

Transformational Leadership and Contest Evasion: A Feminist Perspective on Leadership, Power, and Success

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ABSTRACT

Competition is a source of rivalry that can stifle women's liberation, innovation, development, and potential. When success is driven by another person's measures for quality attainment, competition is a mechanism of control that prohibits personal and political freedom. Women's potential and agency are also restricted and controlled to a certain degree during competition. Women's individuality and personal acceptance are deprived when others control their terms for interaction and prospective social networks. There has been a growing interest in the development of models of feminism, performance, and leadership. The contest evasion-transformational leadership model offers women an achievement motivation strategy that engenders effective self-management abilities and leadership skills. It is a feminist leadership strategy and a call for action to enhance women's personal, social, and economic well-being.

The contest evasion strategy involves skills assessment and organization techniques that center personalized goals and circumvent competition. As contest evasion evolves into transformational leadership, the leader performs hands-on planning, goal attainment, and autonomy building. A worked example of the contest evasion performance strategy and corresponding transformational leadership techniques are explored in this paper. The contest evasion-transformational model is an optimal empowerment tool that brings feminist issues to the forefront through the study of leadership. The strategies and techniques help women explore discourse during self-driven, gender, class, or race-based opposition. The model encourages women leaders via their own potential and relative active performance. The model also promotes women's empowerment, self-awareness, and liberation as planners and leaders.

INTRODUCTION

Research attention on achievement motivation has focused on how men and women leaders assess, interpret, and act differently in occupational settings. Achievement motivation is typically measured by expectations for goal attainment and definitions of success. Individuals satisfy their needs through a variety of means, and are driven to succeed for reasons that are internal and external. Gender associated meanings in the workplace are assigned to parallel acts of aggression, helping behaviors, and communicative conduct.¹ More specifically, in

¹ Gender is a fundamental category within which meaning and value are assigned to everything. See Estela Mara Bensimon, "A Feminist Reinterpretation of Presidents' Definitions of Leadership." *Peabody Journal of Education* 66 (1989), 147. Women managers experience a different reality at the office than men. Rochelle Sharpe, "As Leaders, Women Rule: New Studies find that Female Managers Outshine their Male Counterparts in Almost Every Measure," *Business Week* November 20, 2000. The social

“Transformational, Transactional, and Laissez-faire Leadership Styles: A Meta-analysis Comparing Women and Men,” Alice Eagly and colleagues argue that “gendered constructs are also closely associated with professional roles, which are often defined differently for men and women in specific positions.”² Gender-stereotypic constructs of leadership can influence power dynamics, decision-making, and interpersonal behavior of men and women in organizational settings. Hence, achievement motivation and leadership are socially constructed, gender-encompassing phenomena.

The paper explores how micro- and organizational-level achievement motivation theory, the *contest evasion-transformational leadership model* entails a dual modality of skills assessment and performance techniques that empower women as motivated goal setters and future leaders. The model increases momentum for a larger movement to shift women’s mindsets about their productivity beyond transactional leadership behaviors, which are less strongly related to personality traits such as agreeableness, consciousness, and openness.³ The model also aligns with other activist movements to redefine male-dominated perspectives of women’s progress.⁴

CONTEST EVASION AND TRANSFORMATIONAL LEADERSHIP

This study explores how the contest evasion-transformational leadership model complements and enhances women’s strengths and skillsets. The model includes an assessment of specialties, organization practices, and techniques designed to help others.⁵ Contest evasion, first introduced in this study, is a performance strategy that models a blueprint of personal standards and

construction of leadership roles considers sex differences in aggression, helping, conformity, and communicative behaviors. Alice H. Eagly and Blair T. Johnson, “Gender and Leadership Style: A Meta-analysis,” *Psychological Bulletin* 90 (1990). 234.

² Alice Eagly, Mary C. Johannesen-Schidt, and Marloes L. van Engen, “Transformational, Transactional, and Laissez-faire Leadership Styles: A Meta-analysis Comparing Women and Men,” *Psychological Bulletin* 129 (2003): 572.

³ Joyce E. Bono, and Timothy A. Judge, “Personality and Transformational and Transactional Leadership: a Meta-analysis.” *Journal of Applied Psychology* 89,5 (2004), 905..

⁴ Judith Worell and Pamela Remer, *Feminist Perspectives in Therapy: Empowering Diverse Women*. (John Wiley & Sons, 2002).

⁵ Major changes in social relationships, role demands lead to a major reorientation in thinking and motivation. See Katariina Salmela-Aro, Jari-Erik Nurmi, Terhi Saisto, and Erja Halmesmäki, “Women’s and Men’s Personal Goals during the Transition to Parenthood,” *Journal of Family Psychology* 14 (2000): 171-186.

performance goal orientation.⁶ In using contest evasion, the individual constructs personalized definitions of success, rewards, and development.⁷ The strategy motivates an individual's inherent potential as they better understand how their personal choices, not competing ideas, best fit a situation.

One's emergence from contest evasion performance strategies to adopting transformational leadership techniques is a process that transcends from a self-help/livelihood skills stage to a communal action and support stage. In "Effects of Transformational Leadership on Subordinate Motivation, Empowering Norms, and Organizational Productivity," Ralph J. Masi and Robert A. Cooke argue that "transformational leadership theory and contest evasion include similar constructs of self-concept, higher levels of motivation, and commitment to building enhanced social networks."⁸ Like contest evasion, transformational leadership is applied and measured at all organizational levels. Transformational leadership theory is useful for instilling faith in a vision, offering intellectual stimulation, and coaching others to show concern for their peers. This study extends the conceptualization of transformational leadership theory offered by Estela Mara Bensimon, an expert in higher education leadership, by incorporating bureaucratic, collegial, political, and symbolic leadership techniques.⁹ The proposed leadership techniques raise aspirations and expectations for leaders and their apprentices.

Contest Evasion

The contest evasion performance strategy is unique because the strategy does not evaluate an individual's progress relative to the performance of others. By exploring self-interest rather than competition, an individual stimulates their own ambition and self-motivation. For example, a

⁶ Goal setting with use of incentives regulate productivity and work motivation. Edwin A. Locke, Karyll N. Shaw, Lise M. Saari, and Gary P. Latham, "Goal Setting and Task Performance: 1969-1980." *Psychological Bulletin* 90,1 (1981), 148.

