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THESIS

**LEADERSHIP DEVELOPMENT
THROUGH PARTICIPATION IN PEER EDUCATION
AND PEER SUPPORT PROGRAMS**

by

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**LEADERSHIP DEVELOPMENT THROUGH PARTICIPATION IN PEER
EDUCATION AND PEER SUPPORT PROGRAMS**

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Submitted in partial fulfillment of the
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ABSTRACT

A goal of leadership development is to hone a person's intrapersonal and interpersonal skills to improve leader effectiveness. The United States Naval Academy (USNA) is a four-year undergraduate institution with the aim of producing leaders. While all students at USNA experience the core leadership curriculum, students also participate in specific activities that build leadership skills. In this study, we evaluate two such programs. USNA's Sexual Harassment Assault Prevention Education (SHAPE) program and its Guidance, Understanding, Information, Direction and Education (GUIDE) program are opportunities for Midshipmen to educate (SHAPE) and support (GUIDE) their peers around issues related to interpersonal violence and harassment. While these programs focus on content-specific topics and skills, program leadership believes that they also contribute to the development of participants' leader identity. In this preliminary evaluation, we examine responses to an open-ended question about perceptions of effective leadership and categorize the responses in accordance with stages of understanding leadership development. We found that within these categories, Midshipmen's understanding of leadership effectiveness varies, but certain trends exist suggesting that further research may show that over time, through individual maturation and leadership development, that participation in the SHAPE or GUIDE program improves Midshipmen's understanding of effective leadership.

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I. INTRODUCTION

A. BACKGROUND

The mission of the United States Naval Academy (USNA) is, “To develop Midshipmen morally, mentally, and physically, and to imbue them with the highest ideals of duty, honor, and loyalty in order to graduate leaders who are dedicated to a career of naval service, and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship, and government” (United States Naval Academy [USNA], n.d.c.). Developing leaders to serve the nation requires intentional training. As a leadership development institution, USNA must find ways to develop a midshipman’s leadership skills in order to prepare him/her to lead Sailors and Marines. As the single largest commissioning source of Ensigns and Second Lieutenants, USNA must produce high-quality officers to the Navy and Marine Corps, which means training midshipmen to be effective leaders and developing a midshipman’s understanding of effective leadership.

The Naval Academy gives Midshipmen the opportunity to develop as leaders academically in the classroom and practically in professional billets. Over the course of four years, Midshipmen complete an introductory leadership class, a moral and ethical leadership class, and a leadership theory application class. These courses are designed to give Midshipmen a variety of tools and resources to understand leadership, reflect on their own leadership style, and prepare them to take on leadership roles with the Brigade of Midshipmen. The Brigade is composed of 4,500 midshipmen and it is led by the senior class, with limited supervision by commissioned officers and senior enlisted leaders. The seniors hold a variety of leadership billets that each carry their own tasks and responsibilities. While in these billets, Midshipmen are encouraged to practice leadership and continue to develop as leaders before they commission.

Another way Midshipmen can practice leadership is by participating in the variety of sports and extracurricular activities that are offered at the Naval Academy. Two programs that this study will examine are USNA’s Sexual Harassment Assault Prevention

Education (SHAPE) and Guidance, Understanding, Information, Direction and Education (GUIDE) programs. These programs train Midshipmen SHAPE educators and GUIDEs to lead their peers through a content-specific curriculum aimed to educate Midshipmen about sexual harassment and assault, and provide peer-to-peer support and resources. We anticipate that Midshipmen that go through these trainings will practice leadership and gain a better understanding of what effective leadership is based on their experience as SHAPE educators and GUIDEs. Future research utilizing this data will aim to answer the following questions:

1. Does leadership development occur by participating in the SHAPE and GUIDE training programs?
2. Does a Midshipman's understanding of effective leadership evolve from individual focus to team focused?

B. BENEFITS OF THE RESEARCH

This research will examine how Midshipmen that complete SHAPE or GUIDE training define effective leaders and effective leadership. The study will provide the Naval Academy valuable insight into the benefits of professional training programs such as SHAPE and GUIDE with regards to developing effective leaders for the Navy and Marine Corps. Future research will examine if a Midshipman's understanding of effective leadership evolves over time as they participate in SHAPE or GUIDE training.

C. SCOPE AND LIMITATIONS

The scope of this study is to present how Midshipmen define effective leadership after participating in the SHAPE or GUIDE programs. The current study solely focuses on examining qualitative data and broad categorization of Midshipmen's definitions of effective leadership. Limitations of this study include not analyzing nominal information to track development over time and no other demographic data exists other than general knowledge of a mixed gender, age, and race population.

