

Cambridge AS & A Level · Psychology 9990 · Notes

Leadership and management A2

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What you need to know

Leadership and management is the second topic of the Organisational psychology option (Papers 3 and 4). You should be able to describe, apply and evaluate:

1. **Traditional and modern theories:** universalist theories (**great person, charismatic, transformational**); behavioural theories (the **Ohio** and **Michigan** findings); **Heifetz's six principles** for meeting adaptive challenges and what an adaptive leader is responsible for.
2. **Leadership style:** **Muczyk and Reimann's four styles**; **Scouller's public, private and personal levels**; leadership style and gender through the key study **Cuadrado et al. (2008)**.
3. **Leaders and followers:** **Kouzes and Posner's Leadership Practices Inventory (LPI)** with its **five practices**; **Kelley's (1988) followership**: its definition, **two dimensions** and **five styles**.
4. **The issues the syllabus lists for this topic:** application to everyday life, individual and situational explanations, nature versus nurture, reductionism versus holism, idiographic versus nomothetic, generalisations from findings, cultural differences, self-reports and psychometrics.

Questions from 2021–2023 also asked about theories that have since left the syllabus; they are summed up briefly at the end of "Understand it".

Understand it

Universalist theories: born to lead

Universalist theories try to find the **personal qualities** that every great leader shares, in any setting.

- **Great person theory** (Woods, 1913) is a **trait** theory and the purest "nature" view: you either inherit what it takes or you don't. Qualities such as self-belief, bravery, intelligence and a way with words are present from birth, and the people who have them end up in charge. No course can put them there.
- **Charismatic** leaders win followers through their personality: they are magnetic, persuasive speakers who fill people with energy. Staff commit because they believe in this person and the future the leader paints for them.

- **Transformational** leaders want to **change** the organisation, not just keep it running. Their vision often asks a lot of staff, with major upheaval and tough work, and it is the leader's own passion for that vision that carries people with them.

At work: pick leaders who already have the traits, rather than train them. A manager without charisma or confidence can't learn to be a great leader on a course.

Behavioural theories: leadership can be learned

Behavioural theories study what effective leaders **do**. Since behaviour is learned, anyone can be trained to lead better.

Study	Leader behaviour 1	Leader behaviour 2
Ohio	Initiating structure: sorting out who does which job and by when, handing out the work, keeping an eye on its standard	Consideration: warmth and trust; noticing how staff feel and building up their confidence and drive
Michigan	Task-oriented: the job comes first; the leader organises the work, shares out roles and fixes targets and timescales	Relationship-oriented: people come first; the leader gets on well with staff, smooths relations between them and looks after their welfare

At work: a very task-focused manager could be trained to spend time with the team, listen to problems and run team-building days, becoming more relationship-oriented. A mark scheme also accepts tracking this with a **least preferred co-worker (LPC)** questionnaire.

Weaknesses: they don't say **which** behaviour suits which team or type of organisation; they don't explain **how** a leader changes; one leader may be task-focused with one team and relationship-focused with another; and ignoring **inborn** traits leaves out half of nature versus nurture.

Heifetz's adaptive leadership

Heifetz (1997) offers a **modern** theory. An **adaptive challenge** is a change, such as a shift in the market, that an organisation must adjust to if it is to survive. The adaptive leader's job is to get people to face that challenge and **thrive**; the leader's style shifts with the organisation's circumstances rather than resting on fixed traits.

The six principles (the adaptive leader's responsibilities):

1. **Get on the balcony:** rise above the daily rush to see the **whole organisation**, including which habits help and which hinder its goals, then go back down to the "dance floor" of daily work. Good leaders switch between the two.
2. **Identify the adaptive challenge:** pin down what has to change and turn it into a clear plan for staff.
3. **Regulate distress:** change hurts. Keep the pressure high enough to drive change but low enough to bear, and help people live with not knowing what comes next.