⁷ Similarly, the vision of the transformational leader entails a plan and means to achieve it and rewards, recognition, and professional development for the follower. See Ralph J. Masi and Robert A. Cooke, "Effects of Transformational Leadership on Subordinate Motivation, Empowering Norms, and Organizational Productivity," *International Journal of Organizational Analysis* 8,1 (2000), 20.

⁸ Ralph J. Masi and Robert A. Cooke, "Effects of Transformational Leadership on Subordinate Motivation, Empowering Norms, and Organizational Productivity," *International Journal of Organizational Analysis* 8,1 (2000), 17.

⁹ Estela Mara Bensimon, "A Feminist Reinterpretation of Presidents' Definitions of Leadership." *Peabody Journal of Education* 66 (1989), 144.

woman can identify her own distinct interests, indicate what *she* values, and determine how *she* will act accordingly. To best encourage self-interest, she dismantles preexisting comparisons and focuses on goals that best fit the context and conditions in her life.

Earlier achievement motivation theories contrast task and ego involvement,¹⁰ or they compare mastery goals (learning, mastery, and task involvement) with performance goals (ability, task, and competitive distinctions).¹¹ Social cognitive models of achievement motivation also identify achievement, task value, goal orientation, and interests as motivation-related constructs.¹² More recent performance approaches have incorporated avoidance distinctions and have recognized two core independent motivation orientations: desire for success and desire to deviate from failure. Unlike the current study, goal achievement theorists have failed to consider preclusion of competitive behavior as an independent motivational tendency.¹³ Thus, contest evasion endorses competition restraint as a strategy to enhance an individual's intrinsic motivation.

The contest evasion performance strategy centers social cognitive moral development and self-interested planning by encouraging an individual to focus less on competition and more on their ability to problem-solve in any social environment.¹⁴ The individual limits competitive reactions to others while simultaneously enhancing their own awareness of priorities, opportunities, obstacles, and limitations. In effect, one's perceptions of achievement motivation, competence, enjoyment, and hard work are not contingent upon outmatching others, and as

¹⁰ Edward L. Deci and Richard M. Ryan, *Intrinsic Motivation and Self-determination in Human Behavior* (New York: Plenum, 1985).

¹¹ Richard M. Ryan and Jerome D. Stiller, "The Social Contexts of Internationalization Parent and Teacher Influences on Autonomy, Motivation, and Leading," In Martin L. Maehr and Paul R. Pintrich (Eds.), *Advances in Motivation and Achievement 7* (Greenwich, CT: JAI Press 1991): 115-149.

¹² Jacquelynne S. Eccles and Allan Wigfield, "Motivational Beliefs, Values, and Goals," *Annual Review of Psychology* 53, 1 (2002): 109-132.

¹³ Andrew J. Elliot and Judith M. Harackiewicz, "Goal Setting, Achievement Orientation, and Intrinsic Motivation: A Mediational Analysis," *Journal of Personality and Social Psychology* 66,5 (1994): 461-475.

¹⁴ Moral reasoning is learned at earlier stages and progress through reasoning stages at different rates. The contest evasion strategy embraces a combination of preconventional (self-interested escape from punishment) and conventional (morality using rules to guide behavior and interaction). Nick Turner, Julian Barling, Olga Epitropaki, Vicky Butcher, and Caroline Milner, "Transformational Leadership and Moral Reasoning," *Journal of Applied Psychology* 87,2 (2002), 305.

expressed by psychologists, Edward McAuley and Vance V. Tammen, “intrinsic motivation, self-perception, and a series of performance strategies are the primary focus.”¹⁵

Contest evasion theory includes competition restraint, ego involvement, ability, task setting, and learning distinctions. Contest evasion also reflects task value. The individuals first ask: “Do *I* want or need to do this activity and *why*? Contest evasion also addresses achievement values, goal orientation, and interests within each performance strategy. The individual has a personalized purpose for initiating an activity, which is established by understanding the value of achievement (how a task meets needs and the importance of doing well), aligning goals (defining the utility value), and clearly identifying interests (the intrinsic value and costs associated).¹⁶ The individual aligns the activity in question with specific goal orientation, achievement values, interests, resources, and a timeline. Using the contest evasion strategy, women can enhance their self-worth by itemizing their strengths, personality-based assets, and exclusive qualities. They opt to develop a unique personalized identity that aligns with a plan.¹⁷ Over time, women acknowledge their own abilities and relevant characteristics.

Contest evasion includes a performance strategy, which guides each woman away from activities that do not align with their personalized goals. During the process, women use the performance strategy to uncover needs for comfort, personal dissatisfaction, or insecurities. They gather lists of perceived failures and conditions that need improvement. Ultimately, contest evasion endorses success by enhancing competence and autonomy. The most influential concepts involved in the process are self-interest and competition.

Self-interest. Self-interest is a powerful determinant of behavior central to interpersonal behavior and goal attainment during contest evasion. Self-interest is a motive for attitudinal

¹⁵ Subjective competitive outcomes (perceived success) and objective competitive outcomes (win/loss) have been shown to reduce intrinsic motivation, and perceptions of personal competence are related to intrinsic motivation. Edward McAuley and Vance V. Tammen, “The Effects of Subjective and Objective Competitive Outcomes on Intrinsic Motivation,” *Journal of Sport and Exercise Psychology* 11,1 (1989), 86.

¹⁶ Constructs of motivations are defined to provide a context for future measurement options. See Allan Wigfield, “Expectancy-value Theory of Achievement Motivation: A Developmental Perspective,” *Educational Psychology Review* 6,1 (1994): 49-78.

¹⁷ Identification is positively related to work motivation, task performance, and contextual performance. See Daan Van Knippenberg, “Work Motivation and Performance: A Social Identity Perspective,” *Applied Psychology* 49, 3 (2000): 357-371.

strength and displays inherent will to protect one's self and others.¹⁸ Self-interest entails a confirmation of what should be achieved rather than what other individual desires to achieve or acquire. Self-interest induces women to act in ways that materialize their interests. By maximizing self-interest, rational thought determines instructions that experience.¹⁹ In "The Norm of Self-Interest," Dale T. Miller contends that individuals who circumvent conflict are more likely than others to align the appropriateness of pursuing self-interest with their personalized goals and outcomes.²⁰ Although there is very little research on the extent or effect of socialization that occurs when self-interest motivation is taught, during contest, evasion self-interest is considered with each action.

