	Disagree (2) (2)	Somewhat Disagree (3) (3)	Neither Agree nor Disagree (4) (4)	Somewhat Agree (5) (5)	Agree (6) (6)	Strongly Agree (7) (7)
Trustworthy (1)	○	○	○	○	○	○	○
Honest (2)	○	○	○	○	○	○	○
Integrity (3)	○	○	○	○	○	○	○
Humility (4)	○	○	○	○	○	○	○
Eager To Learn (5)	○	○	○	○	○	○	○
Open Minded (6)	○	○	○	○	○	○	○
Goal Oriented (7)	○	○	○	○	○	○	○
Ethical (8)	○	○	○	○	○	○	○
Good Judgement (9)	○	○	○	○	○	○	○
Competent (10)	○	○	○	○	○	○	○
Courage (11)	○	○	○	○	○	○	○

Desire Achievement (13)	○	○	○	○	○	○	○
Desire Knowledge (14)	○	○	○	○	○	○	○
Engage With Others Proactively (15)	○	○	○	○	○	○	○
Dedicated (16)	○	○	○	○	○	○	○
Ability To See the Vision Of The Leader (18)	○	○	○	○	○	○	○
Willing To Buy into a Philosophy (19)	○	○	○	○	○	○	○
Desire To Do the Best Job They Can (20)	○	○	○	○	○	○	○
Open To Take Direction (21)	○	○	○	○	○	○	○
Good Communication Skills (22)	○	○	○	○	○	○	○

Good Work Ethics (23)	○	○	○	○	○	○	○
Responsible (24)	○	○	○	○	○	○	○
Positive Attitude (25)	○	○	○	○	○	○	○
Willing To Learn to Better Themselves (26)	○	○	○	○	○	○	○
Adaptable (28)	○	○	○	○	○	○	○
Malleable (29)	○	○	○	○	○	○	○
Support the Leader/Influencer (31)	○	○	○	○	○	○	○
Not Afraid to Ask Questions (32)	○	○	○	○	○	○	○
Able To Speak the Truth With Candor And Professionalism (33)	○	○	○	○	○	○	○

Caring (34)   ○   ○   ○   ○   ○   ○   ○

Q2 **Using the scale please indicate the level of agreement at which you associate each skill listed below with exemplary followership.**

	Strongly Disagree (1) (1)	Disagree (2) (2)	Somewhat Disagree (3) (3)	Neither Agree nor Disagree (4) (4)	Somewhat Agree (5) (5)	Agree (6) (6)	Strongly Agree (7) (7)
Verbal Communication (1)	○	○	○	○	○	○	○
Candid (2)	○	○	○	○	○	○	○
Active Listening (4)	○	○	○	○	○	○	○
Organization (5)	○	○	○	○	○	○	○
Good Judgement (6)	○	○	○	○	○	○	○
Time Management (8)	○	○	○	○	○	○	○
Adaptability (9)	○	○	○	○	○	○	○
Written Communication (11)	○	○	○	○	○	○	○

Give More Than 100%, When Accomplishing a Task or Exercise (14)	○	○	○	○	○	○	○
Follow Direction (15)	○	○	○	○	○	○	○
Ability To See "The Big Picture" (17)	○	○	○	○	○	○	○
Willingness to Offer Suggestions to Help Meet Team Goals (18)	○	○	○	○	○	○	○
Hard Worker (20)	○	○	○	○	○	○	○
Dedicated (21)	○	○	○	○	○	○	○
Ability to Think and Reason (22)	○	○	○	○	○	○	○

Self-Starter (23)	○	○	○	○	○	○	○
Collaborates with Others and Leader Successfully (24)	○	○	○	○	○	○	○

Q3 **Using the scale please indicate the level of agreement at which you associate each behavior listed below with exemplary followership.**

	Strongly Disagree (1) (1)	Disagree (2) (2)	Somewhat Disagree (3) (3)	Neither Agree nor Disagree (4) (4)	Somewhat Agree (5) (5)	Agree (6) (6)	Strongly Agree (7) (7)
Humility In Learning (1)	○	○	○	○	○	○	○
Open-Mindedness (2)	○	○	○	○	○	○	○
Proactive in Seeking Opportunities (3)	○	○	○	○	○	○	○
Ask Questions Often (4)	○	○	○	○	○	○	○
Respects Leadership (5)	○	○	○	○	○	○	○
Works Efficiently (6)	○	○	○	○	○	○	○
Manages Time Well (7)	○	○	○	○	○	○	○
Confident (8)	○	○	○	○	○	○	○

Communicates (9)	○	○	○	○	○	○	○
Consistent (10)	○	○	○	○	○	○	○
Ability to Work Under Pressure (11)	○	○	○	○	○	○	○
Follows leader's direction (14)	○	○	○	○	○	○	○
Enjoy their work (15)	○	○	○	○	○	○	○
Focused on Teams Success and How They Can Contribute (17)	○	○	○	○	○	○	○
Ability to Follow Through on Assigned Tasks (19)	○	○	○	○	○	○	○

Good Work Ethic (20)	○	○	○	○	○	○	○
Great Teamwork (21)	○	○	○	○	○	○	○
Willing to Take Direction (24)	○	○	○	○	○	○	○
Considers Multiple Perspectives (25)	○	○	○	○	○	○	○
Positive Attitude (26)	○	○	○	○	○	○	○
Committed (27)	○	○	○	○	○	○	○
Trusting (28)	○	○	○	○	○	○	○
Caring (29)	○	○	○	○	○	○	○
Cooperative (30)	○	○	○	○	○	○	○
Collaborative (31)	○	○	○	○	○	○	○