Future analysis will determine if leadership development and leader development occurs over the completion of SHAPE or GUIDE training. Midshipmen's definitions of an

effective leader were categorized into the three levels of effective leaders: individual traits, relational, and team/collective (Wallace et al., 2021). The data spans over four years and the same question was asked to the Midshipmen that completed their training. SHAPE and GUIDE programs are unique to the Naval Academy so no other data exists at this time. Each year of data consists of Midshipmen that are new to SHAPE and GUIDE and also returners, so there is some overlap in responses. The question asked did not address the specific levels of leadership and was asked broadly to capture a Midshipman's understanding of effective leadership.

D. METHODOLOGY

Data for this study was collected from USNA Midshipmen from 2019 through 2022 that completed either SHAPE or GUIDE training. The survey contained one question regarding effective leadership. The methodology in future studies will involve a cross-sectional analysis as this is a preliminary study which only presents overarching qualitative data. The responses were coded into three “levels” or categories that align to the different theories of leadership and leader development contained within the literature review. Future analysis of the responses will provide insight as to whether leadership development and leader development occurs by participating in SHAPE or GUIDE training.

E. ORGANIZATION OF THE REPORT

The introductory chapter describes the mission of the Naval Academy as a leadership development institution and the variety of ways that leadership is taught and practiced. Chapter II is the literature review which covers the three levels of effective leadership, as well as leader and leadership development. Chapter III describes the data collection process in more detail as well as the analysis of the data and the trends associated with the categories. In Chapter IV, we discuss the results of our data and relevant discussions. Finally, Chapter V contains the conclusions and recommendations for further research.

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II. LITERATURE REVIEW

In leadership, there are two parties: the leader and the follower. In this duo, the leader must influence the thoughts, feelings, and actions of others (Yukl, 2010). With the understanding that identity has three levels of individual, relational, and collective, (Sedikides & Brewer, 2001), a leader's identity and their behaviors may correlate to a leader's perceived effectiveness (Johnson et al., 2005). The levels of identity may transfer to the understanding of leadership effectiveness.

Leadership development and understanding leadership effectiveness exist across a multi-dimension and multi-level framework that is best used to measure performance and development-based criteria. Wallace, Torres, and Zaccaro (2021) established this framework as a way to measure leadership development as it occurs throughout a person's leadership maturation process. The distinction between leadership development and leader development is the individual versus collective influence. Their research captures this difference in their framework by establishing the "cross-level interactions and interrelationships between leader and leadership development."

Current literature on these topics often do not intercept, as in leader development and leadership development are two separate entities and measuring their effectiveness exists in separate realms. Wallace's framework brings these two realms together and by understanding the different types of theory and past practices on leader and leadership development, our study will attempt to support that the two spheres must intertwine in order to measure leadership development fully. We also intend to support the concept that a leader's maturation process develops their understanding of leadership effectiveness, growing from measuring a leader's effectiveness based on individual traits, to leader-follower relationships, and finally to the collective or organizational relationship.

A. LEVEL ONE: INDIVIDUAL/TRAIT LEADERSHIP

Trait theory connects personality traits with perceived leadership effectiveness (Gadirajurrett et al., 2018). Often tied to the foundation of the Great Man theory, which was brought into literature as early as 1840 as a statement of faith based on the notion that

the greatest leaders were sent to earth from God (Spector, 2016), trait theory implies that effective leaders possess certain traits that are a part of their personality. In this case, an effective leader is just born and will naturally rise to positions of power and influence.

Eventually, researchers were not able to find consistent evidence to support that all effective leaders had the same traits (Colbert et al., 2012). However, people commonly measure effective leaders based on personality and even physical traits. Subordinates, peers, and supervisors are groups of people that may influence the selection of leadership roles and they often assess a person's leadership effectiveness by his/her traits such as integrity and trustworthiness (Hogan et al., 1994). Individual characteristics such as gender and dominance may also influence a person's perceived leadership effectiveness (Amagoh, 2009). Even though characteristics such as gender are generally not accepted as a means to measure a leader's effectiveness, other personality test models emerged to categorize a leader's traits and potentially his/her actual and perceived effectiveness.