Contest evasion is not a selfish strategy. Self-focusing allows women to condition their own progress and empowerment. Studies show that instead of endorsing their own values, women often promote the happiness of others first.²¹ In that light, society has perpetuated a myth that women, as biologically predestined caregivers, are more compassionate and nurturing than men.²² This ideology encourages biological and socially conditioned expectations for women to ignore self-interest. Despite tradition, contest evasion encourages women to direct attention to their own interests, which stimulates intrinsic motivation and helps women prioritize their own interests.

Contest evasion promotes self-enhanced values, independence, and personalized power motivation. Contest evasion is positive, self-fulfilling, flexible, and independently driven.

¹⁸ Charismatic leadership includes a display of confidence in self and followers and infuses work and organizations with moral purpose and commitment rather than affecting the task environment of followers. See B. Shamir, R. J. House, and M. B. Arthur, "The Motivational Effects of Charismatic Leadership: A Self-concept based Theory," *Organization Science* 4 (1993): 577-594.

¹⁹ Donald Green and Ian Shapiro. *Pathologies of Rational Choice Theory: A Critique of Applications in Political Science*. (New Haven, CT: Yale University Press, 1994).

²⁰ Dale T. Miller, "The Norm of Self-interest," *American Psychologist* 54,12 (1999), 1055. Pointing out where self-interest lies makes self-interest salient to an individual and links self-interest and choice with other aspects of social life.

²¹ Women are shown as the comforters and reformers of men and others. See Barbara Welter. "The Cult of True Womanhood: 1820-1860," *American Quarterly* (1966): 151-174.

²² Women have more to lose (than men) from violent and risky competitive behavior due to the risk of injury. Women's communal tendencies have evolved in response to a lack of kin support and need for protection from men. Reported sex differences in fear of injury and neurochemistry make women better able to inhibit aggressive impulses. See E. Cashdan, "Competition between Women," *Nature* 418, (2002): 20-21.

However, there is some risk involved in prioritizing self-interested behavior.²³ Ultimately, the idea is not to maintain power at others' expense. The key is for women to focus, grow, and understand themselves, while creating a mindset and plan that allow them an option to contribute without fully compromising their own personal principles and needs. Women's power is often threatened in occupational settings and women must free themselves of relative past generational perspectives that condition them to underperform their potential and productivity. Hence, self-interest is not narcissistic or rudely competitive.

During contest evasion, self-interested conduct is coupled with support for others and collective morale. The dynamic should not create social barriers that prevent success of others.²⁴ Empower is the line drawn between self-absorption and self-focus, which entails personal limits, assertiveness, and confidence.²⁵ The ultimate maturity of development is self-actualization, an ability to self-assess and use self-identified interests to manifest positive returns. Although self-interested behavior is an essential component of leadership, prestige should extend far beyond self.

Intrinsic motivation. In "Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-being," Richard M. Ryan and Edward L. Deci assert that self-percepts of competence are contingent on intrinsic motivation and success outcomes of events.²⁶ In another study, Ryan and Deci add that personalized power motivation, or intrinsically motivated behavior allows a person to feel competent and self-determining, having the perceived locus of causality operating from within.²⁷ The actor looks beyond traditionally operationalized

²³ Melissa J. Williams, "Serving the Self from the Seat of Power Goals and Threats Predict Leaders' Self-Interested Behavior." *Journal of Management* 40,5 (2014): 1365-1395.

²⁴ Dale T. Miller and John G. Holmes, "The Role of Situational Restrictiveness on Self-fulfilling Prophecies: A Theoretical and Empirical Extension of Kelley and Stahelski's Triangle Hypothesis." *Journal of Personality and Social Psychology* 31,4 (1975): 661-673.

²⁵ Sarah Mosedale, "Assessing Women's Empowerment: Towards a Conceptual Framework," *Journal of International Development*, 17,2 (2005): 243-257.

²⁶ Richard M. Ryan and Edward L. Deci, "Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-being," *American psychologist* 55, 1 (2000), 68. Self-determination theory involves the importance of humans' inner resources for personality development and behavioral regulation. By integrating personality and conditions that foster positive process, there is greater tendency for growth and fulfillment of innate psychological needs.

²⁷ Edward L. Deci and Richard M. Ryan, "Cognitive Evaluation Theory." In *Intrinsic Motivation and Self-Determination in Human Behavior* (43-85. Springer US, 1985), 82.

(win/lose) objective outcomes and is intrinsically motivated to complete a task, identify resources, create a timeline, and predict reachable outcomes. During contest evasion, an actor achieves an optimal outcome without pursuing a goal of besting the opposition. Contest evasion encourages activities that people engage for the interest and enjoyment that accompanies them.²⁸ However, studies report that some performance goals (ego or ability goals) involve threat, task involvement, and evaluative pressure.²⁹ Psychologists Edward McAuley and Vance V. Tammen note that “even when an activity is optimally challenging, self-determined perceptions of personal success magnify intrinsic motivation.”³⁰

Competition. Competition is a routine option for sanctioning quality performance. Individuals may compete for status, influence, affection, position, or respect. In most competitions, the primary goal is to produce creative goods, enhance productivity, and expand profitability. Oftentimes, individuals strive to perform equivalently with others or to form new competitive comparisons to motivate their continuous productivity. The challenge with forming competitive comparisons is that the perceived outcome is flawed.³¹ Whether using comparisons to enhance feelings of dominance or by inheriting feelings of inadequacy, competitive comparing is a measuring stick that is both irrelevant and inaccurate.³²

Competition is not the sole incentive for building momentum or achieving accolades. Contest evasion offers a framework to deviate from competitive conduct (an outward sign of

²⁸ Mark R. Lepper and Melinda Hodell, “Intrinsic Motivation in the Classroom,” In Carol Ames and Russell Ames, *Research on Motivation in Education: Goals and Cognitions 3* (New York: Academic Press, 1989): 73-105.

²⁹ Carol Midgley, Avi Kaplan, and Michael Middleton, “Performance-approach Goals: Good for What, for Whom, under what Circumstances, and at What Cost?” *Journal of Educational Psychology* 93, 1 (2001), 77. Performance goals examine how ability is judged and how one performs, with the focus being on an individual’s patterns of cognition, affect, and behavior. Elliot, Andrew J., and Judith M. Harackiewicz, “Goal Setting, Achievement Orientation, and Intrinsic Motivation: A Mediational Analysis,” *Journal of Personality and Social Psychology* 66, 5 (1994), 462.