4. **Maintain disciplined attention:** difficult problems tempt everyone to look away. The leader keeps attention on them, welcomes people who disagree, and makes sure managers actually tackle awkward issues, which shows staff how to do the same.
5. **Give the work back to the people:** don't solve everything at the top. Hand problems to the people closest to them, because staff at every level know things the leader doesn't.
6. **Protect voices of leadership from below:** junior staff who spot a problem or object to a plan are easy to silence. Make it safe for them to speak, and keep the route open for their warnings to reach the top.

Adaptation itself builds on the past, happens through **experimentation**, relies on **diversity**, rearranges old ways of working, and **takes time**.

Traditional leader (universalist, behavioural)	Adaptive leader
gives orders as the authority	helps workers change
keeps traditions	lets old habits go
reuses solutions that worked before	tries new solutions
uses the skills staff already have	helps staff learn new skills
suits stable times	suits uncertain times

Muczyk and Reimann's four styles

Muczyk and Reimann (1987) separate two choices a leader makes:

- **Participation:** do workers help **make** the decision? Low = **autocrat**, high = **democrat**.
- **Direction:** how closely does the leader steer the **carrying out**? High = **directive**, low = **permissive**.

		Participation in decision-making	
		Low	High
Leader direction	High	Directive autocrat decides alone, supervises closely	Directive democrat workers share decisions, leader monitors closely
	Low	Permissive autocrat decides alone, workers choose how to do it	Permissive democrat workers share decisions and how to do it

Style	Participation	Direction	In practice
Directive autocrat	low	high	decides alone , then tells staff exactly how to do it and watches closely
Directive democrat	high	high	staff help decide , but the leader keeps a close eye on the work

Style	Participation	Direction	In practice
Permissive autocrat	low	low	decides alone , then leaves staff to choose how
Permissive democrat	high	low	staff help decide and carry it out their own way; often treated as the ideal in Western firms

Which to use: in an emergency with no time to consult, or with trainees who don't yet know enough to contribute, the leader deciding alone makes sense. Skilled staff who want a say suit a democratic style.

Scouller's levels of leadership

Scouller (2011) splits leadership into **three levels**. Two are about dealing with **other people**, one is about the **leader themselves**, and each needs different skills.

Level	Meaning	At work
Public	leading a group of two or more	presenting a plan to the whole team, sharing out tasks, keeping morale up
Private	leading one person at a time, fitting the approach to that individual's skill, background and drive	agreeing a worker's targets, reviewing their work, tackling poor conduct, getting to know them, noticing what they're good at
Personal	the leader's own psychological, moral and technical growth: presence, know-how and skill	reflecting on how a meeting went, managing their time, working on their values

- Scouller counts **14 private leadership behaviours**. Some concern what the individual must achieve; the rest concern looking after the person and the working relationship.
- He rates the **personal** level as the **most powerful** of the three.
- **Nurture:** presence, know-how and skill can be **developed**. A leader learns from how teams and individuals react, and from reflecting on their own experience.

Key study: Cuadrado et al. (2008), leadership style and gender

Aim: to see whether a leader is judged on their **sex** or their **style**, as part of a wider question about women's access to management jobs.

Styles: **stereotypically masculine** = **autocratic** and **task-oriented**; **stereotypically feminine** = **democratic**, **relationship-oriented** and **individualised consideration** (attending to each worker as a person).

Design: a **laboratory experiment** with **two IVs**, the **leader's sex** (male or female) and the **leadership style** (male- or female-stereotypical). Two IVs with two levels each make a **2 × 2** design, so there were **four versions** of one narrative. Each participant read just one version (**independent groups**).

		IV 1: the leader's sex	
		Male leader	Female leader
IV 2: style	Masculine: autocratic, task-oriented	Version 1 male leader, masculine style	Version 2 female leader, masculine style
	Feminine: democratic, relationship-oriented	Version 3 male leader, feminine style	Version 4 female leader, feminine style

136 participants; each read one version

Participants: 136 second-year psychology students from all over Spain, studying at the national open university (UNED); 53% women (mean age 27) and 47% men (mean age 29). They got course credit and didn't know the study's purpose.