Trait theory limits the understanding of leader development because traits are linked to personality which is often too ingrained in a person's identity to change, or develop (Day et al., 2014) and so, trait theory "fell out of favor" with many researchers. However, recent research emerged that surrounds structured personality assessments that link personality traits and characteristics to perceived leadership effectiveness. One such assessment revolves around the five factor model of personality, or the Big Five personality traits (Colbert et al., 2012). This model may connect leadership emergence and leadership effectiveness to a person's neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness, all of which are measured on a scale (Colbert et al., 2012). Even this assessment has gaps to include self-report bias and/or self-deception (Colbert et al., 2012). Overall, personality traits alone cannot consistently measure leadership emergence and perceived leadership effectiveness. Therefore, the next level of leadership development to examine to measure effectiveness includes the leader and follower relationship.

B. LEVEL TWO: RELATIONAL/RELATIONSHIP

In order to lead, there must be people willing to follow. Examining leadership effectiveness through the relationship between leader and follower is the next level of understanding leadership development. James MacGregor Burns developed the concept of transformational leadership where he defines the social and psychological exchange between leader and subordinates (Vito et al., 2014). In this, he explains the difference of transactional leadership, which is the “transactions” between a leader and follower, such as rewards for meeting goals, and “short-lived relationships” (Burns, 1978). Transformational leaders look to “raise” their followers in a sense of morality (Burns, 1978). In both cases, a leader’s effectiveness is measured by the performance of the subordinates by influence of the leader.

Another way to examine the relationship between a leader and follower is through the Leader-Member Exchange (LMX) theory. LMX theory focuses on the “working relationship” between the two parties and also the quality of the “exchange relationship” (Van Breukelen et al., 2006). As the word “exchange” suggests, LMX theory also highlights the relational exchange between leader and follower, but the “quality of the leader-member working relationship is more predictive of organizational outcomes,” suggesting that the effectiveness of the leader depends on the relationship he/she forms with their subordinates (Van Breukelen et al., 2006). Since the LMX theory revolves around the continuous relationship between leader and follower, continuously measuring the effectiveness of the leader varies based on high-quality and low-quality exchange relationships (Van Breukelen et al., 2006).

Another leadership theory that stresses the importance of leader-follower relationships is servant leadership. Servant leadership’s main priority is the development of the subordinate rather than the growth of the organization (Van Dierendonck, 2011). The “servant leader” goes beyond transactional approaches to leadership and looks to motivate his/her subordinates to become their best version of themselves without paying mind to positional power or authority (Van Dierendonck, 2011), which may take away from overall team and/or organizational success. In servant leadership, a leader’s effectiveness depends on the quality of the relationship between leader and follower rather

than the performance of the team, although an equal distribution of positive relationships among an entire team may lead to greater team performance.

C. LEVEL THREE: LEADING TEAMS

The last stage of understanding leader effectiveness and the development of a leader is leading teams. Ultimately, an effective leader makes an impact in a collective manner, measuring success by a larger scale such as organizational effectiveness. In the process of leading a team, the metrics to measure a leader's effectiveness lies within relationships with self, peers, and higher and lower-level employees (Steckler & Fondas, 1995). This shows that there is an overlap between leader and follower relationships with overall team performance. Many leadership styles, such as transformational and transactional, as mentioned previously, impact the overall effectiveness of a team (Gadirajurrett et al., 2018). Although there is no one right way to lead a team, there is a "positive and strong, relationship between transformational leadership behaviors and team performance" (Gadirajurrett et al., 2018).

Since there are a variety of ways to approach leading a team, the Contingency Model of leadership effectiveness became one theory that can be used to assess a leader's effectiveness in an organization (Fiedler, 1981). The effectiveness of a leader in an organization depends on the interactions between two factors: the leader's personality and either if the leader is task-motivated or relationship-motivated (Fiedler, 1981). The latter again suggests that relationships between leader and follower impact the overall performance of a team. The personality component of this model alludes to the association of traits to leadership effectiveness. At the team/organizational level of leader effectiveness, a leader's traits and a leader's relationships overlap in the measurement of overall performance.

D. LEADER AND LEADERSHIP DEVELOPMENT

As much as a person matures, a leader must develop. Leader and leadership development can be used interchangeably or as separate processes. As a broader concept, "leader development" and "leadership development" refers to the "acquisition of leadership skills by an individual" (Lord & Hall, 2005). As a leader acquires these skills

and develops, Lord and Hall state that there is a shift in focus from “individual to collective identities.” This individual-focus to team-focus concept suggests that measuring a leader’s effectiveness at the collective level is a sign of development. A novice leader emphasizes individual identities, whereas an intermediate leader recognizes the differences within leader-subordinate relationships (Lord & Hall, 2005). Ultimately, as a leader acquires more knowledge, the focus then becomes about the overall group or team identity (Lord & Hall, 2005).