³⁰ McAuley, Edward, and Vance V. Tammen, “The Effects of Subjective and Objective Competitive Outcomes on Intrinsic Motivation,” *Journal of Sport and Exercise Psychology* 11,1 (1989), 90.

³¹ Value-driven dialogue is commonly introduced in conversations about gender or sex, family, politics, religion, and culture. The current model encourages awareness of undesirable responses and threatening or hostile contexts. O. P. John and J. J. Gross, “Healthy and Unhealthy Emotion Regulation: Personality Processes, Individual Differences, and Life Span Development,” *Journal of Personality* 72 (2004): 1301-1334.

³² Debra A. Hope, Ronald M. Rapee, Richard G. Heimberg, and Mark J. Dombek, “Representations of the Self in Social Phobia: Vulnerability to Social Threat.” *Cognitive Therapy and Research* 14,2 (1990): 177-189.

power) as the primary guide for success.³³ Women bypass competitive comparisons to yield positive outcomes. Emancipation is thus achieved by enhancing power, independence, and ability to control one's own ideas and paths for success. By limiting comparisons of selves to others, women can regain self-power, which is a state of empowerment that calls for courage, self-awareness, and will power.³⁴ Rather than opting to compete, contest evasion re-directs the focus to self-driven goal setting strategies, realistic performance objectives, clear guidance, and healthy support networks that allow success.³⁵ As women take ownership of, and accept their own unique qualities, they can better prescribe to goals, manage their own pace, and dictate grounds for success.³⁶ This blueprint for competition restraint embraces continual development, quality mental and physical health, and development of unique success stories.³⁷

TRANSFORMATIONAL LEADERSHIP

A transformational leader is a role model who empowers and challenges others to establish innovative goal setting plans.³⁸ The primary objective is to understand choices, emotive responses, coping mechanisms, and goals while simultaneously transcending self-realization for others. A transformational leader organizes ideas and identifies strengths that produce

³³ Most consistent patterns of goal achievement emerge from the positive relationship between mastery of goals and intrinsic motivation; whereas, intrinsic motivation is relatively uncontaminated by fear of failure. See A. J. Elliot and M. A. Church, "A Hierarchical Model of Approach and Avoidance Achievement Motivation," *Journal of Personality and Social Psychology* 72 (1997): 218-232.

³⁴ A preference for simplified tools for success and quantifiable performance benchmarks can clarify the distinction between practical and strategic gender interests. Tools for success should demonstrate flexibility, theory grounding, and context awareness. See Saskia Wieringa, "Women's Interest and Empowerment: Gender Planning Reconsidered." *Development and Change* 25 (1994): 829-848.

³⁵ Bonnie Moradi, "Feminist Social Justice Orientation an Indicator of Optimal Functioning?" *The Counseling Psychologist* 40 (2012): 1133-1148.

³⁶ Attainment of self-esteem, self-concept, and positive self-identify may be a difficult process for women and minority group members because of the negative portrayals. See Elena A. Gerstmann and Deirdre A. Kramer, "Feminist Identity Development: Psychometric Analyses of Two Feminist Identity Scales," *Sex Roles: A Journal of Research* 36 (1997): 327-348. Passive acceptance, revelation, embeddedness-emanation, synthesis, and active commitment are necessary for women achieve authentic and positive feminist identity. See Nancy E. Downing and Kristin L. Roush, "From Passive Acceptance to Active Commitment: A Model of Feminist Identity Development for Women." *The Counseling Psychologist* 13 (1985): 695-709.

³⁷ The planning process must be personalized to address interaction and workplace challenges that impact progress. A. A. Grandey, J. H. Kern, and M. R. Frone, "Verbal Abuse from Outsiders versus Insiders: Comparing Frequency, Impact on Emotional Exhaustion, and the Role of Emotional Labor," *Journal of Occupational Health Psychology* 12 (2007): 63-79.

³⁸ James MacGregor Burns, *Leadership* (New York: Harper & Row, 1978).

attainment. This leader also has a strong charismatic presence. A transformational leader is motivated to enhance interests of apprentices with groups, organizations, and society.³⁹

In *Charismatic Leadership in Organizations*, Jay A. Conger and Rabindra N. Kanungo posit that female leaders exhibit more communal, charismatic, and transformational behavior than male leaders. Conger and Kanungo also argue that male leaders are more likely to adopt transactional (task-oriented and autocratic) behavior.⁴⁰ Transactional leaders manage by exception, intervention, and correction using punitive strategies that are likely to constrain or reduce an apprentice's propensity to engage collectively. Transactional leaders also gain respect by rewarding subordinates who meet organizational objectives but discipline those who fail to conform. Transactional and transformational leadership models use opposite strategies to guide an organization to success. The current study highlights the vision and team-building sub-dimensional constructs of transformational leadership.

Transformational leadership theory entails *five* sub-dimensional constructs: (i) idealized influence, (ii) attributed charisma, (iii) intellectual stimulation, (iv) individualized consideration, and (v) inspirational motivation.⁴¹ Transformational leaders set high performance standards, show determination, and remain confident in an effort to accomplish each goal. They lead by example and via their own credibility. Concerns for self and others, social ethical choices, and social action are pursued collectively.⁴²

For example, the transformational leader persuades others to follow an ideal vision using *inspirational motivation* and *charisma*. Idealized influence encourages apprentices to internalize

³⁹ The transformational leader showcases and promotes altruistic, conscientious, and courteous values. See Bernard M. Bass, "Two Decades of Research and Development in Transformational Leadership," *European Journal of Work and Organizational Psychology* 8,1 (1999): 9-32.

⁴⁰ Interpersonal, communal behaviors relevant to leadership include dominance, submission, agreeableness, and quarrelsomeness. See D. S. Moskowitz, Eun Jung Suh, and Julie Desaulniers, "Situational Influences on Gender Differences in Agency and Communion," *Journal of Personality and Social Psychology* 66 (1994): 753-761. Jay A. Conger and Rabindra N. Kanungo, *Charismatic Leadership in Organizations*. (Thousand Oaks, CA: Sage, 1998), 7. A charismatic leader has power of convictions, an inspiring social position, and the ability to operate on emotional and spiritual resources of an organization.

⁴¹ Bernard M. Bass, "Two Decades of Research and Development in Transformational Leadership," *European Journal of Work and Organizational Psychology* 8,1 (1999): 9-32.