Procedure: participants read how a supervisor on a **trial period** dealt with a particular problem in a meeting. They were asked to help **evaluate** this supervisor using an **anonymous questionnaire**, supposedly to help decide about the candidates. All measures were **self-reports** on **7-point Likert-type scales**:

- **14 adjectives (7 positive**, such as honest; **7 negative**, such as bossy), each rated from 1 (never) to 7 (always) for the supervisor;
- **leadership capacity: 4 items**, from 1 (totally negative or disagree) to 7 (totally positive or agree);
- **leadership effectiveness: 5 items** on the same scale.

The DV to give in an exam: leadership capacity, operationalised as the score on the 7-point scale. The 2024 mark scheme gave full marks for this but capped leadership effectiveness at 1 mark, and didn't accept the adjective list.

Results: the **feminine style** got better ratings on all three measures, **for a male or a female leader alike**; the **masculine style** did worst. Nobody was marked down for using the style linked to the other sex, and male and female participants rated similarly.

Conclusion: leaders of both sexes would be judged more favourably with a feminine style. The researchers warned that the narrative described a **gender-neutral** workplace, so jobs strongly tied to one sex might differ.

Applying it: to adopt a more feminine style, a manager could show each employee their work matters, hold one-to-one chats about what each person needs, step in when staff fall out, and open decisions up to the team.

Evaluating it:

- **Experiment strengths:** precise, **quantitative** DVs (7-point ratings) that are easy to compare across versions; a **standardised** narrative, identical except for the IVs; **controlled** setting and instructions, so differences come from sex and style.

- **Laboratory weaknesses: demand characteristics**, since participants knew it was a study; rating a written description of a stranger is artificial (low **ecological validity**).
- **Self-reports**: show what people thought, and **anonymity** encourages honesty; but there was no chance to explain a rating, and reactions to a real boss could differ.
- **Generalisations**: 136 is a fair size, but young Spanish students, one country, one scenario.
- **Alternatives**: a **field experiment** with real staff at work, or a **questionnaire** or **interview** of workers.

Kouzes and Posner's Leadership Practices Inventory (LPI)

The LPI (Kouzes and Posner, 1987) measures five practices of exemplary leaders:

Practice	Meaning	For example
Model the way	leading by example : the leader behaves the way they want staff to	arriving on time, obeying safety rules, training in a new method first
Inspire a shared vision	gets people excited about a future goal	explaining where the firm is heading and each team's part
Challenge the process	questions old methods and looks for better ones	trialling a worker's idea
Enable others to act	builds trust and teamwork; hands over responsibility	letting a team run its own project
Encourage the heart	recognises and celebrates people's efforts	thanking a team publicly

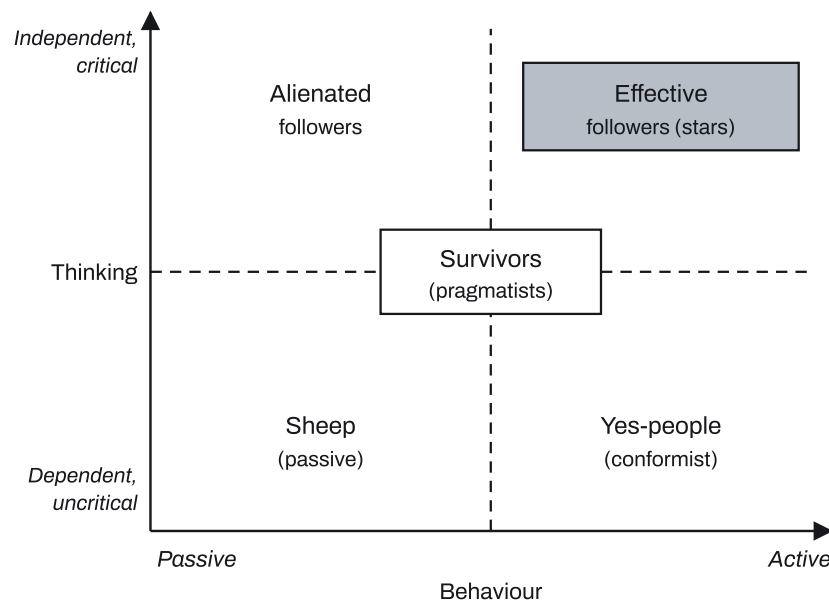
Scoring: 30 statements, 6 per practice, each rated on a **10-point scale** (1 almost never, 10 almost always), so each practice totals **6 to 60**. The leader fills in **LPI-Self**; observers such as their manager or co-workers fill in **LPI-Observer**. Scores can be compared with each other and with **over 1 million** observer responses for other leaders. Open-ended questions at the end add observers' comments to the leader's report.