As separate terms, “leader development” is the process of developing individual leaders whereas “leadership development” is the princess of development across multiple individuals (Day et al., 2014). By addressing these terms as their own components, Day highlights the importance of intrapersonal (personality, self-development, experience) and interpersonal content (social mechanisms, authentic leadership) throughout the leader development process. Leadership development, on the other hand, moves away from individual development and instead focuses on the development of relationships between leader and follower and the social interactions between the two parties (Day, 2000). Again, there is a shift from individual-based effectiveness to relational and collective effectiveness within the leader and leadership development.

E. SUMMARY

Leadership theory is a large field of study that continuously seeks ways to understand what makes a leader effective. From traits, to relationships, and to team performance, measuring a leader’s effectiveness and development exists across a spectrum of interactions. Not a lot of research exists, however, that assesses how a person’s understanding of leadership effectiveness matures during their own leadership development. For the purposes of our study, the distinction between trait theory, relational theories, and team leadership is important because these levels exist at the intersection of leader development and leadership development. Instead of focusing on a leader’s performance outcome, the cognitive development of a leader within a leadership development program, such as SHAPE and GUIDE, is the primary focus of our research. As research indicates, the complexity of leadership effectiveness goes beyond traits, to

relational, and ultimately to team or collective. As a leader develops, their understanding of leadership effectiveness should mature as well. If previous research on leadership and leader development is an indicator, then we will potentially see a positive correlation between a Midshipman's understanding of leadership effectiveness mature over time as they complete SHAPE or GUIDE training.

F. HYPOTHESIS

We hypothesize that future analysis will find that participation in the SHAPE and GUIDE programs enhances a Midshipman's understanding of effective leadership and supports the leadership development model proposed by Wallace, Torres and Zaccaro (2021). Specifically, we anticipate that due to participation in the SHAPE or GUIDE programs, a Midshipman's leadership perspective will mature as they themselves develop as leaders. We expect to find in this current analysis that the responses can be defined by a "level" of leadership effectiveness.

III. DATA AND METHODS

To achieve our study goals, we asked one open-ended question to Midshipmen that completed either SHAPE or GUIDE training over the span of four years. Specifically, we asked the Midshipmen, “What defines or describes an effective leader?” Participants’ experience in the SHAPE/GUIDE programs ranged from zero years (new to training) to three years (the most experienced). The survey remained anonymous, with only a unique numerical code to identify each Midshipman so we could see how their responses changed, if at all.

The purpose of the open-ended question was to allow each Midshipman the opportunity to use their own experiences and perspectives of leadership, rather than limiting their choices to curated descriptions. The responses varied from single-word answers to multiple paragraphs. Each response was read carefully to identify common themes and overarching themes across the years. Presented below are examples of responses that are representative of each level of leadership effectiveness. Relevant research theories were applied, and the responses were coded into “levels” or categories (e.g., individual/trait, relationship/relational, leading teams).

A. CATEGORIZATION PROCESS

Within each response, certain words, phrases, or concepts met the criteria for either Level 1, Level 2, or Level 3 categories. Each response was categorized twice with one category for which level the response focuses on the most, and the second category for the highest level the response mentions. If the participant mentions components of Level 1 the most but made mention of Level 3 components, then the response was categorized as “Level 1 Focused” and “Level 3 Highest.”

B. LEVEL 1 CATEGORY

Level 1 responses, which is the individual/trait level, focused on specific leadership traits that the participant associated with either effective leadership or an effective leader. Responses would use individual trait words such as “humility,” “adaptable,” “trustworthy,”

and “extroverted.” These words focus on personality traits. Other components of Level 1 responses revolved around individual actions, such as “knowing their strengths and weaknesses,” “delegating tasks,” and “effective communication with others.”

C. LEVEL 2 CATEGORY

Relationship/relational responses, which is Level 2, focused on the leader/follower of subordinate relationship, as well as relationships with superiors. Certain words or phrases that put responses into Level 2 include, “forming genuine relationships with followers,” “holding followers accountable for their actions,” “understanding the strengths and weaknesses of their people,” and “influencing those around them.” These phrases and similar types of phrases highlight the leader/follower relationship.