⁴² Gary Yukl, "An Evaluation of Conceptual Weaknesses in Transformational and Charismatic Leadership Theories." *The Leadership Quarterly* 10, 2 (1999): 285-305.

and emulate the transformational success model. The leader also inspires the apprentice by helping to drive their passion for goal attainment.⁴³ Although an apprentice may also influence their leader, the leader helps the apprentice clearly articulate a clear vision. The leader assists with skill development and methods of innovation, which is *intellectually stimulating*. Thinking out-of-the-box is critical for a transformational leader who encourages new opportunities for learning. The leader also offers support, a direct line of communication, and *individualized consideration* as a coach, a mentor, and a teacher.⁴⁴

Current studies report concerns about insufficient descriptions and explanatory processes of sub-dimensions of transformational leadership. In “An Evaluation of Conceptual Weaknesses in Transformational and Charismatic Leadership Theories,” Gary Yukl claims “there is a need to conduct longitudinal studies and more experimental research to address such ambiguity that surrounds the theoretical conceptualization of transformational leadership.”⁴⁵ Behaviors or situational variables that relate to these constructs have also been omitted in studies of transformational leadership.⁴⁶

Charisma (idealized influence). Sociologist, Max Weber characterized charisma as a societal-based, legitimate authority of an individual personality that endows a leader with exceptional powers or qualities.⁴⁷ However, in their research on charisma and leadership, Jim Paul and his colleagues argue that “pluralistic elements of charisma in transformational leadership are broad and understood beyond the domain of theology.”⁴⁸ In *Leadership*, Burns

⁴³ The leadership should help the apprentice to escape should regulate dialogue and sidestep attitudes and conduct that allure team members into a state of envy. See R. Lubit, “The Long-Term Organizational Impact of Destructively Narcissistic Managers,” *The Academy of Management Executive* 16 (2002): 127-138. R. H. Smith, W. G. Parrott, D. Ozer, and A. Moniz, “Subjective Injustice and Inferiority as Predictors of Hostile and Depressive Feelings in Envy,” *Personality and Social Psychology Bulletin* 20 (1994): 705-711.

⁴⁴ Transformational leaders move the apprentice beyond immediate self-interests. See Alannah E. Rafferty and Mark A. Griffin, “Dimensions of Transformational Leadership: Conceptual and Empirical Extensions,” *The Leadership Quarterly* 15,3 (2004): 329-354.

⁴⁵ Gary Yukl, “An Evaluation of Conceptual Weaknesses in Transformational and Charismatic Leadership Theories.” *The Leadership Quarterly* 10,2 (1999), 296.

⁴⁶ *Ibid*, 285-305.

⁴⁷ Christopher Adair-Toteff, “Max Weber’s Charisma,” *Journal of Classical Sociology* 5,2 (2005): 189-204.

⁴⁸ The definition of charisma is pluralistic and can be defined differently for each leader. The underlying influence process involves a series of interactions over time that are vague such as motives, emotions, optimism, contingency, and commitment. Jim Paul, Dan L. Costley, Jon P. Howell, and Peter W. Dorfman. “The Mutability of Charisma in Leadership Research,” *Management Decision* 40,2 (2002), 198.

offers more of a heroic interpretation of charisma, or idealized influence, that aligns an apprentice's vision and the emotional bond that forms between individuals involved.⁴⁹ More modern interpretations of charisma include leader traits, behaviors, and relationship building techniques.⁵⁰ Charismatic leadership encourages apprentices to adopt behaviors, articulate ideologies, and focus on their tasks. Appealing to the ideals of others, transformational leaders use charismatic methods to make their values attractive to others. Social change occurs when transformational leaders promote collective interests and emphasize new ways of thinking about the success of each individual. The learning experiences, morality, and motivation are experienced mutually.

Emancipation. Both contest evasion strategies and transformational leadership techniques offer opportunities for self-awareness, empowerment, power, and success. During contest evasion, the individual learns to accept difference, prioritize their goals, and seek opportunities that are relevant to their personal experiences. The woman becomes her own role model and develops innovative plans. According to Bensimon, "transformational leadership includes elements of democracy, goal-setting, and a collective vision that focuses on people and the institution."⁵¹ Both empowerment tools construct centered meanings of femininity, support, and communicative conduct. As women adopt the contest evasion-transformational leadership model, their voices are un-silenced. The model is also a mechanism for consciousness-raising that helps women better manage time and accept change.

CONTEST EVASION PERFORMANCE STRATEGY

The contest evasion performance strategy entails a personal, situational, and competition-performance strategy. The strategy is valuable, attainable, and self-paced. The plan formation is a method of organizing time, balancing resources, and measuring achievement. The comprehensive strategy can be made up of several plans. These strategies trump relying on

⁴⁹ James M. Burns, *Leadership* (Harper & Row, New York, NY, 1978).

⁵⁰ Leader traits, behaviors, relationship building skills, organizational communication, and situational factors moderate apprentice behavioral and psychological outcomes. See Jim Paul, Dan L. Costley, Jon P. Howell, and Peter W. Dorfman. "The Mutability of Charisma in Leadership Research," *Management Decision* 40,2 (2002): 192-200.

⁵¹ Estela Mara Bensimon, "A Feminist Reinterpretation of Presidents' Definitions of Leadership." *Peabody Journal of Education* 66 (1989), 146.

intuition or following decisions to fly by the seat of one's pants, which limit learning experiences and often shortchange adjustment from mistakes made along the way.

The contest evasion performance strategy includes *five* steps: (i) the performance objective, (ii) a positive outlook, (iii) a resource list, (iv) achievable outcomes, and (v) desired rewards. Each performance strategy represents an objective-oriented action plan that aligns with the goal. The following application of contest evasion offers forthcoming individuals a sample to support all five steps of the performance strategy. The plan includes a performance objective that obliges positive wording and relates to specific outcomes, resources, and rewards.

Step 1: The Performance Objective. The first step of the contest evasion performance strategy is to create a performance objective, which is a solution-focused action supporting a goal.⁵² Performance objectives are special benchmarks that help identify the scope of each goal. They drive planning and guide the implementation of the contest evasion strategy. Success is contingent upon whether her personalized expectations are met.