Evaluating it (a **psychometric** test and a **self-report**): standardised, so **reliable**; numbers allow comparison across practices, over time and with the huge database; two viewpoints reveal blind spots and can be checked against each other; the open questions add some depth. But raters may give **socially desirable** answers or fear criticising the boss; people may read statements differently; observers may not see every part of the leader's work; poor observer ratings could cause friction. It is useful in **appraisals** and when choosing leaders.

Kelley's followership

Followership (Kelley, 1988) is the follower's **active, deliberate** part in making the leader–follower relationship work; it is a **role**, so a leader can be a follower elsewhere. Kelley sorts followers on two dimensions:

- **Thinking**: **independent, critical** or **dependent, uncritical**;
- **Behaviour**: **active** or **passive**.



Style	Dimensions	Typical behaviour
Sheep (passive followers)	passive, dependent	leave the thinking and the effort to the leader; without a manager checking, little gets done
Yes-people (conformist followers)	active, dependent	keen and loyal, but take every lead from the boss and never challenge it
Alienated followers	passive, independent	see problems and disagree, but put in little effort; cynical, they drag the group down rather than help
Survivors (pragmatists)	middle of both	play safe; handle change well but back a new idea only once most colleagues do
Effective followers (stars)	active, independent	think for themselves and work hard; check that a decision makes sense before going along with it; keep going when the leader is away

Kelley's **four qualities of effective followers** are different from the styles: **self-management** (thinking critically, working unsupervised), **commitment** (to the organisation and its goals), **competence** (strong, up-to-date skills) and **courage** (honesty, loyalty, standing up to a leader).

Matching style to job: a simple, repetitive job that someone else supervises can be done well by a sheep or a yes-person, who has no need to question anything. A job that involves checking others, coping with staff changes or passing on new plans needs more independence: a survivor or an effective follower.

Evaluating Kelley:

- **Origin unknown:** is a style inborn or picked up? Can training shift it? Kelley doesn't say, so it's unclear whether to select people for roles or develop them.
- **Person or post?** Someone may be a survivor in one job and a star in another, so the theory can't tell whether a style is individual or situational.

- It ignores how the **leader** shapes their followers.
- Styles are **hard to measure**, so labelling someone is subjective.
- **Culture**: built on Western firms, which accept many kinds of follower.

Issues and debates for this topic

Issue	How it applies
Nature versus nurture	Great person: nature . Charismatic and transformational: either way (born with charm, or learned their vision and skills). Behavioural theories, Heifetz and Scouller: nurture .
Individual and situational	Universalist: individual traits. Heifetz: situational (adapt to the business), though some people adapt better (individual). Cuadrado: the style shown mattered more than the leader's sex. Kelley: unclear whether style comes from the person or the job.
Reductionism versus holism	Great person is the most reductionist (all down to inborn traits); behavioural theories reduce leading to two behaviours; Cuadrado reduced a leader to sex and style in one narrative. Heifetz is the most holistic : the balcony means seeing the whole. Reductionism is not automatically a weakness: every experiment must reduce behaviour to variables.
Idiographic versus nomothetic	LPI, Kelley and Cuadrado offer general laws (nomothetic); each leader's LPI report is unique (idiographic).
Application to everyday life	Heifetz gives managers clear steps; behavioural theories mean leaders can be trained; the LPI helps appraisals; Kelley helps match people to jobs; Cuadrado favours a democratic, relationship-oriented style. Universalist theory helps least.
Cultural differences	The LPI and Kelley come from Western firms: "enable others to act" may not suit cultures where leaders are expected to decide everything. Cuadrado's sample was Spanish.
Self-reports and psychometrics	The LPI and Cuadrado's rating scales: comparable numbers, but social desirability and little depth.
Generalisations from findings	Cuadrado: students, one country, one written scenario.