D. LEVEL 3 CATEGORY

Finally, the Level 3 category alludes to team leadership. Team leadership moves beyond the relationship and the responses focus on team achievement or team dynamics rather than just the leader and follower. Examples from the responses include, “integrate the team...creating a sense of unity,” “bringing together a team for a goal,” and “devotion to team and mission.” Level 3 responses understand effective leadership as leading a group or team and the collective outcome.

IV. RESULTS

In total, across four years, 502 responses were collected. We know that within this data exists a mixed population of participants that identify as either man or woman. Additionally, within each year are participants that have completed either 1, 2, or 3 years of SHAPE or GUIDE training. For the purpose of this study, we will analyze the results by comparing the total count of each level across the four years.

A. LEVEL 1: INDIVIDUAL/TRAIT

Out of the 502 responses, Level 1 focused responses made up 74% of the data. However, only 40% of the responses had Level 1 as their highest level. Participants were more likely to use traits to describe individuals that they believed demonstrated effective leadership. One response that had Level 1 as both the focus and highest level wrote,

A good leader is the best at what he does. That is why he ultimately is the leader. He must be confident. He must also have humility. He must be daring, but he also must be cautious. Although he prefers a single leadership style, he knows that it does not work the same for everyone, and he must adapt. I chose these factors because they describe what I have written down for every single leader I have ever desired to be just like.

This response has multiple traits such as “humility” and “daring.” The primary focus of this response is the individual leader’s personality and his actions. The participant also highlights that these are the traits that he/she has seen in leaders that have influenced him/her. Responses that had Level 1 as both the focus and highest level also used traits to describe a leader or multiple leaders that the participant encountered. Another example shared, “Good leaders in my life have been people I’ve truly respected. Their actions are something I can see and respect whether they’re in a leadership position or not.” Both statements share a common theme in that the participants put themselves in the role of follower and describe the person that they want leading them.

The difference between Level 1 Focused and Level 1 Highest may suggest that leadership traits influence either relationships or team leading effectiveness. A response that had Level 1 as the focus but Level 2 as the highest stated, “I think an effective leader

is dependable, adaptable, and compassionate. Dependability is important because a leader needs to be able to be counted on. I think adaptability is important because it shows a willingness to listen and take into account opinions of other people. Finally, compassion is important because you need to be able to empathize with those you lead and truly care about those you are leading.” This response identifies many individual traits of an effective leader but also alludes to the importance of caring about the followers. This component of the statement makes Level 2, relationships/relational, the highest level mentioned. “Compassion” is a personality trait that implies empathy and connecting with others. Responses that have the Level 1 focus/Level 2 highest dynamic have a common trend of identifying personality traits that are associated with relationships such as empathy, care, approachability, and genuineness. This trend highlights the intersection of individual traits and relationships between and effective leader and followers.

B. LEVEL 2: RELATIONAL/RELATIONSHIP

Of the 502 responses, Level 2 Focus made up 25% of the data and Level 2 Highest made up 49% data. There is a significant difference between Level 2 as the focus of response and the highest level of responses. This difference correlates with the Level 1 Focus/Level 2 Highest trend since more responses focus on the individual and traits. An example of a response that had both Level 2 Focus and Level 2 Highest wrote,

I believe an effective leader is one that cares about their people, not just the outcome of the mission in the future. While our main goal is always the success of a mission, I believe a mission cannot be successful without knowing your people. Knowing your people allows you to understand what motivates them, which can help you adjusting your leadership style or the diction you use to help and develop them. An effective leader cares about their people so they can work with others and create a stronger team. This also allows those people to care about their leader and it helps build trust, respect, and a lasting bond between people.

This response primarily addresses the leader as a product of his/her relationship with the “people.” An effective leader, according to this response, must know their people, adjust their leadership style for their people, and put people before mission success/organizational success. The primary purpose of an effective leader is the bond between leader and follower which is consistent with a Level 2 Focus/Level 2 Highest category. On

the other hand, Level 2 Focus/Level 3 Highest understands that relationships with followers impacts the collective/organizational success. An example of this states, “I believe an effective leader should demonstrate an utmost devotion to his team and to his mission. I believe an effective leader does this through taking the time to know the members of his team and by setting the example for these members.” Here, the response states the importance of knowing the team members in order to accomplish the mission. This trend in responses suggests that an effective leader must have strong relationships with members within the team/organization in order to see success as a collective unit.