The performance objective encompasses an action that meets specific expectations. During this step, the actor anticipates possibilities for personal and professional growth. By identifying the performance objective, the individual's expectations, actions, and mindset all serve as a building block to track performance.⁵³ The individual confirms their expectations by exploring distinct competencies such as finances, innovation, and their unique skills. The individual sets performance expectations to assure that her objective promotes self-interest. She links performance, its context, and the active objective of her goal. Each performance objective should motivate, inspire, and meet the current or proposed competencies identified by the individual. The performance objective is designed to transform weaknesses into strengths, and is self-interested enough to identify clearly unreachable tasks.

Assessing the context of performance includes an exploration of who, what, where, when, and why the goal exists. It takes into account actions required and questions whether each action

⁵² Mike Bourne, John Mills, Mark Wilcox, Andy Neely, and Ken Platts, "Designing, Implementing and Updating Performance Measurement Systems." *International Journal of Operations & Production Management* 20,7 (2000): 754-771.

⁵³ Andy Hargreaves and Alma Harris, "Performance Beyond Expectations," *Advances in Education Administration* 13 (2012): 87-116.

should be executed. The individual assesses contextual details such as experience, social networks, and capacity to complete the task.⁵⁴ During step one, women also examine preexisting, past, and potential relationships. While an assessment of context uncovers risks and opportunities, it allows an individual to assess whether she can actively maintain interest. It is recommended that context be reexamined when any related opportunity arises or dissolves.⁵⁵

Step 2: A Positive Outlook. The second step is to have a positive outlook or to review emotions and use positive cognitive language. The idea is to encourage polite discourse, promote positive energy, and to deflect negative sentiment. Negative sentiment is a source of contention that can depreciate self-confidence and convey doubt, fear, and regression.⁵⁶ As women confront their feelings about achievement, fears, and threats, the positive outlook should also confront anxiety, broaden the individual's sense of reasoning, and heighten their ability to prevail over their fears. Step two requires a belief that positive language and healthy thoughts can help an individual overcome emotional, physical, or mental challenges. Moreover, women are encouraged to associate with other individuals who emanate positive energy.

Step 3: A Resource List. The third step is to create a list of deliverables that align with the core competencies of the performance objective.⁵⁷ Resources are items or support networks that are useful during the planning process success such as items for nourishment, partnerships, social

⁵⁴ Findings show that social networks are related to individual performance and power. See Raymond T. Sparrowe, Robert C. Liden, Sandy J. Wayne, and Maria L. Kraimer, "Social Networks and the Performance of Individuals and Groups," *Academy of Management Journal* 44,2 (2001): 316-325.

⁵⁵ The authors predict a positive relationship between pre-training and knowledge-base and post training and learning orientation. Following a similar trend, as the contest evasion strategy is applied by the user, it is predicted that learning orientation and task-specific self-efficacy will develop. See Joseph J. Martocchio and Edward J. Hertenstein, "Learning Orientation and Goal Orientation Context: Relationships with Cognitive and Affective Learning Outcomes," *Human Resource Development Quarterly* 14,4 (2003): 413-434.

⁵⁶ Goal attainment is positively linked to need satisfaction and autonomy support. Regulation of autonomy is linked to an inherent motivation toward enjoyment, learning, or task accomplishment. See Alison Smith, Nikos Ntoumanis, and Joan L. Duda, "Goal Striving, Goal Attainment, and Well-being: Adapting and Testing the Self-Concordance Model in Sport." *Journal of Sport & Exercise Psychology* 29,6 (2007): 763-782.

⁵⁷ An individual who is capable of planning around, learning from, and acting according to networking conditions are increasingly able to self-organize and meet personal objectives. See Ryan W. Thomas, Daniel H. Friend, Luiz A. Dasilva, and Allen B. Mackenzie, "Cognitive Networks: Adaptation and Learning to Achieve End-to-end Performance Objectives." *Communications Magazine IEEE* 44,12 (2006): 51-57.

networks, space, and storage. A performance objective may also require money, specific items, unique skills, or time.⁵⁸ These resources must be available or reachable given the current circumstances. It is recommended that an individual consider alternate comparable resources as a proactive measure.

Step 4: Achievable Outcomes. The fourth step is to document the allocation of resources and identify achievable outcomes. The measurable outcomes drive choices about interaction and build the evader's momentum to develop financial management and professional skills. This step entails a prediction of what might occur following the implementation of the performance objective. The performance objective must specifically relate to the perceived achievement outcomes. These outcomes benchmark provisional timelines, tentative financial costs, and an assessment of potential personal development to aid continued and quality improvement.

Step four enriches time management since predictions offer an optimal response time or deadline.⁵⁹ Instead of following someone else's timeline or chasing progress of an overachiever, the individual accepts and guides her own pace for progress. Achievable outcomes can appear or become overwhelming when actions contain a mass number of perceived results. Thus, lists of potential outcomes should minimize or maximize tasks to offer a flexible alignment; a recorded timeline considers current perceived physical energy and other responsibilities. To alleviate some frustration, the timeline of achievable outcomes also takes into account lost time and availability of resources to support a goal of attaining stability.⁶⁰ Step improves women's awareness of their knowledge, talents, and abilities. Documentation of achievable outcomes (perceived awareness

⁵⁸ A positive attitude is a critical indicator of receipt of workplace support and relative resources. Findings show lost support for women and negative consequences following attitudes of depression or anger. See Anita Bansal, Jeannine Monnier, Stevan E. Hobfoll, and Brenda Stone, "Comparing Men's and Women's Loss of Perceived Social and Work Resources following Psychological Distress," *Journal of Social and Personal Relationships* 17,2 (2000): 265-281.

⁵⁹ An effective goal setting plan incorporates time management and a constantly changing environment. Time and personalized conditions are considered to fully assess goal difficulty, goal attainability, and the specificity of goals. See Yitzhak Fried and Linda Haynes Slowik, "Enriching Goal-setting Theory with Time: An Integrated Approach." *Academy of Management Review* 29,3 (2004): 404-422.

⁶⁰ Access to job resources and work engagement have an effect on self-efficacy. Positive relationships predict enhanced returns. See Despoina Xanthopoulou, Arnold B. Bakker, Evangelia Demerouti, and Wilmar B. Schaufeli, "Work Engagement and Financial Returns: A Diary Study on the Role of Job and Personal Resources." *Journal of Occupational and Organizational Psychology* 82,1 (2009): 183-200.

of financial and professional growth) inspires the individual because during contest evasion, “you are more likely to achieve what you measure.”