Older syllabus content (2021–2023 questions only)

- **Fiedler's contingency theory (1967)**: success depends on the situation; the **LPC** scale shows whether a leader is task- or relationship-oriented, and the organisation matches leader to situation.
- **Hersey and Blanchard's situational leadership (1988)**: the leader adapts (telling, selling, participating, delegating) to the **maturity** of the group. Unlike Muczyk and Reimann, it doesn't separate making a decision from carrying it out.
- **Determinism versus free will** was a named issue then: great person theory is deterministic; Heifetz's leader chooses how to adapt (free will).

Key facts and formulas

There is no formula list in the 9990 exam. "Learn it" means you must remember it.

Fact	Status
Universalist: great person (born, not made; Woods, 1913), charismatic, transformational	Learn it
Behavioural: Ohio, initiating structure and consideration; Michigan, task-oriented and relationship-oriented	Learn it
Heifetz: get on the balcony, identify the adaptive challenge, regulate distress, maintain disciplined attention, give the work back to the people, protect voices of leadership from below	Learn it
Muczyk and Reimann: participation × direction gives directive autocrat, directive democrat, permissive autocrat, permissive democrat	Learn it
Scouller: public (group), private (one-to-one; 14 behaviours), personal (presence, know-how, skill; most powerful)	Learn it
Cuadrado et al. (2008): 136 Spanish students; IVs leader's sex and style (2 × 2); 7-point ratings; feminine style rated higher for both sexes	Learn it
LPI: model the way, inspire a shared vision, challenge the process, enable others to act, encourage the heart; 30 statements, 10-point scale, 6–60 per practice; Self and Observer	Learn it
Kelley: independent/dependent thinking × active/passive behaviour; sheep, yes-people, alienated, survivors, effective; qualities: self-management, commitment, competence, courage	Learn it

How to do it

We have tagged 35 questions on this topic, from 2021 to 2026 (Papers 3 and 4; 27 different questions, as variants repeat them). 16 of them have parts of more than one type, so the counts add up to 54.

Question type	Questions
Outline or identify a theory or concept	9
Describe and evaluate essay	8
Explain a strength or weakness of a theory	6
Apply research methods to leadership	6
Apply a theory to a workplace scenario	5
Recall Cuadrado et al.	4
Compare theories or types	4
To what extent essay	4

Question type	Questions
Apply an issue or debate to a theory	3
Plan a study on leadership and justify it	3
Discuss both sides with a conclusion	2

1. Outline or identify a theory or concept (9 questions)

"Identify": 1 mark per correct name. "Outline" [2]: the term (1) plus a detail or example (1). "Describe" [4]: names only get 1–2; each part explained gets 3–4.

- **Directive autocrat**: low participation, high direction (**1**); decides alone and supervises the work closely (**1**).
- **Private level**: leading one person at a time, suited to them (**1**), with an example such as agreeing their targets (**1**).
- **A universalist theory**: great person theory (**1**), leaders are born, not made (**1**).
- **Muczyk and Reimann's styles** [4]: both dimensions **and** all four styles explained; naming the four alone caps at 2.
- **Two LPI practices** or **two follower qualities**: 1 each; qualities are not styles.
- **Followership** [2]: "people who follow" gets 1; add the active role or a style.
- **A Heifetz principle** [2]: name it, then say what the leader does.

2. Describe and evaluate essay (8 questions)

Paper 3 Section C, Q16 since 2024: (a) describe [6], (b) evaluate [10] with a **named issue** (before 2024, 8 + 10).