C. LEVEL 3: LEADING TEAMS

Of the 502 responses, Level 3 Focus made up 1.2% of the data and Level 3 Highest made up 10% of the data. As a whole, Level 3 responses appeared less frequently than the other levels. Level 3, Leading Teams, was identified in this study as the most developed understanding of effective leadership. Level 3 as both the Focus and the Highest only appeared only 6 times. One of the responses from this group states,

At the end of the day, an effective leader is someone who can motivate a team to complete a task well and on time. Factors that are important include management abilities, their ability to build and utilize relationships both within and outside the team, and their knowledge. A leader understands their strengths and the strengths of others delegating the best people for each role. Making their people care about the task being performed is one of the most important parts. Understanding people’s motivations is extremely important and a leader needs to use different tactics depending on the team and task at hand.

This response demonstrates an understanding of effective leadership through the collective outcome. The leader in this example must motivate a team to complete a task and also possess managerial skills that optimizes the strength of relationships within the team. This participant’s understanding of effective leadership transcends beyond individual actions and emphasizes that relationships are more important to the team rather than the leader/follower relationship.

More commonly seen in the data is a Level 2 Focus/Level 3 Highest categorization. An example of this states,

Being an effective leader means to love and respect your teammates. Listen to them when they need to talk, remember things about them that are important to them. Make sure they feel comfortable talking to you. As a follower I have always felt like I can do my job better when the leader is invested in me and my teammates lives. An effective leader needs to care about the mission. One who strives to complete the mission and understands that it can not be done without the team's full effort. A factor that makes this work the best is when the WHOLE team is on the same page and passionate to complete the mission.

Unlike the first example, this participant's response focuses on the leader/follower relationship at an individual level rather than a collective group. The response does, however, mention the importance of leading a team to mission success and therefore the highest level of this statement is Level 3.

V. DISCUSSION

A. CONCLUSIONS

In this preliminary study, certain trends among the levels suggests a possible explanation of Midshipmen's understanding of effective leadership and conceptualizing leader and leadership development at the United States Naval Academy, specifically within SHAPE and GUIDE training. Understanding leader and leadership development through individual definitions of effective leadership were classified into the following categories: 1) Level 1 Individual/Trait, 2) Level 2 Relational/Relationship, and 3) Level 3 Leading Teams. The definitions given by the participants varied from broad to specific, long to short, and varied across the Levels in terms of the focus of the statement and the highest level mentioned. The ability to categorize these statements within these Levels is consistent with people's understanding of effective leadership, especially in a military environment like USNA.

An unexpected finding was the lack of Level 3 responses. Although many responses contained the word "team," "unit," or "mission success," there was a lack of connection between an effective leader bringing a group together for the overall success of said team. This may suggest that the participants see effective leaders and leadership separate from collective success. The connections between Level 1 and Level 2 implies that certain personality traits build stronger relationships. However, the strong relationships between leader and follower seems to be more important than a leader leading a team to success. One popular leadership slogan among military organizations that may influence this trend in responses is, "Mission First, People Always." A Harvard Business Review article titled, "Should Leaders Focus on Results, or on People?" describes the balance between results and social skills when describing an effective leader in an organization. Only 14% of leaders were seen as "great leaders" if they were focused on just results, or just the mission, and an even lower group of 12% of leaders were seen as "great" if they had strong social skills (Lieberman, 2013). As a whole statement, understanding the results portion of "Mission First" can exist simultaneously with the social aspect of "People Always" is difficult. In a survey conducted by David Rock, "less than 1% of leaders were rated high

on [having] both goal focus and social skills” (Lieberman, 2013). This supports why the participants in this research were less likely to have Level 2 Focus/Level 3 Highest pairings or just Level 3 Focus/Level 3 Highest pairing. It may be true that participants in this research defined effective leadership through Level 1/Level 2 definitions because the social aspect of “People Always” is more important than “Mission Always” when measuring an effective leader.

B. FURTHER RESEARCH

The scope of this study provides a general understanding of how Midshipmen that participate in SHAPE or GUIDE training define effective leadership. The limitations prevent analyzing the development of the Midshipmen’s understanding of effective leadership over time in the SHAPE or GUIDE training. Further research can provide insight as to how a Midshipman’s understanding of effective leadership develops over time as they complete multiple years of SHAPE or GUIDE training. The categories will remain the same and we expect that over time, through individual maturation and leadership development, that participation in the SHAPE or GUIDE program improves midshipmen’s understanding of effective leadership.

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