Step 5: Desired Rewards. The fifth step of the contest evasion performance strategy is to generate a list of rewards and costs of success.⁶¹ Women consider the ups and downs during periods of transition. Both spectrums are critical to this planning process because they help the actor reflect upon potential sacrifices, losses, or achievements. Women also consider whether achievement outcomes are significant or worthwhile. Women can use the five steps to document changes in decision-making and to produce detailed actions that result in directional transition continually.⁶²

EVOLVING AS A TRANSFORMATIONAL LEADER

Contest evasion and transformational leadership are partnering theories that empower women by offering a model for support and growth of vision.⁶³ In particular, contest evasion encourages goal planning and transformational leadership promotes communal growth even beyond immediate self-interest. As contest evasion evolves into transformational leadership, the leader promotes self-determination, collaboration, and inspiration through shared achievement-orientation rather than competition.⁶⁴ This evolution is rooted in charisma and morality (pride, self-respect, and trust).⁶⁵ In “Effects of transformational leadership on subordinate motivation, empowering norms, and organizational productivity, Ralph J. Masi and Robert A. Cooke note that “transformational leadership emphasizes motivation, empowerment, productivity, and

⁶¹ Susan J. Ashford, Ruth Blatt, and Don Vande Walle, “Reflections on the Looking Glass: A Review of Research on Feedback-seeking Behavior in Organizations.” *Journal of Management* 29,6 (2003): 773-799.

⁶² Constructions of motivation and goal setting involve a process of efficacy and personal investment in a project. See Golan Shahar, Esther Kalnitzki, Shmuel Shulman, and Sidney J. Blatt, “Personality, Motivation, and the Construction of Goals during the Transition to Adulthood.” *Personality and Individual Differences* 40,1 (2006): 53-63.

⁶³ Jean Lau Chin, “2003 Division 35 Presidential Address: Feminist Leadership: Feminist Visions and Diverse Voices,” *Psychology of Women Quarterly* 28, 1 (2004): 1-8.

⁶⁴ Robert J. House, “A 1976 Theory of Charismatic Leadership,” In James G. Hunt and Lars L. Larson (Eds.), *Leadership: The Cutting Edge* (Carbondale, IL: Southern Illinois University Press 1977): 47-59.

⁶⁵ Authentic transformational leadership includes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. A successful transformational leader shows concern using socially ethical strategies that align with their vision, articulation, and collective goals. See Bernard M. Bass and Paul Steidlmeier, “Ethics, Character, and Authentic Transformational Leadership Behavior,” *The Leadership Quarterly* 10,2 (1999): 181-217.

enhancement of an apprentice’s self-image.”⁶⁶ The proposed transformational leadership techniques may also be adopted independent from the contest evasion strategy as new leaders learn to empower others and translate their own visions into reality.

Table 1

TRANSFORMATIONAL LEADERSHIP TECHNIQUES
AND SUB-DIMENSIONAL CONSTRUCTS

LEADERSHIP TECHNIQUES	SUB-DIMENSIONAL CONSTRUCTS
Bureaucratic	Stimulation by encouraging creativity, new opportunities, new strategies
Collegial	Consideration via support/encouragement, sharing ideas, unique contributions
Political	Motivation by sharing interest and motivating actor to fulfill goals
Symbolic	Respect by encouraging actor to define and individualize goals/personalize ideals

TRANSFORMATIONAL LEADERSHIP TECHNIQUES

The proposed contest evasion-transformational leadership model includes *four* transformational leadership techniques: (i) bureaucratic (decision-making), (ii) collegial (consensus-driven), (iii) political (negotiation), and (iv) symbolic (facilitation) techniques (See Table 1).

In “Two Decades of Research and Development in Transformational Leadership,” Bernard M. Bass introduces the original *four* sub-dimensional constructs of transformational leadership, which all align with the four new leadership techniques.⁶⁷ The bureaucratic technique is inspired by *intellectual stimulation*, which encourages creativity, new opportunities, and new strategies. The collegial technique focuses on *individualized consideration* via support, encouragement, sharing ideas, and offering unique contributions. The political technique inspires motivation by sharing interests and motivating an apprentice to fulfill goals. Lastly, the symbolic technique offers *internalized ideals of respect* by encouraging an apprentice to define individualize goals and personalize ideals relative to a broader vision. These newly proposed

⁶⁶ Ralph J. Masi and Robert A. Cooke, “Effects of Transformational Leadership on Subordinate Motivation, Empowering Norms, and Organizational Productivity,” *International Journal of Organizational Analysis* 8,1 (2000), 19.

⁶⁷ Bernard M. Bass, “Two Decades of Research and Development in Transformational Leadership,” *European Journal of Work and Organizational Psychology* 8,1 (1999): 9-32.

transformational leadership techniques aide persuasion, education, consultation, and direction for guiding each apprentice. As each apprentice works through the contest evasion performance strategy, these transformational techniques are strategically useful (*see Table 2*).

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Table 2

PERFORMANCE STRATEGIES AND TECHNIQUES

Performance	Contest Evasion Strategies	Transformational Leadership Techniques
1 Performance Objective	(1) set performance expectations (2) objective promotes self-interest (3) clearly identify performance & context (4) link action, objective, & goal	<i>Collegial-</i> (1) professional standards (2) respect attainment criteria (3) collegial working environment (4) healthy relationship
2 Positive Outlook	(1) review of emotions (2) use positive cognitive language	<i>Symbolic-</i> (1) progressive thinking and support <i>Collegial-</i> (1) proactive promoting civil & professional behavior (2) consensus-based problem solving
3 Resource List	(1) create list of deliverables (2) align resources with performance objectives	<i>Political-</i> (1) clarifying procedures for access (2) sharing networks for supplies, ideas, contacts
4 Achievable Outcome	(1) timelines for objectives (2) tentative financial costs (3) potential personal development	<i>Bureaucratic-</i> (1) offer incentives to exert more effort (2) explore accountability, problems solving, and compliance mechanisms (policies & procedures) (3) provide info about achievement potential
5 Desired Rewards	(1) list of rewards (2) identification of costs of success	<i>Symbolic-</i> (1) enhance meaning, value, audience of reward <i>Political-</i> (1) power & resources to help attain (extrinsic) reward (2) provide recognition (intrinsic reward)

Bureaucratic (decision-making) techniques relate to procedures involved in an apprentices' task completion. As indicated in the article, "Toward a Behavioral Theory of Charismatic Leadership in Organizational Settings," bureaucratic structures are hierarchical, coordinated by rules, functionally departmentalized, and impersonal.⁶⁸ A bureaucratic transformational leader assists an apprentice in understanding systems of management. The leader understands the structural hierarchy of rules, including production, organizational, and executive functions. The transformational leader also provides healthy, efficient choice/options that encourage an apprentice to follow rules. This transformational decision-making technique centers on the innovative skills of each apprentice and promotes creativity rather than submission.