1. **(a)** Cover **every** named theory in detail (one of two caps it at 4). Sets asked: universalist **and** Heifetz; LPI **and** Kelley; Cuadrado alone; all of 4.2.1. Explain each Heifetz principle rather than listing it.
2. **(b)** Start with the named issue (nature versus nurture, self-reports, psychometrics, reductionism versus holism), applied to **each** theory with an example; then two or three more issues from the table above, each in context with a contrast or counter-point; then a judgement.
3. Go **issue by issue**, not theory by theory, and develop a few issues well.

3. Explain a strength or weakness of a theory (6 questions)

[2]: the point (1), then why it matters or an example (1). Older [6] versions wanted a strength and a weakness, both detailed.

- **Behavioural**: doesn't say which style suits which team; doesn't explain how to change style.
- **Kelley**: unclear whether styles are inborn or learned, fixed or changeable; hard to measure. A cultural point was not credited in 2024.

4. Apply research methods to leadership (6 questions)

Paper 4 Section A: 1 for the point, 2 when applied to the leadership context.

- **A closed question** [2]: the question **and** its fixed options, about one named behaviour: "How good is your manager at recognising your talents? 1 (very poor) to 5 (excellent)". Open questions score 0; no options scores 1.
- **Weaknesses of asking workers about a leader**: they may lie, exaggerate or play things down, so conclusions are wrong; fear for their job may make them flatter; a yes-person or alienated follower sees the leader through that lens.
- **Structured observation strengths**: categories ("supervises workers closely") set in advance; covert, so behaviour is natural; two observers give **inter-rater reliability**.
- **Why Cuadrado used four versions**: two IVs × two levels; every combination of sex and style is tested and each acts as a comparison for the others.
- **Experiment strengths, lab weaknesses, other methods**: see "Evaluating it" under Cuadrado, tied to the narrative or the ratings.

5. Apply a theory to a workplace scenario (5 questions)

What (1), then how in **this** workplace (1); two suggestions must differ and clearly come from the named theory.

- **"Model the way"**: things the manager does **herself** for staff to copy (punctuality, safety rules, learning a new method first). Ideas from another practice score 0.
- **Behavioural theory: why someone can improve**: behaviour is learned, so a course can teach a manager to be more relationship-oriented.
- **Universalist theory: why someone can't**: born, not made; charisma or confidence can't be taught. Mention the person and the training.
- **Kelley styles for two jobs**: a style **and** a job-linked reason (naming alone scores 0; dimensions are accepted); different styles.
- **A more feminine style** [4]: use the terms: autocratic → **democratic**, task → **relationship-oriented**, **individualised consideration**.

6. Recall Cuadrado et al. (4 questions)

- **Sample**: 136; psychology students; UNED, from across Spain; 53% women, 47% men; mean ages 27 and 29.
- **IVs**: "the leader's sex" and "the leadership style" ("sex" and "style" alone score 0).
- **A DV** [2]: leadership capacity, as the 1–7 rating.
- **After the narrative**: evaluated the supervisor on a trial period through an anonymous questionnaire.

7. Compare theories or types (4 questions)

Write each difference as "X ..., whereas Y ..."; describing one then the other caps at 2. Yes-people versus alienated: active versus passive, uncritical versus critical, defend versus challenge the leader. Adaptive versus traditional: use the table above, both sides each time.

8. To what extent essay (4 questions)

Paper 4 Section C [12], 2021–2023 only: both sides with named theories, then a reasoned judgement. Claims asked: Scouller and all theories are reductionist (agree: levels, two behaviours; disagree: the balcony sees the whole); LPI-Self and Observer together are pointless (value: two views compared; against: dishonesty, conflict); leaders belong on the factory floor, not the balcony; situational leadership is out of date (but Heifetz is all about adapting to the situation).

9. Apply an issue or debate to a theory (3 questions)

Define (2), then place the theory with an example (2).

- **Nature versus nurture:** inborn, genetic traits versus learning from the environment. **Scouller is nurture:** the leader learns from how groups and individuals react and from reflecting on experience.
- **Reductionism versus holism:** breaking behaviour into parts versus seeing the whole as more than its parts. **Heifetz is holistic:** the balcony view of the whole organisation.