⁶⁸ Jay A. Conger and Rabindra N. Kanungo, "Toward a Behavioral Theory of Charismatic Leadership in Organizational Settings." *Academy of Management Review* 12,4 (1987): 637-647.

Consistent with the Complexity Leadership Theory (CLT), the bureaucratic technique requires that a leader utilize untapped resources and share an adaptation of the design that fits the organization.⁶⁹ The transformational leader helps the apprentice connect personal and institutional goals. Although overcoming the impersonal nature of bureaucratic assistance may challenge this technique, informal behaviors in organizations allow opportunities to establish rich interconnectedness between a mentor and an apprentice. The bureaucratic transformational leader can also assist an apprentice in defining and meeting achievable outcomes. They may offer suggestions about accountability mechanisms or provide incentives that impact work ethic and performance. The leader may also share insight on problem-solving techniques or information regarding compliance mechanisms for achievement such as operational policies and procedures.

The collegial (consensus-driven) transformational leadership technique focuses shared common goals and teamwork. The leader embraces the development of social networks and openly shares similar or divergent views that identify, assess, and solve problems. The leader is a team player that is known to be supportive, encouraging, and available for feedback.⁷⁰ The collegial technique focuses on solutions rather than problems, which can deconstruct an atmosphere of conflict and redefine it as a space for problem solving.⁷¹ The idea is to show support for an entire group while also instilling values of independence. Unfortunately, the collegial technique does not work well among individuals who are highly competitive or combative. Nevertheless, the technique is valuable as an apprentice identifies or works toward the achievement of performance objectives. The collegial transformational leader shares professional standards and mutually respectful criteria for goal attainment. The leader hosts an environment that promotes healthy relationships where an apprentice can bridge a strong social network. The collegial technique also promotes a positive outlook. This leader is a proponent of

⁶⁹ Mary Uhl-Bien and Russ Marion, "Complexity Leadership in Bureaucratic Forms of Organizing: A Meso Model." *The Leadership Quarterly* 20,4 (2009): 631-650.

⁷⁰ Judith Warren Little, "Teachers as Teacher Advisors: The Delicacy of Collegial Leadership," *Educational Leadership* 43,3 (1985): 34-36.

⁷¹ Principles of collaboration and emancipation positively affect group participation and attitudes. See Prakash Singh, "Use of the Collegial Leadership Model of Emancipation to Transform Traditional Management Practices in Secondary Schools." *South African Journal of Education* 25,1 (2005): 11-18.

civil, professional, and ethical behavior in the workplace.⁷² Thus, the leader looks for consensus building and encourages difference.

The political (negotiation) technique is an opportunity and preparation-driven leadership form. Any situation can bring about a potential opportunity or relationship. Hence, building trust, forming methods of communication, and establishing positive rapport with divergent groups are critical to these negotiating leaders. The political transformational leader is an asset to the apprentice because they know how to handle difficult situations; the political leader controls their emotions, remains calm, and listens to multiple perspectives. Their personalities are said to be personable and flexible. Like the collegial technique, the political transformation is used to manage conflict. However, the goal of the political techniques is usually to reframe the outlook by educating a group about change rather than following tradition.

It is important to note that men more typically express political techniques. However, the technique is useful to an apprentice as they produce resource lists. The leader can clarify multiple creative procedures for asset building. Resources can be derived from multiple sources, some holding contrasting views. The political technique also provides means for communication or ideas that accelerate the social networking process. The leader also enhances an apprentice's outlook on desired rewards in their ability to acquire intrinsic (recognition) and extrinsic (resources) rewards.⁷³

Symbolic (facilitation) transformational leadership techniques influence the apprentice. Leadership stems from a progressive interpretation of the lifestyle, choices, and responses projected by the leader. They lead by example. The leader sets a direction and expresses a position, sometimes one of change. Typically, the leader's actions are symbolically tied to a larger movement. Communication usually takes place via the leader's actions. Other

⁷² Prakash Singh, Peter Manser, and Raj Mestry, "Importance of Emotional Intelligence in Conceptualizing Collegial Leadership in Education." *South African Journal of Education* 27,3 (2007): 541-563.

⁷³ Proactive engagement enhance intrinsic motivation, self-regulation, and well-being. See Richard M. Ryan and Edward L. Deci, "Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-being." *American Psychologist* 55,1 (2000): 68-78.

transformational leadership techniques rely on dialogue.⁷⁴ The distinction between dialogue and modeling is critical since the symbolic leader must be fully conscious of physically and socially embodied symbols and ways that others perceive them. At times, the symbolic leader may not fully understand the nature of their power (prestige, charisma, or status) or the scale of their followers. Hence, the symbolic transformational leader should understand the social world as they assign meaning and value to social relations. Like the collegial technique, the symbolic technique is also critical for maintaining a positive outlook. Support is offered as the leader paves a road for the apprentice's vision and shares healthy prospects for success. Moreover, the apprentice is *not* in competition with the symbolic transformational leader. The leader is a mentor and a role model that can frame or enhance meaning and value of the apprentice's desired rewards. The symbolic leader may also shape the audience of the apprentice's rewards.

CONCLUSION

As women use the contest evasion-transformational model to accept responsibility for their own definitions of self and their goals. Pathways to women's goals and aspirations are unique, and the contest evasion-transformational leadership model empowers women to prioritize their own standards for success, achievement, and satisfaction. Thus, emancipation entails a positive self-growing momentum that occurs from within. The transformational leader's attention is directed to uniqueness and beauty of self as women re-vision the meaning of acceptance and recognition. By letting go of comparisons, competition, and damaging emotional dialogue, women take a step toward liberation because potential for self-interest and motivation are not predetermined by their standing in a race.

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⁷⁴ Without resorting to coercion, personality becomes a communication process that generates the meaning of leadership. See Jim Vickrey, "Symbolic Leadership: The Symbolic Nature of Leadership." *AU-24, Concepts for Air Force Leadership* (1995): 315-318.

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