10. Plan a study on leadership and justify it (3 questions)

Paper 4 Section B, older format: design [10], then psychological **and** methodological evidence [8] (one kind only: max 5). Use **one** method in detail; study the leader the question names; build categories or questions from the named theory (for Muczyk and Reimann, participation and direction; for Heifetz, the principles).

11. Discuss both sides with a conclusion (2 questions)

[5]: 1 per related point, two or more each side, up to 4; plus 1 for a conclusion that **decides** (a summary scores 0). Adaptive leadership: helps survival and looks ahead, but some staff can't retrain and change brings distress.

Worked examples

Example 1

Priya is a head nurse. The hospital is replacing paper patient notes with tablets, and many nurses are worried.

- (a) Suggest how Priya could use **two** of Heifetz's principles to help the ward meet this adaptive challenge. **[4]**
- (b) Explain **one** weakness of adaptive leadership. **[2]**

(a) *Regulate distress*: bring the tablets in one shift at a time so the pressure stays bearable (**B1**), with short practice sessions so nurses feel able to cope (**B1**). *Give the work back to the people*: let the nurses who use the notes most decide how patient information is laid out on screen (**B1**), since they know the daily work best, so the system fits the ward and they feel involved (**B1**).

(b) Some nurses may be unable to learn the new skills (**B1**), so however well Priya leads, the change can still cause distress that can only be managed, not removed (**B1**).

Example 2

Tomasz, a call-centre manager, completes the LPI. On the six statements for "encourage the heart" he rates himself 9, 8, 9, 7, 8 and 9. His team's average ratings for them are 5, 6, 4, 5, 6 and 4.

(a) Calculate the LPI-Self and LPI-Observer totals for this practice, and give the range of possible totals. [3]

(b) Using these results, explain **one** strength of having both ratings. [2]

(a) Self: $9 + 8 + 9 + 7 + 8 + 9 = 50$ (**B1**). Observer: $5 + 6 + 4 + 5 + 6 + 4 = 30$ (**B1**). Each statement scores 1 to 10, so totals run from $6 \times 1 = 6$ to $6 \times 10 = 60$ (**B1**).

(b) The team's total is 20 points below his own, revealing a blind spot (**B1**): Tomasz thinks he recognises his staff, but they don't feel it, so he knows what to work on (**B1**).

Example 3

From the key study by Cuadrado et al. (2008):

(a) The sample had 136 participants, 53% of them women. How many were women and how many men, to the nearest whole number? [2]

(b) Explain **one** weakness of using a written narrative to study attitudes to women leaders. [2]

(a) $0.53 \times 136 = 72.08$, so about **72** women (**B1**) and $136 - 72 = 64$ men (**B1**).

(b) Reading about a supervisor is not working for one, so the task is artificial (low ecological validity) (**B1**): someone might rate a written autocratic supervisor harshly yet react differently to a real boss who controls their shifts (**B1**).

Example 4

(a) Describe what psychologists have discovered about Muczyk and Reimann's four styles of leader behaviour and Scouller's levels of leadership. [6]

(b) Evaluate these two theories, including a discussion about individual and situational explanations. [10]

(a) *Muczyk and Reimann*. Leaders differ in how far staff **participate** in decisions (autocrat low, democrat high) and how closely the leader **directs** the carrying out (directive high, permissive low). A directive autocrat decides alone and watches closely; a directive democrat shares decisions but monitors the work; a permissive

autocrat decides alone but lets staff choose how; a permissive democrat shares both. Deciding alone suits emergencies and trainees.

Scouller. **Public** leadership influences a group (presenting a plan, sharing out tasks); **private** leadership works one-to-one (agreeing a worker's targets, noticing their talent), with 14 private behaviours; **personal** leadership is the leader's own growth in presence, know-how and skill, which Scouller sees as the most powerful level.

(b) Individual and situational (named issue). Muczyk and Reimann is mostly **situational**: the right style depends on the staff and task, such as deciding alone when time is short. But a leader's preferred style may be part of their personality (individual), so switching may be hard. Scouller combines both: the public and private levels depend on the situation (a team or one worker), while the personal level is **individual**. So Scouller explains better why two leaders in the same situation act differently.

Nature versus nurture. Scouller is clearly nurture: presence and skill are developed through reflection. Muczyk and Reimann treat style as a choice, which also implies it can be learned.

Reductionism versus holism. Two dimensions and four boxes make Muczyk and Reimann easy to measure (count how often a leader consults staff) but leave out relationships with individuals; Scouller is more holistic, covering group, individual and the leader's inner self.

Cultural differences. The permissive democrat is a Western ideal; where staff expect the leader to decide, autocratic styles may work better.

Overall, Scouller explains more by combining individual and situational factors, while Muczyk and Reimann is more practical for choosing a style for a particular team.

Why it reaches the top level: the named issue first, applied to both with a contrast; further issues in context; a reasoned judgement.

Common mistakes

- **Listing Heifetz's principles** without explaining them, or giving no detail on charismatic and transformational leaders (March 2025, June 2023 reports).
- **Naming an issue and moving on** ("universalist is nature, Heifetz is nurture") instead of developing a few issues (March 2025 report).
- **Evaluating theory by theory**, or calling theories similar without saying why (June 2021 report).
- **The wrong theory**: situational leadership for Muczyk and Reimann, contingency theory in a 4.2.1 essay, another LPI practice when "model the way" is named (November 2021, June 2022, June 2023, March 2026 reports).
- **Ignoring the scenario**: "leaders are born, not made" with no mention of Sally or her course; a weakness stated but not explained (March 2026 report).
- **"Followers are people who follow"** with no detail; confusing Kelley's qualities with his styles (November 2022 report).
- **Vague definitions**: reductionism as "looking at one thing" (June 2021 report).

- **Generic questionnaire points** instead of the LPI-Self and Observer (November 2022 report).
- **Plans that mix several methods**, or study many leaders when one is named (March 2023, November 2021 reports).
- **A summary instead of a conclusion** (June 2021 report).

How to get the marks

- **"Identify", "state"**: the exact term, one per mark.
- **"Outline"**: the term plus a detail or a work example.
- **"Describe"**: every part named **and** explained.
- **"Suggest"**: an idea clearly from the named theory, applied to this person and workplace; two suggestions must differ.
- **"Explain" a strength or weakness**: the point, then why it matters.
- **Closed questions**: question plus fixed answer options.
- **Differences**: "X ..., whereas Y ..." in one sentence.
- **Essays**: (a) every named theory in detail; (b) named issue first, then other listed issues with analysis, then a judgement.
- **"Discuss ... conclusion"** and **"to what extent"**: both sides, then a decision reached by reasoning.

Quick check

1. Which Kelley style is active but dependent? Which is passive but independent?
2. A café owner decides the new menu alone, then lets the cooks choose how to prepare each dish. Which of Muczyk and Reimann's styles is this?
3. How many statements does the LPI have, and what are the lowest and highest totals for one practice?
4. Cuadrado et al. had two IVs, each with two levels. How many versions of the narrative did this need?
5. A manager keeps a journal reflecting on her values and how she handled stressful moments. Which of Scouller's levels is this?

Answers

1. **Yes-people** are active and dependent; **alienated** followers are passive and independent.
2. **Permissive autocrat**: low participation, low direction.
3. $5 \times 6 = 30$ statements; 6 statements scored 1 to 10, so totals run from **6** to **60**.
4. $2 \times 2 = 4$ versions (leader's sex $\times$ leadership style).
5. **Personal** leadership.

Past questions to try

- 9990/32/F/M/26 Q13: two ways a factory manager could "model the way".
- 9990/33/M/J/25 Q14: nature versus nurture, and why Scouller supports nurture.
- 9990/42/M/J/24 Q8: the directive autocrat, a closed question, and structured observation.
- 9990/32/F/M/24 Q16: describe and evaluate the LPI and Kelley, with psychometrics.